



# KEY INDICATORS ON VOCATIONAL EDUCATION, TRAINING AND EMPLOYMENT IN SOUTH EASTERN EUROPE

## ETF STAFF WORKING DOCUMENT

Prepared by Mircea Badescu (European Training Foundation)

Edited by Jens Johansen (European Training Foundation)

This report is published in the framework of the ETF Key Indicators Project conducted in 2003 and 2004. It presents a selection of the indicators collected through the network of the National Observatories. Additional information is available on the ETF website <http://www.etf.eu.int>

Participants in the 2004 ETF Key Indicators Project:

**Acceding countries:** Bulgaria (BG), Romania (RO),

**Candidate Countries (CC):** Croatia (HR), Turkey (TR)

**South Eastern Europe (SEE):** Albania (AL), Bosnia-Herzegovina (BA), former Yugoslav Republic of Macedonia (MK), Serbia and Montenegro (SCG), Kosovo (KS) under UN Security Council Resolution 1244

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## **List of abbreviations and acronyms**

CC – Acceding and Candidate Countries (Bulgaria, Croatia, Romania, Turkey)

EU – European Union

ETF – European Training Foundation

GDP – Gross Domestic Product

LFS – Labour Force Survey

NMS – The 10 new European Union Member States as of 1 May 2004

PES – Public Employment Service

PISA – Programme for International Student Assessment

OECD – Organization for Economic Co-operation and Development

SEE – South Eastern European (countries/territories)

## PREFACE

This edition of *Key Indicators* presents data collected in 2003 and 2004 in South Eastern European countries and territories through the ETF's network of National Observatories. Some of the data were supplemented by those (in particular EU averages) collected by Eurostat and OECD. Data on education and labour market are compiled by ETF from official responses to questionnaires or from reports provided by education authorities in each country and are mainly used for comparative analysis. While it is difficult to assess the effectiveness of the different policy options on a common basis, the information presented in this report shows that comparative analysis could in any case be a useful instrument for informing the debate. To advance the debate further, reliable and relevant information of good quality is needed.

The publication focus on the access to and participation in education and initial vocational education. It will also look at the main aspects of the national labour markets. Spending patterns on educational and labour market programmes are reviewed. Transition from school to work and continuing training are other issues addressed by this report. The annexes provide the full set of data used in this publication as well as important information on the definitions and methods underlying these data.

## THE DEMOGRAPHIC BACKGROUND

The demographic changes had a continuing impact on key education and employment statistics in all surveyed countries. Based on joint Council of Europe/Eurostat data, in 2003 Bulgaria, Croatia, Romania Serbia and Montenegro have reported decreases in the total population while in the other countries/entities an increase of total population was noted.

*In 2004 the combined population of the 4 Candidate Countries represented over 105 million inhabitants*

The four Candidate Countries<sup>1</sup> have a combined population of more than 105 million<sup>2</sup> whereas the total population of the South Eastern European (SEE) participants was estimated at 23.7 million<sup>3</sup>.

*Albania, Turkey and Kosovo have a young age structure of the population*

The structure of population should be seen broader. The next few years will offer a window of opportunity in countries where reduced cohorts ease the demand for school places and allow access and quality issues to be addressed more easily. On the contrary in Albania, Turkey or Kosovo, where the population under 15 years of age represent almost 30% of the total population, more investment will be needed simply to maintain current participation rates for a growing youth cohort.

## THE ECONOMIC CONTEXT

The economies of the Candidate Countries (CC) have been expanding at fast rates, also in 2004. It should be further noted that in some countries (Romania and Croatia) the growth was achieved without a major positive effect on the employment rates. This is unfortunate as the effect is to concentrate the wealth arising from the economic growth on fewer hands. The economic growth in Croatia and Romania is thus not able to consolidate the benefits of growth.

*The economies of most candidate countries have been expanding at fast rates*

GDP per capita in all CCs went up in 2004 compared to 2003 and represented 31.5% of the EU 25 average in Romania, 45.9% in Croatia, 30.8% in Bulgaria and 28.7% in Turkey<sup>4</sup>. Preliminary data for 2004 shows that change in the economic structures are minimal.

## EDUCATION AND INITIAL VOCATIONAL EDUCATION AND TRAINING

In 2004, changing labour market and economic and social conditions have resulted in a clear demand for more and better education and training. Most national policy-makers see the main challenges facing the education systems as lying at the secondary and tertiary levels, reflecting the growing need to enhance human capital by raising levels of skills among the population.

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<sup>1</sup> Bulgaria, Croatia, Romania and Turkey.

<sup>2</sup> Source: Eurostat, Statistics in Focus, Theme 3 – 13/2004, *First results of the demographic data collection for 2003 in Europe*.

<sup>3</sup> Population data in SEE must be treated with care given the high mobility during the war.

<sup>4</sup> Europa website, Structural Indicators website.

Participation rates in vocational are in most cases increasing in CCs. In South Eastern Europe the situation looks very different. ETF data shows particularly low levels of participation in education of the population aged 15-19 years in Albania (6.0%) in school year 2002/03.

*In countries like Bulgaria, Croatia or Romania youth aged 15-19 are more likely to follow a predominantly vocational programme*

Growing diversity in vocational educational provision has been one of the policy responses to increasingly variable demands for skills. Data on educational attainment levels suggest that with the exception of Turkey and Albania all the other countries perform well in terms of provision at the upper secondary compared to the EU averages though generally less well at the tertiary level. In many countries in the last few years there has been a shift away, in provision and participation, from lower level vocational programmes towards programmes in secondary vocational and grammar schools leading to *Matura-type* qualifications. However, in some countries the figures hide the fact that some of the upper secondary attainment is in low level vocational programmes leading only to the labour market and giving no direct access to higher levels of education.

*Early school leaving is a matter of concern in all countries, especially in Turkey and Albania*

National figures<sup>5</sup> suggest that dropout rates are higher in vocational programmes than in general ones. However, school dropout is often difficult to measure as so many actions<sup>6</sup> can be regarded as “drop-out”. Used as a proxy for dropout, the early school leavers’ rates (the percentage of 18-24 year olds who have, at most, lower secondary education and who are not in education or training) are generally higher than the EU average in Bulgaria and Romania (with the rates over 20%) but below the EU average in Croatia. Among the SEE countries for which data exists the early school-leaving rate is found to be extremely high in Albania.

The early school-leaving rate should be also seen in the context of the reference levels of European average performance (or European benchmarks) set up by the EU in 2003. All the 10 New Member States have reported rates of early school leaving which are below the EU-15 average and in some countries (Slovenia, Poland, Czech Republic and Slovak Republic) even below the agreed level of less than 10% by 2010.

An analysis of the performance of the CC against the European benchmarks on education and training highlights once more that the education systems are lagging behind in some important areas. The PISA (the Programme for International Student Assessment) results, which evaluated the reading abilities of 15 year-old students, showed that in 2002 41.3% of them in Romania had a low functional reading ability<sup>7</sup>. The results were similar in the other two candidate countries (Bulgaria 40.3% and Turkey 36.8%, in 2003) and are much above the average of the OECD countries (19.1%). Croatia has not participated in PISA. The EU has set itself a target to decrease, by at least 20%, the number of low achieving 15 year-olds in reading literacy (Level 1 or below in the PISA reading literacy scale) by 2010 compared to the year 2000.

## **CONTINUING EDUCATION AND TRAINING**

Participation by adults in training and in life-long learning is generally at lower levels than in the EU. ETF data suggest that in Romania and Bulgaria less than 2% adults aged 25-64 participated in education or training in the four weeks prior to being surveyed. The EU-25 average is around 10% but the best performing countries reported more than 18% in 2004. The EU has recently set itself the target<sup>8</sup> of achieving an EU-15 average of at least 15% by 2010, with no country below 10% by that date – which suggests the CC have much catching up to do. In SEE countries data for 2004 shows rather similar participation rates (2.1% in FYR of Macedonia in 2003)

## **THE LABOUR MARKET**

Labour market performance in 2003 has been less encouraging than the economy in almost all countries and especially in SEE countries. It should be noted however that in 2004 in countries like Romania and

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<sup>5</sup> Available for some countries only through the annual reports prepared for ETF by the National Observatory network

<sup>6</sup> Leaving a programme before the end; taking time off during a programme; transferring to another programme (whether “better” or “worse”); transferring to another institution (whether to the same programme or not); finishing the programme but failing the final examinations; succeeding in the final examinations but not entering the next level of education; etc

<sup>7</sup> Reading literacy proficiency Level 1 and lower in the PISA reading literacy scale.

<sup>8</sup> European Commission Communication on *European benchmarks in education and training: follow-up to the Lisbon European Council COM(2002) 629*

Croatia, the economic growth was substantial but this growth was achieved without creating the large number of jobs normally associated with such massive growth.

To take the example of Romania: the percentage of people whose jobs started within the past 3 months was 3.7% in 2004 (up from 2.9% in 2003) but this is still below the EU 25 average of 4.3%. Some EU member states or candidate countries reported much higher percentages in 2004 (Spring quarter): Finland 8.6%, Bulgaria 7.4%, Spain 6.4%. For the same period, the part-time employment in Romania was 10.2%, well below the EU 25 average (17.7%), as well as was the percentage of employees with temporary contracts (2.6% in Romania compared to 13.3% for EU 25).

One of the very important issues in almost all CCs is the employment rate of older (aged 55-64) workers. The rate should be seen in the context of the EU employment targets set up in 2003. Some countries have introduced legislation to raise the retirement age (usually by more than one year). As a result of promoting the active ageing, in 2004 in countries such as Romania or Bulgaria, the activity rates of population aged 55-64 went up.

The issue of greatest concern in CCs but especially in SEE is the very high – and, until recently, rising – level of unemployment in some countries. The problem is particularly severe in nearly all SEE for which comparable data exists where the unemployment rate is particularly high in FYR of Macedonia (38%) and Serbia and Montenegro (18.5%)

One important issue in almost all CCs and SEE countries is the youth unemployment. Rates of youth unemployment are also substantially higher in most countries and rising compared to the EU. In Romania for instance in 2004, the youth unemployment rate was more than two and a half times as large as the overall unemployment rate. Youth unemployment rate is particularly high in FYR of Macedonia (61.6%) and Serbia and Montenegro (48.8%).

*In all countries the Public Employment Service have started an extensive process of modernisation*

In the NMS and CCs the Public Employment Services (PES) are generally less well-developed and less well-resourced than in Member States and the range of measures available is rather limited in most of the countries. In SEE countries the main role of the employment services remains primarily the implementation of passive measures. The target groups for the PES are active job seekers aged 16 and above and prospective employers but the range of services shows large differences by group of countries. Traditionally the PES in the SEE countries was responsible for job mediation, guidance and orientation. In the last years their main role is limited to the payment of unemployment benefits and to issuing the certificates for social benefits to the unemployed. The client-staff ratios are higher in SEE countries and the true efficiency of employment services is hard to gauge due to the high numbers of registered unemployed (approximately 1000 to 2000 unemployed per employee) that may not be genuine unemployed in the sense of the EU labour force survey<sup>9</sup>.

In many countries, especially in SEE, the incentives to register are in most cases linked to obtaining health insurance or other indirect benefits. As a result, a large proportion of unemployed is composed of people who register for long periods to benefit from health insurance but are working in households or in the informal economy. There is another group of persons that is composed of layoffs (redundancy workers) and young persons, particularly first time job seekers. In addition, there are further vulnerable groups such as refugees and displaced persons, and people affected by the recent wars such as demobilised soldiers and invalids. Unemployment according to labour force surveys is lower and employment higher in comparison to the registered data sources. Skilled people could still be formally employed but currently not working or working in the grey economy. The estimated proportion of people employed in the informal sector is generally high (30% to 40% or more, although it should be kept in mind that estimates for most countries vary considerably)<sup>10</sup> and often creates poor quality and low paid jobs.

The differences in reporting practices often lead to problems with employment indicators at both national and international levels. In all countries the information on registered unemployed persons, usually held by public employment offices differs in coverage and definition from those used in labour force surveys. As a result of differences between national laws governing the entitlement of job seekers to benefits and other assistance (which normally form the basis for defining the coverage and definition of the registered unemployed) it is difficult to harmonise the two measures of the unemployed.

Both measures of unemployment must be used with care because neither gives a full picture of the shortage of jobs of the sorts in which policy-makers are interested. However, labour force surveys offer useful comparable information above and beyond the unemployment rate, including indicators of under-

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<sup>9</sup> Such data was not made available through country reports. The reported data on client-staff ratio may lack comparability due to different definitions applied.

<sup>10</sup> Ibid.

employment, job-search activity and the distribution of individuals in various labour market situations (i.e. inactive, discouraged workers, "safety-nets").

## **SPENDING PATTERNS IN EDUCATIONAL AND LABOUR MARKET PROGRAMMES**

A very important issue for most countries is the allocation of resources for education, training and labour market programmes. The issue of resource allocation for education needs to be seen in a broader context. Countries unable to match increases in participation especially at the post-secondary levels with increases in resources will be faced with difficult choices as to how to adjust the national educational systems provided so as to meet the demands of a larger student population.

*The candidate and SEE countries allocate between 4.8% and less than 2.5% of GDP to education*

Public spending on education as a percentage of GDP is often seen as the commitment, which governments make to the provision of education. The NMS and CCs allocate a percentage of GDP for educational expenditure ranging from 7% in Estonia to less than 3% in Romania. Among SEE countries for which data exists, Croatia is the best positioned in an international context with 4.2% of GDP allocated to education in 2002.

Changing the macro-economic conditions has had an immediate impact on the public resources allocated for education in almost all surveyed countries. The sustained economic growth meant higher government revenue and hence a greater pool of potential resources for education and training. However greater national wealth does not always imply an increased proportion of GDP that goes to education. This is the case in Romania where, despite the recent economic growth in the last years, education has remained under-funded. There is a risk for the countries that face low levels of the proportion that is invested in education where the current spending levels may not be adequate to meet the goals for expanding education provision.

*In 2004 public expenditure on labour market programmes accounted for less than 1% of GDP*

Expenditures on PES administration (including the training of PES staff) and on active labour market measures are well-below EU levels in all countries. The public expenditure on PES administration is generally around or less than 0.1% of GDP in all CCs. SEE countries for which data exists shows an even lower level. The gaps in expenditures on active labour market measures are generally even greater than on PES administration – especially where unemployment rates are highest. In most countries the level of resources devoted to active labour market measures does not seem adequate given the levels of unemployment.

Not only are expenditures on active labour market measures relatively low, the range of measures available is rather limited in most of the countries. In several countries at least half the expenditure on active labour market measures is for employment subsidies and public works. Expenditures on labour market training are often low or inadequate. Only one country, FYR of Macedonia, reported that training accounts for 50% or more of spending on active labour market measures – but this has to be seen against the very small share of GDP devoted to active measures (0.05% of GDP).

## **CONCLUSIONS**

The candidate countries have all made substantial improvements in their labour markets and training systems. These are now unrecognisable from those prevailing in 1989. In Bulgaria and Romania where the economy contracted between 1995 and 1999, growth rates have been higher on average than in the EU Member States. Also GDP per capita has improved considerably, although this is to a lesser extent due to a decrease in population. However, the benefits of economic growth have not been distributed evenly and, in fact, unemployment has often increased substantially during the same period. The situation is different in the SEE countries. In the last decade they faced a decrease in their economic growth strongly related with the war and the growth rates still do not match the ones registered by the candidate countries. The ongoing conflicts also meant that the transition process (of not just the labour market, but also the public employment services and the education systems) started later in the SEE countries than in most of the NMS. Large informal sectors have developed and even today employment is stagnant.

Each country has important population groups that have been unable to access new opportunities. The decline and restructuring of traditional industries, changes in regional economic structures and shifts in the demand for skills have not always been accompanied by appropriate labour market adjustments. Specific interventions are required to ensure that labour market policies provide these sub-groups of the

population with the skills relevant to available employment opportunities. These interventions need to encourage the use of **Active Labour Market Measures** over **Passive Measures** and to develop further the **Public Employment Services**, which are commonly the major support provider to the disadvantaged and unemployed.

In addition, despite important reforms (often of a pilot nature) in the **initial Vocational Education and Training systems** of each country, a constant lack of resources constrains and delays a comprehensive implementation and the system-wide dissemination of the benefits of the reforms.

Similarly, all the countries remain substantially behind the EU in provision of **Continuing Vocational Training**. Unless this is addressed, not only will it be difficult to achieve productivity gains from a deepening of the skill base of those in employment, but it will also inhibit the growth of lifelong learning opportunities for employees at a time when EU Member States are developing comprehensive lifelong learning strategies.

To address these difficulties each country will need to take appropriate measures like capacity building in Public Employment Services, Initial and Continuing VET and support for Active Labour Market Measures.

## REFERENCES

Commission of the European Communities, Communication on *European benchmarks in education and training: follow-up to the Lisbon European Council*, COM (2002) 629.

Europa website, Structural Indicators website

Eurostat, Statistics in Focus, Theme 3 – 13/2004, *First results of the demographic data collection for 2003 in Europe*.

## ANNEX 1 – DEFINITIONS OF STATISTICS AND INDICATORS

**ACTIVE POPULATION** (also called the LABOUR FORCE) consists of all individuals aged 15 and over in the population who are either EMPLOYED or UNEMPLOYED.

**EARLY SCHOOL LEAVERS** is a proxy for dropout and comprise all persons aged 18-24 who have at most lower secondary education (ISCED levels 0-2) and are not in any form of education or training.

**EDUCATIONAL ATTAINMENT** is defined according to the ISCED97 (see annex 2 for a description of the International Standard Classification of Education). Three levels are distinguished here: less than upper secondary or low (ISCED 1 or 2), upper secondary or medium (ISCED 3-4), and tertiary education or high (ISCED 5-6).

**EMPLOYED** The employed comprise all persons who during a specified period, usually one week, did any work for pay or profit for at least one hour, or were not working but had jobs from which they were temporarily absent. Employees, the self-employed and family workers are all included in this category. The **EMPLOYMENT RATE** is the number of employed as a percentage of the corresponding age group population.

**GENERAL EDUCATION** includes educational programmes which:

- have little (i.e. less than 25%) or no vocational content; AND
- do not prepare participants for direct entry, without further training, into specific trades or occupations.

**GROSS DOMESTIC PRODUCT** refers to the producers' value of the gross outputs of resident producers, including distributive trades and transport, less the value of purchasers' intermediate consumption plus import duties. GDP is expressed in national currency in this report.

**INACTIVE** refers to persons who are neither in employment nor unemployed.

**LABOUR FORCE** (see definition of ACTIVE POPULATION above).

**LABOUR FORCE ACTIVITY RATE** (see definition of PARTICIPATION RATE IN LABOUR MARKET below).

**PARTICIPATION RATE IN EDUCATION** is the number of persons who are enrolled in education (i.e. had followed any kind of education) as a percentage of the corresponding population by single year of age or by an age group. A person is regarded as participating in education or training if they participated in some form of education or training in the four weeks prior to being questioned in the Labour Force Survey.

**PARTICIPATION RATE IN LABOUR MARKET** (also called the LABOUR FORCE ACTIVITY RATE) is the number of persons who are in the labour force (i.e. are either employed or unemployed) as a percentage of the corresponding total population (the employed, the unemployed and the inactive) by single year of age or by an age group. Persons are regarded as participating in the labour market if they were either employed or unemployed in the four weeks prior to being questioned in the Labour Force Survey (LFS).

**POPULATION (national data)** is reported as of 1 January of the year indicated or as midyear estimates. Figures are presented in thousands.

**PUBLIC EXPENDITURES ON LABOUR MARKET PROGRAMMES** includes only the expenditure targeted on particular labour market groups. *Active labour market programmes* includes all social expenditure (other than education), which is aimed at the improvement of the beneficiaries' prospect of finding gainful employment or to otherwise increase their earnings capacity. This category includes spending on public employment services and administration, labour market training, special programmes for youth when in transition from school to work, labour market programmes to provide or promote employment for unemployed and other persons (excluding young and disabled persons) and special programmes for the disabled. *Passive or income maintenance programmes* in the context of labour market programmes consist of unemployment compensation programmes and programmes for early *retirement* for labour market reasons.

**PUBLIC EXPENDITURE ON EDUCATION** includes expenditure by all public agencies at local, regional and central levels of government. No distinction is made between the education authorities and other government agencies (i.e. include not only central education authorities like the ministries of education but also local/regional authorities such as school inspectorates).

**TRAINING or RE-TRAINING PROGRAMMES** are all oriented towards the specific needs of the labour market or work place. They can be extremely variable in duration, level and educational content. They can take place at an educational institution (e.g. a school, college or university) or entirely on an employer's premises.

**THEORETICAL/TYPICAL AGE** (for study at a given level or for graduation from a given level) is the age a student would have when the student has studied full-time and at a normal speed (i.e. without repeating a year or taking a break) since the beginning of compulsory education and assuming the student entered at the prescribed age.

**UNEMPLOYED (ILO definition)** refers to a person aged 15 and over who is:

- without work, that is, not in employment or self-employment;
- currently available for work, that is, available for employment or self-employment; and
- actively seeking work, that is, had taken specific steps to seek employment or self-employment.

To further improve comparability within EU, a more precise definition of unemployment is used in the EU Labour Force Survey. This definition remains fully compliant with the ILO guidelines. According to this definition, the unemployed are persons aged 15-64 who were without work during the reference period of the survey AND were currently available for work (i.e. can start a job within two weeks) AND have been actively seeking work during the past four weeks.

The **UNEMPLOYMENT RATE** is the number of unemployed as a percentage of the labour force.

**VOCATIONAL EDUCATION** includes educational programmes, which prepare participants for direct entry, without further training, into specific trades or occupations. Such programmes lead to qualifications, which are widely recognised in the labour market. Many vocational education and training programmes cannot be easily classified and the contents of a specific ISCED level may differ between countries and even within countries over time between different age groups. However in many countries the following types of vocational education exists:

- **Vocational with qualification** refers to programmes that lead to a labour market-relevant qualification, which does not give access to tertiary education.
- **Vocational education with Matura examination** refers to programmes whose successful completion give access to tertiary education. Such programmes typically lead to the upper secondary general education diploma, which gives access to tertiary education (often called the Matura). They may, in addition, lead to a vocational qualification.

The **YOUTH UNEMPLOYMENT RATIO** is the number of unemployed youth (aged 15-24) as a percentage of the corresponding age group population.

## **ANNEX 2**

### **MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED97 LEVELS (school year 2003/04)**

#### **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 are 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 that began in ISCED 1 and to lay the foundation for life-long learning. The full implementation of basic skills occurs at this level. This stage is further sub-divided according to the destination for which the programmes have been designed:

ISCED 2A programmes are designed for direct access to ISCED 3 in a sequence that would ultimately lead to tertiary education.

ISCED 2B programmes are designed for direct access to ISCED 3C.

ISCED 2C programmes are designed primarily for direct access to the labour market. It is not possible for students in these programmes to progress to ISCED 3 unless they also complete ISCED 2A or 2B.

#### **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.

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 that 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 that 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:

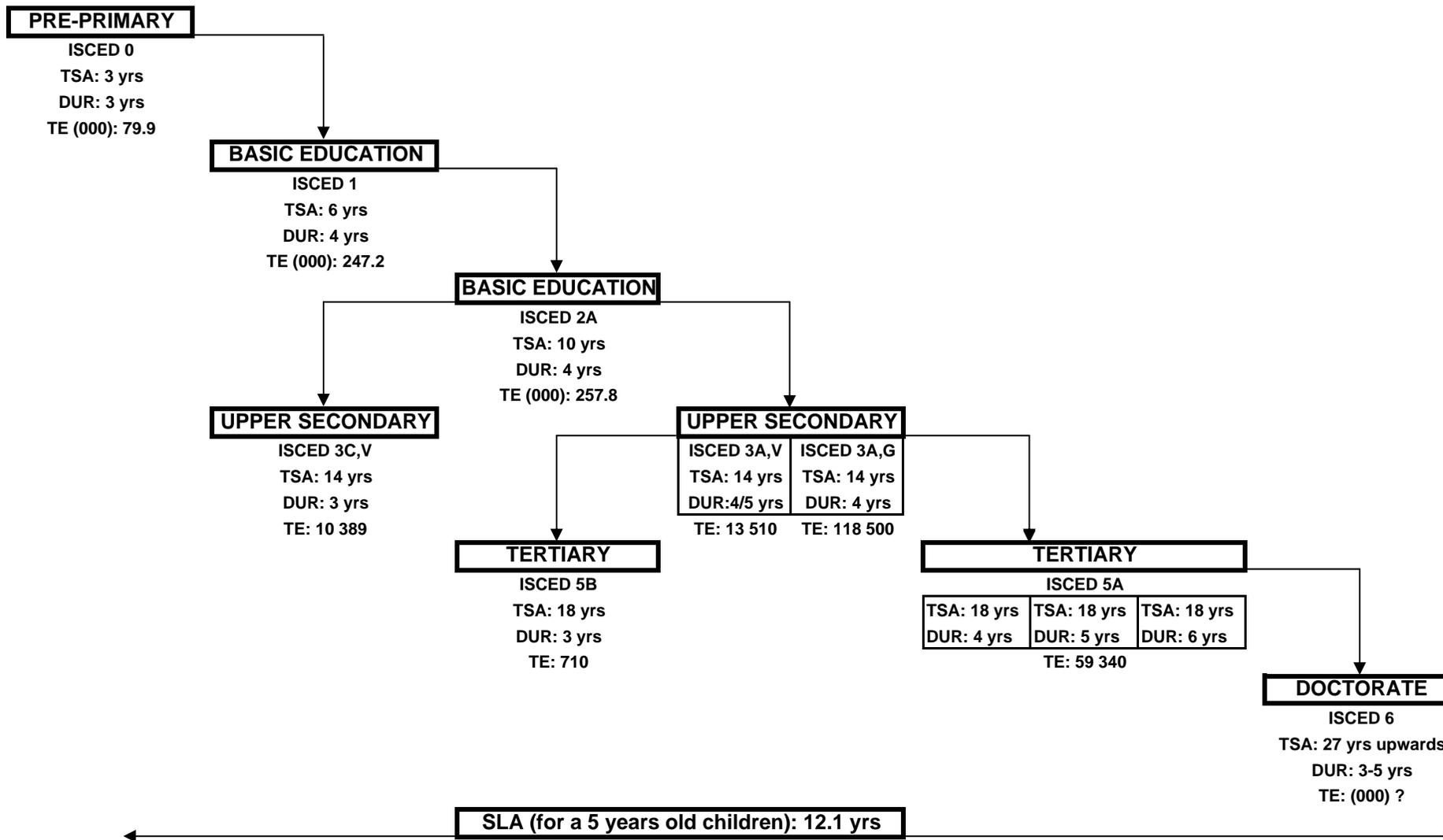
ISCED 5A programmes are largely theoretically based and are intended to give access either to the advanced research programmes found in ISCED 6 or to professions with high skills requirements (eg medical doctors). It may be necessary to take more than one qualification at ISCED 5A (eg a Bachelor's and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

ALBANIA - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)



Source: ETF Key Indicators database

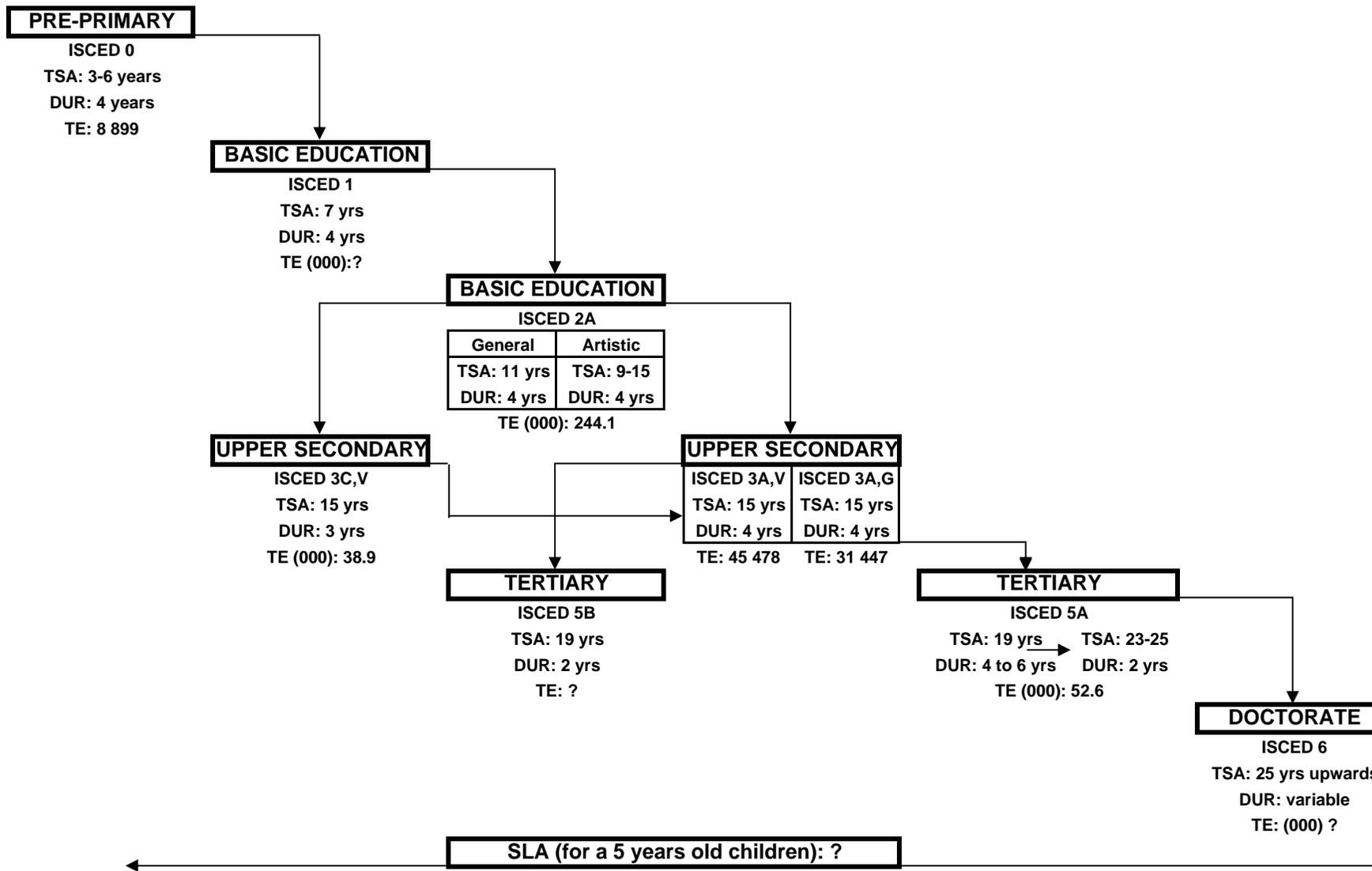
ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

**BOSNIA AND HERZEGOVINA (Federation) - MAPPING OF THE EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)**



**Source: ETF Key Indicators database**

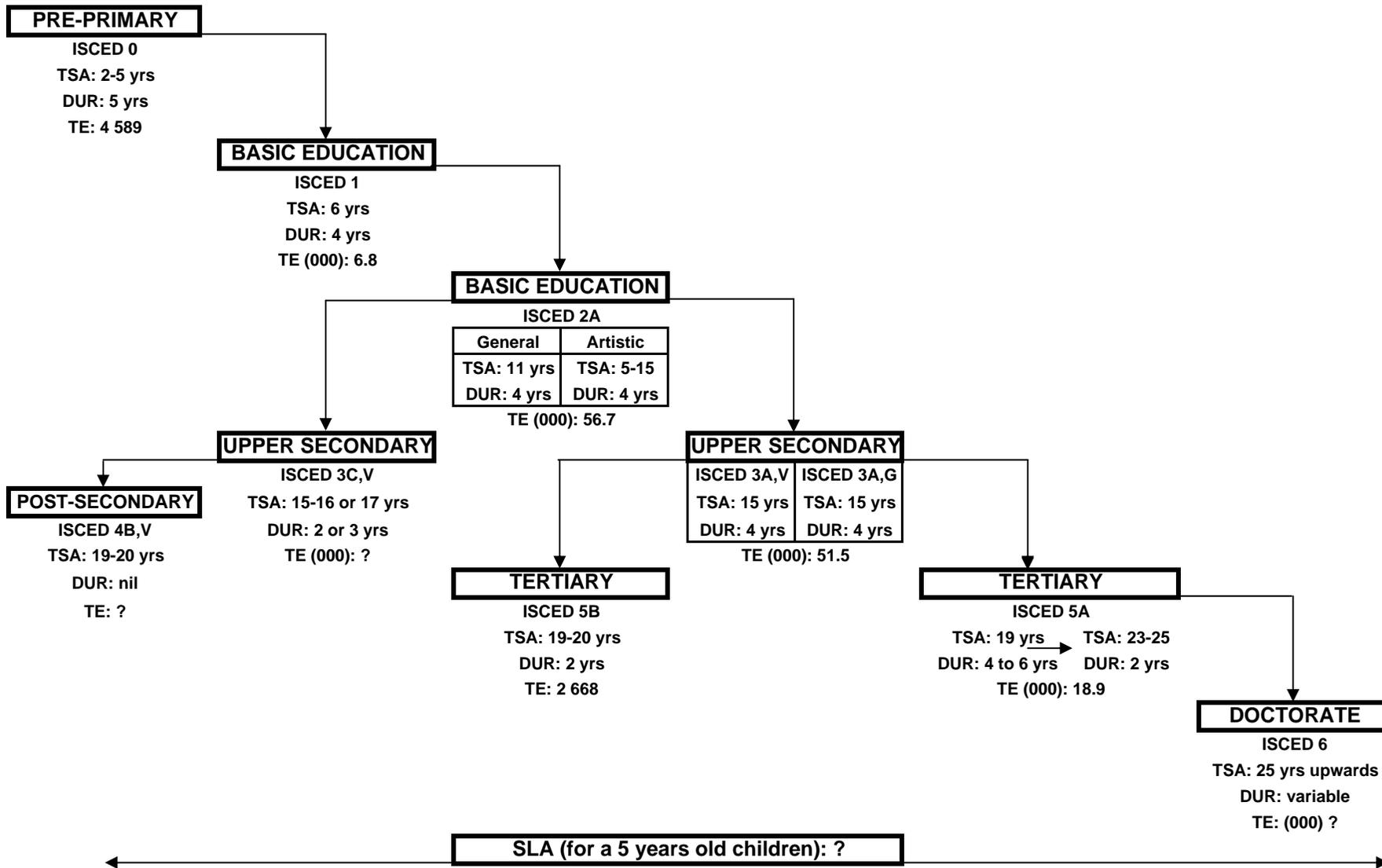
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**BOSNIA AND HERZEGOVINA (Republika Srpska) - MAPPING OF THE EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)**



**Source: ETF Key Indicators database**

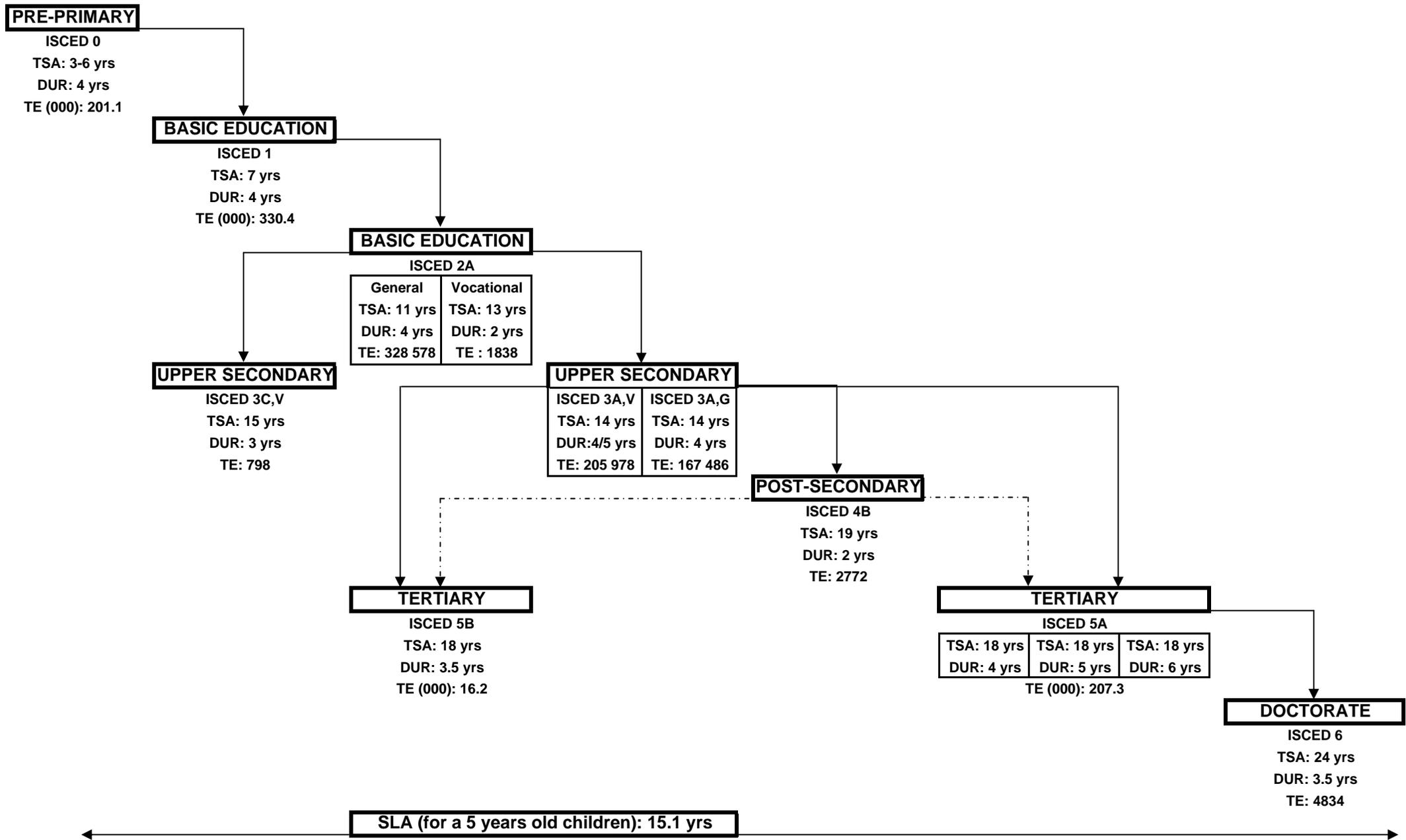
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SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

**BULGARIA - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)**



**Source: ETF Key Indicators database**

ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

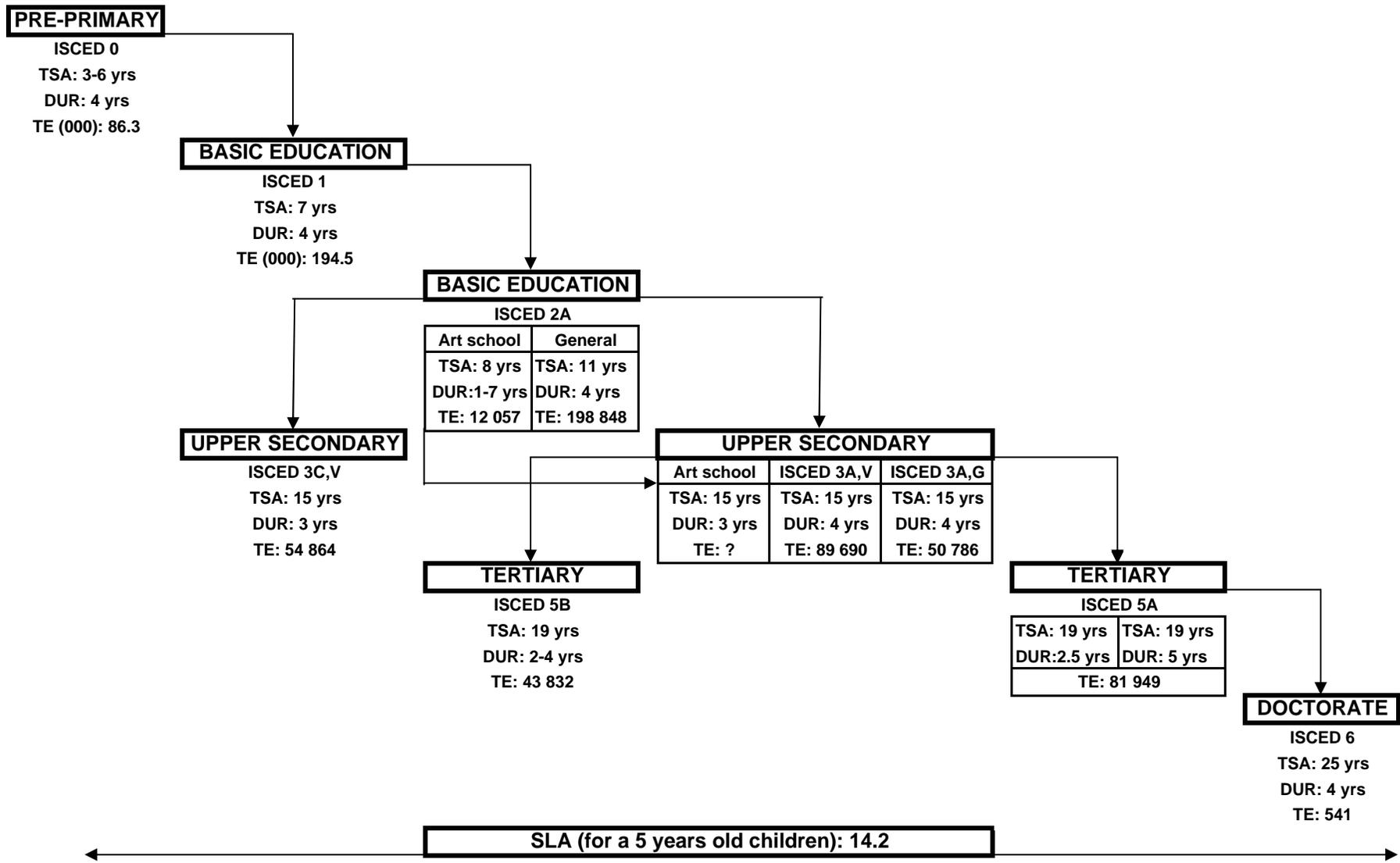
TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

Updated: 05/01/2006

CROATIA - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)



Source: ETF Key Indicators database

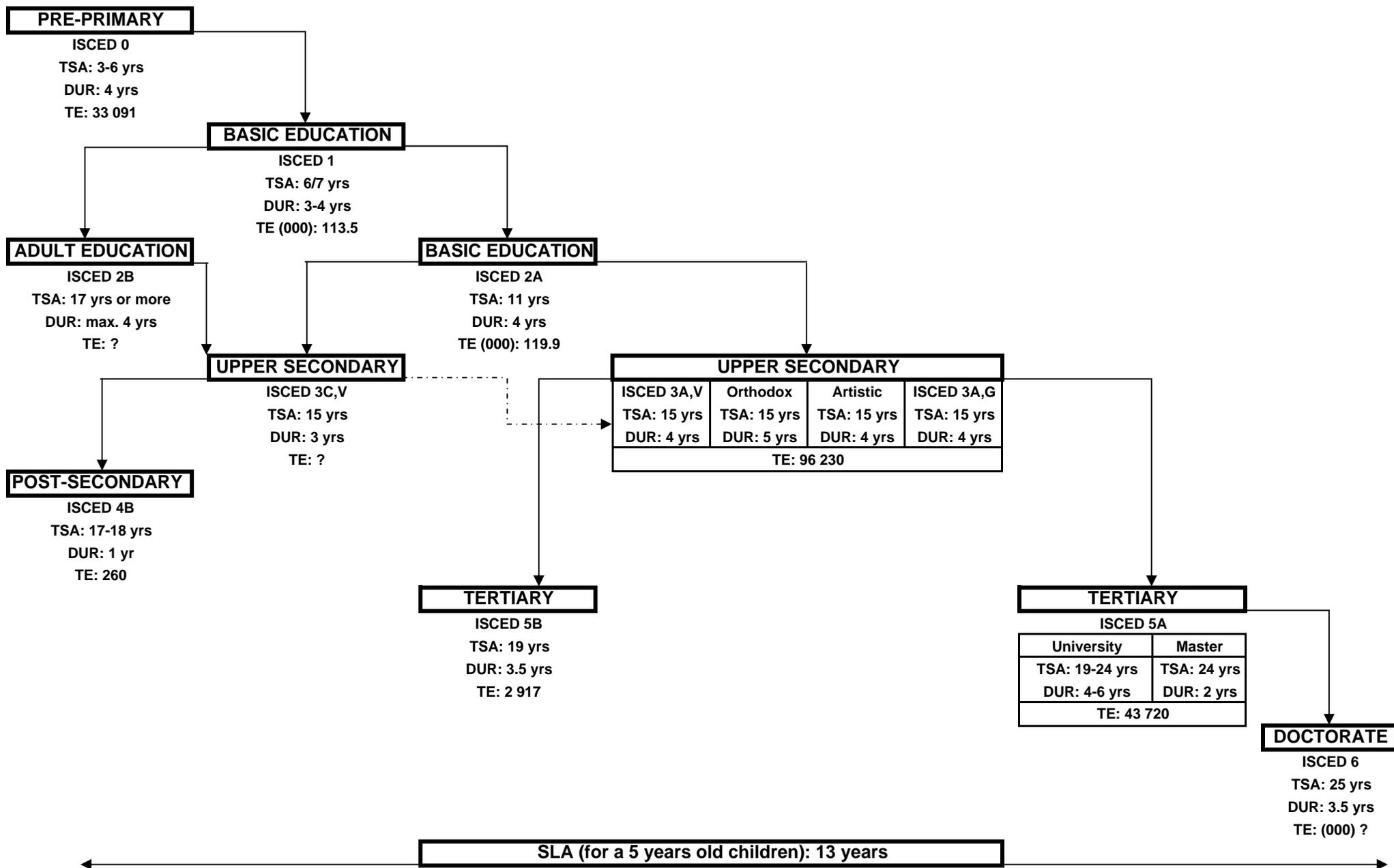
ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

fyR of MACEDONIA - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)



Source: ETF Key Indicators database

ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

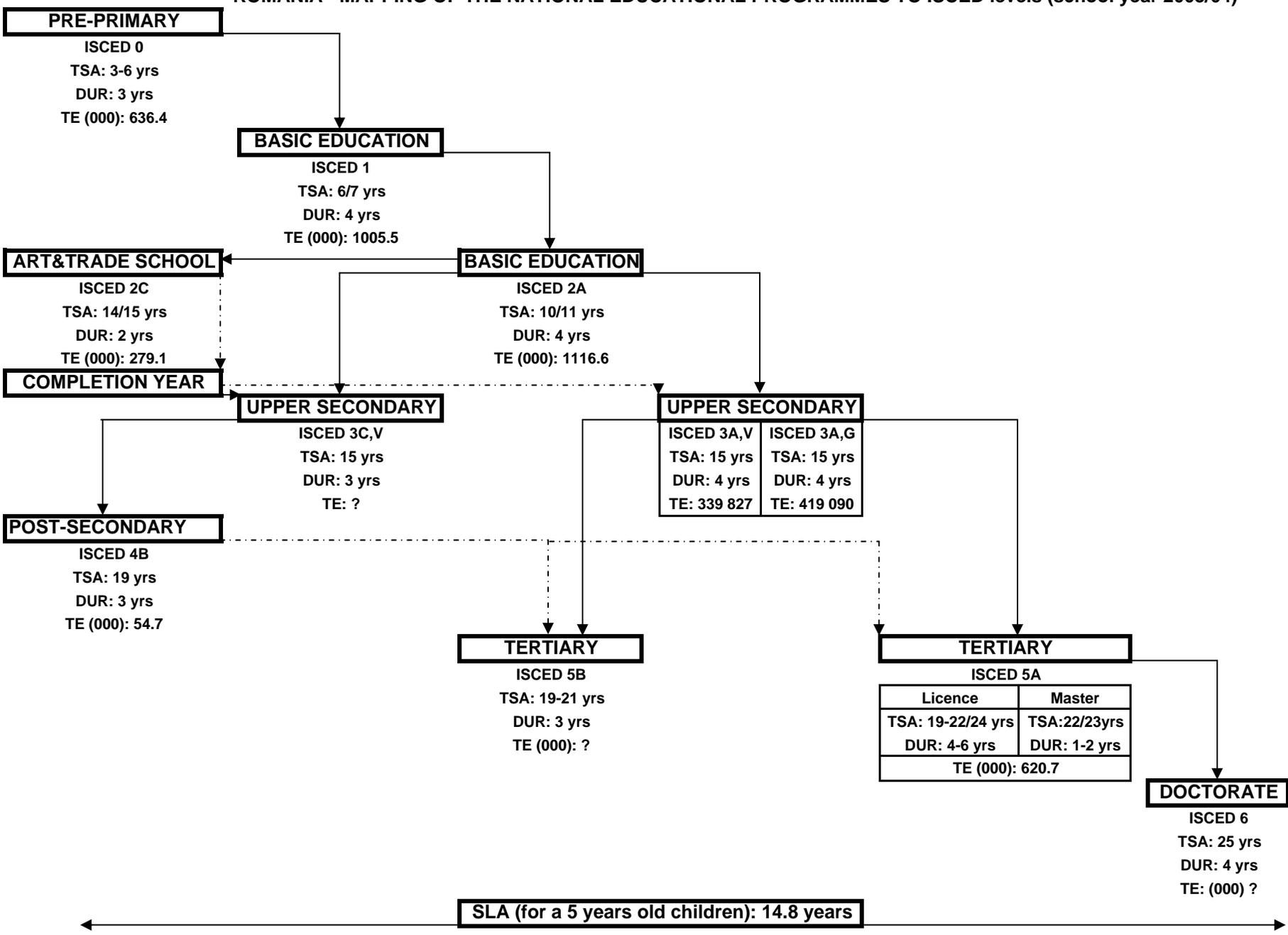
TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

Updated: 05/01/2006

ROMANIA - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)



Source: ETF Key Indicators database

ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

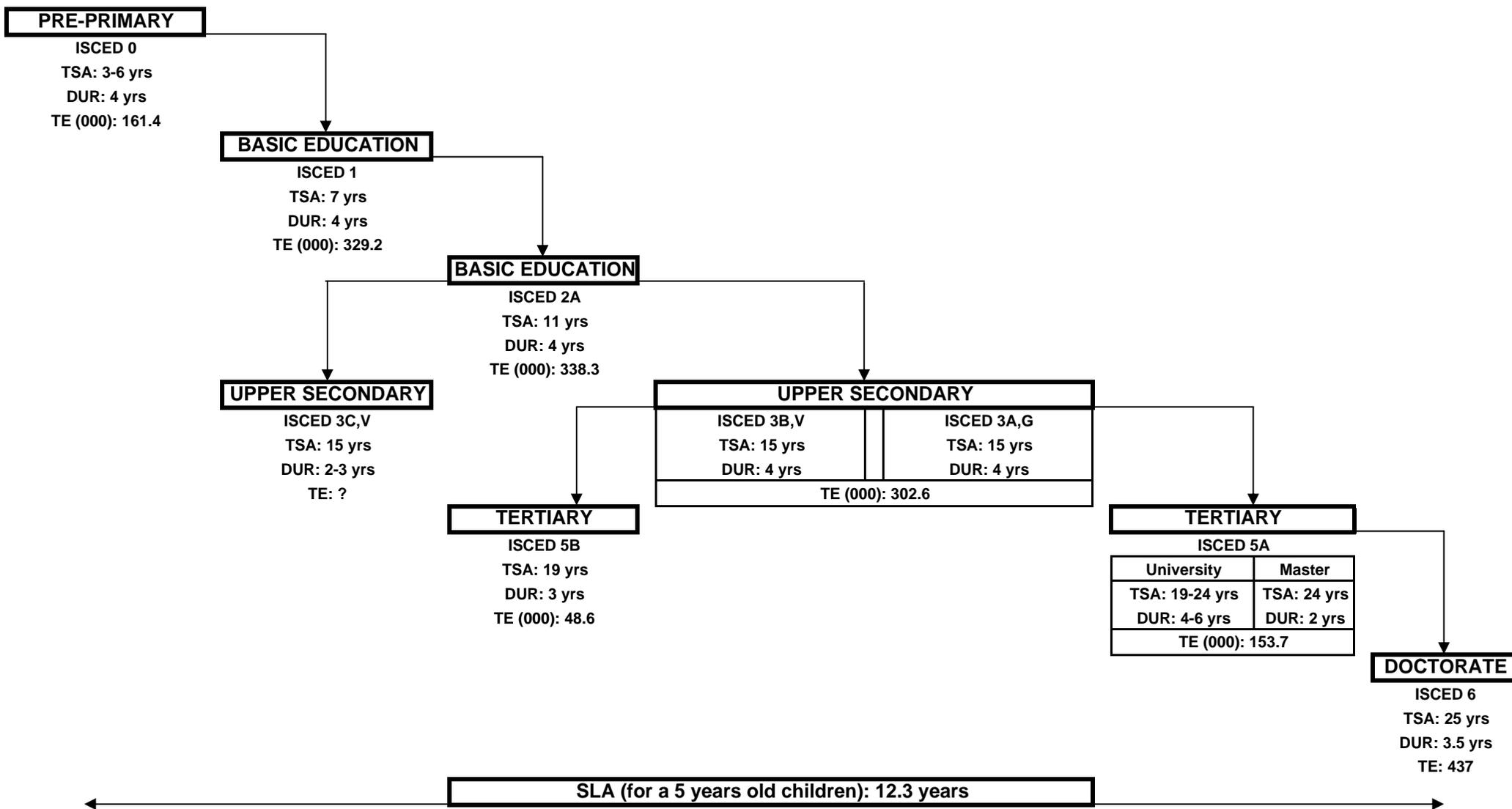
TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

Updated: 05/01/2006

**SERBIA AND MONTENEGRO - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04) [\*]**



[\*] The map and the statistics refers only to Serbia

**Source: ETF Key Indicators database**

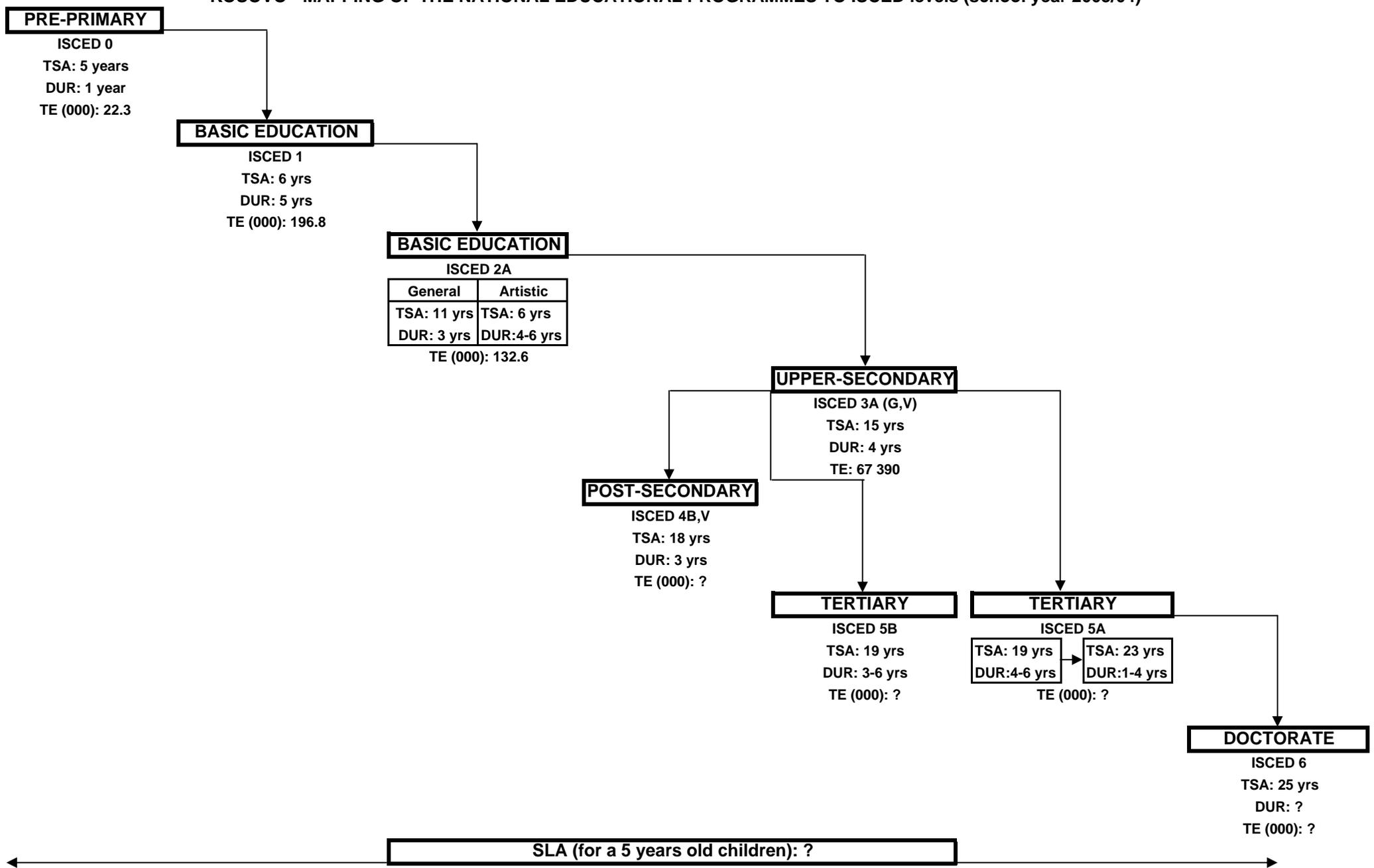
ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

KOSOVO - MAPPING OF THE NATIONAL EDUCATIONAL PROGRAMMES TO ISCED levels (school year 2003/04)



**Source: ETF Key Indicators database**

ISCED 1997 levels of education, Programme orientation: G=General, V=Vocational

TSA: Typical starting age, DUR: Duration of programme

TE: Total number of students enrolled on the programme in the 2003/04 school year (? = numbers not known)

SLA: School-life expectancy (expected years of schooling) between the ages of 5 and 29 years

Updated:05/01/2006

## ANNEX 3 – COUNTRY STATISTICAL PROFILES

### Coverage of the statistics

The European Training Foundation collects the indicators on a regular basis through the network of National Observatories. 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.

### 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). Labour market statistics have been selected from the national Labour Force Surveys.

### Symbols used

**a** - data not applicable because the category does not apply

**b** – break in series

**e** – estimated data

**f** – forecasted data

**m** - data not available

**n** - nil or negligible

**p** – provisional data

**u** – uncertain data

**ALBANIA - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>[e]</b>	<b>3119.5</b>
Population structure (% of total)	0-15 yrs		27%
	15-24 yrs		19%
	25-64 yrs		46%
	over 65 yrs		8%
Educational attainment of the population aged 25-64	Low	[1]	59%
	Medium		33%
	High		8%
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>	<b>[2]</b>	<b>1089.2</b>
Labour force structure by age groups (% of total)	15-24	[1]	23%
	25-54		72%
	55-64		5%
	over 65		n
Educational attainment of the labour force aged 25-64	Low	[1]	53%
	Medium		37%
	High		10%
Labour force activity rate	Total	[1]	69.5%
	Men		83.2%
	Women		56.0%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>		<b>[3]</b>	<b>96.1%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total	[3]	6.0%
	Men		7.0%
	Women		3.8%
Participation in education or training of youths (% of 20-24 years old)	Total	[2]	8.5%
	Men		6.4%
	Women		10.4%
Participation in education or training of adults (% of 25-64 years old)	Total	[2]	0.3%
	Men		0.4%
	Women		0.3%
Early school leaving rate (% of 18-24 years old)	Total	[2]	61.9%
	Men		61.8%
	Women		61.9%
<b>Total employed aged 15 years and over</b>	<b>(000)</b>	<b>[3]</b>	<b>926.2</b>
Total employment rate (15-64 years)	Total	[1]	47.8%
	Men		67.3%
	Women		40.0%
Youth employment rate (15-24 years)	Total	[1]	38.6%
	Men		41.3%
	Women		36.0%
Employment rate of older workers (55-64 years)	Total	[1]	27.5%
	Men		42.6%
	Women		11.5%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>	<b>[1]</b>	<b>305.5</b>
	Men		150.1
	Women		155.4
Total registered unemployed	(000)	[3]	163.0
Unemployment rate (aged 15 and over)	Total	[1]	22.7%
	Men		18.8%
	Women		28.4%
Youth unemployment rate (aged 15-24)	Total	[1]	35.5%
	Men		41.6%
	Women		27.1%
Youth unemployment ratio (aged 15-24)	Total	[1]	21.2%
	Men		29.5%
	Women		13.4%
Unemployment rate of older people (aged 55-64)	Total	[1]	2.9%
	Men		1.6%
	Women		7.7%
<b>Total public expenditure, national currency, current prices (mill.)</b>		<b>[3]</b>	<b>323 000</b>
Public expenditure on education as a % of GDP		[3]	2.66%
of which on vocational programmes			0.31%
Public expenditure on labour market programmes as a % of GDP		[3]	0.20%
Active measures			0.03%
Labour market training			0.01%

Source: ETF Key Indicators database, Most recent year for which data is available: [1] 2001, [2] 2002, [3] 2003

[\*] For more information see ETF definitions of statistics and indicators

e = estimated data, m = missing data, n = negligible

**BOSNIA AND HERZEGOVINA, Federation (2003)**

<b>Total population</b>	<b>(000)</b>	<b>2323.3</b>	<b>[e]</b>
Population structure (% of total)	0-15 yrs	18%	
	15-24 yrs	x	
	25-64 yrs	70%	
	over 65 yrs	12%	
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>	<b>684.3</b>	
<b>Total employed aged 15 years and over</b>	<b>(000)</b>	<b>387.7</b>	
Total employment rate (15-64 years)	Total	24.4%	<b>[e]</b>
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>	<b>296.6</b>	
Total registered unemployed*	(000)	309.8	

**Source: Background report for the ETF Peer Review**

[\*] For more information see ETF definitions of statistics and indicators

e = estimated data

x = included in 25-64 yrs

**BOSNIA AND HERZEGOVINA, Republika Srpska (2003)**

<b>Total employed aged 15 years and over</b>	<b>(000)</b>	12.3	
Total employment rate (15-64 years)	Total	36.5%	[e]
Total registered unemployed	(000)	146.5	

**Source: Background report for the ETF Peer Review**

*e = estimated data*

**BULGARIA - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>7 801.2</b>
Population structure (%)	0-15 yrs	14%
	15-24 yrs	14%
	25-64 yrs	55%
	over 65 yrs	17%
Educational attainment of the population aged 25-64	Low	29%
	Medium	50%
	High	21%
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>	<b>3 376.0</b>
Labour force structure by age groups (% of total)	15-24	9%
	25-54	79%
	55-64	11%
	over 65	1%
Educational attainment of the labour force aged 25-64	Low	20%
	Medium	24%
	High	26%
Labour force activity rate	Total	55.1%
	Men	58.7%
	Women	51.6%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>	<b>[3]</b>	<b>99.9%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total	36.9%
	Men	44.8%
	Women	28.7%
Participation in education or training of youths (% of 20-24 years old)	Total	28.7%
	Men	24.0%
	Women	33.6%
Participation in education or training of adults (% of 25-64 years old)	Total	1.3%
	Men	1.1%
	Women	1.4%
Early school leaving rate (% of 18-24 years old)	Total	21.4%
	Men	22.1%
	Women	20.7%
<b>Total employed aged 15 years and over</b>	<b>(000)</b>	<b>2 969.9</b>
Total employment rate (15-64 years)	Total	62.8%
	Men	67.2%
	Women	58.4%
Youth employment rate (15-24 years)	Total	22.3%
	Men	25.0%
	Women	19.5%
Employment rate of older workers (55-64 years)	Total	33.3%
	Men	42.5%
	Women	25.3%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>	<b>406.1</b>
	Men	222.7
	Women	183.4
Total registered unemployed	(000)	<b>[e]</b> 478.0
Unemployment rate (aged 15 and over)	Total	12.0%
	Men	12.4%
	Women	11.6%
Youth unemployment rate (aged 15-24)	Total	24.5%
	Men	25.0%
	Women	23.8%
Youth unemployment ratio (aged 15-24)	Total	7.2%
	Men	8.3%
	Women	6.1%
Unemployment rate of older people (aged 55-64)	Total	10.2%
	Men	10.8%
	Women	9.3%
<b>Total public expenditure, national currency, current prices (mill.)</b>	<b>[3]</b>	<b>14 068</b>
Public expenditure on education as a % of GDP	<b>[3,p]</b>	4.83%
of which on vocational programmes	<b>[3,p]</b>	0.56%
Public expenditure on labour market programmes as a % of GDP	<b>[3]</b>	0.87%
Active measures		0.54%
Labour market training		0.03%

Source: ETF Key Indicators database, Most recent year for which data is available: [1] 2001, [2] 2002, [3] 2003

[\*] For more information see ETF definitions of statistics and indicators

e = estimated data, p = provisional data

**CROATIA - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>[3,e]</b>	<b>4 441.8</b>
Population structure (%)	0-15 yrs		16%
	15-24 yrs		14%
	25-64 yrs		54%
	over 65 yrs		16%
Educational attainment of the population aged 25-64 (%)	Low		33%
	Medium		52%
	High		15%
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>		<b>1 835.9</b>
Labour force structure by age groups (%)	15-24		12%
	25-54		76%
	55-64		9%
	over 65		3%
Educational attainment of the labour force aged 25-64 (%)	Low		28%
	Medium		54%
	High		18%
Labour force activity rate	Total		63.8%
	Men		70.9%
	Women		56.8%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>	<b>[3]</b>		<b>97.9%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total		46.7%
	Men		49.7%
	Women		43.7%
Participation in education or training of youths (% of 20-24 years old)	Total		35.2%
	Men		30.3%
	Women		40.7%
Participation in education or training of adults (% of 25-64 years old)	Total		2.1%
	Men		1.8%
	Women		2.3%
Early school leaving rate (% of 18-24 years old)	Total		6.1%
	Men		6.9%
	Women		5.2%
<b>Total employed aged 15 years and over</b>	<b>(000)</b>		<b>1 582.9</b>
Total employment rate (15-64 years)	Total		54.7%
	Men		61.8%
	Women		47.8%
Youth employment rate (15-24 years)	Total		26.5%
	Men		30.9%
	Women		21.7%
Employment rate of older workers (55-64 years)	Total		29.9%
	Men		40.6%
	Women		21.0%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>		<b>252.9</b>
	Men		124.7
	Women		128.2
Total registered unemployed	(000)		309.8
Unemployment rate (aged 15 and over)	Total		13.8%
	Men		12.4%
	Women		15.4%
Youth unemployment rate (aged 15-24)	Total		32.9%
	Men		29.7%
	Women		37.3%
Youth unemployment ratio (aged 15-24)	Total		13.0%
	Men		13.0%
	Women		12.9%
Unemployment rate of older people (aged 55-64)	Total		6.5%
	Men		7.3%
	Women		5.2%
<b>Total public expenditure, national currency, current prices (mill.)</b>	<b>[1]</b>		<b>49 031</b>
Public expenditure on education as % of GDP			4.23%
of which on vocational programmes			0.76%
Public expenditure on labour market programmes as % of GDP	<b>[3]</b>		<b>0.65%</b>
Active measures			0.25%
Labour market training			n

Source: ETF Key Indicators database, Most recent year for which data is available: [1] 2001, [3] 2003

[\*] For more information see ETF definitions of statistics and indicators

e = estimated data, n = negligible

**fYR of Macedonia - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>[3,e]</b>	<b>2 029.8</b>
Population structure (%)	0-15 yrs		20%
	15-24 yrs		16%
	25-64 yrs		53%
	over 65 yrs		11%
Educational attainment of the population aged 25-64 (%)	Low		43%
	Medium		43%
	High		14%
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>		<b>842.8</b>
Labour force structure by age groups (%)	15-24		13%
	25-54		78%
	55-64		8%
	over 65		1%
Educational attainment of the labour force aged 25-64 (%)	Low	<b>[3]</b>	33%
	Medium		50%
	High		17%
Labour force activity rate	Total		59.5%
	Men		71.2%
	Women		47.5%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>		<b>[3]</b>	<b>96.9%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total		m
	Men		m
	Women		m
Participation in education or training of youths (% of 20-24 years old)	Total	<b>[3]</b>	28.3%
	Men		26.8%
	Women		30.0%
Participation in education or training of adults (% of 25-64 years old)	Total		2.1%
	Men		1.9%
	Women		2.5%
Early school leaving rate (% of 18-24 years)	Total		36.2%
	Men		34.6%
	Women		37.9%
<b>Total employed aged 15 years and over</b>	<b>(000)</b>		<b>541.3</b>
Total employment rate (15-64 years)	Total		38.0%
	Men		45.5%
	Women		30.4%
Youth employment rate (15-24 years)	Total		12.5%
	Men		15.3%
	Women		9.5%
Employment rate of older workers (55-64 years)	Total		27.7%
	Men		38.8%
	Women		17.2%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>		<b>301.5</b>
	Men		182.8
	Women		118.7
Total registered unemployed	(000)	<b>[e]</b>	389.2
Unemployment rate (aged 15 and over)	Total		35.8%
	Men		35.8%
	Women		35.8%
Youth unemployment rate (aged 15-24)	Total		61.6%
	Men		61.2%
	Women		62.3%
Youth unemployment ratio (aged 15-24)	Total		20.0%
	Men		24.2%
	Women		15.7%
Unemployment rate of older people (aged 55-64)	Total		22.9%
	Men		27.5%
	Women		10.7%
<b>Total public expenditure, national currency, current prices (mill.)</b>		<b>[2]</b>	<b>54 616</b>
Public expenditure on education as % of GDP			m
of which on vocational programmes			m
Public expenditure on labour market programmes as % of GDP		<b>[1]</b>	0.74%
Active measures			0.05%
Labour market training			0.04%

Source: ETF Key Indicators database, Most recent year for which data is available: [1] 2001, [2] 2002, [3] 2003

[\*] For more information see ETF definitions of statistics and indicators

e = estimated data, m = missing data

**ROMANIA - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>[e]</b>	<b>21 712.5</b>
Population structure (%)	0-15 yrs		16%
	15-24 yrs		16%
	25-64 yrs		54%
	over 65 yrs		14%
Educational attainment of the population aged 25-64 (%)	Low		29%
	Medium		61%
	High		10%
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>		<b>10 169.4</b>
Labour force structure by age groups (%)	15-24		12%
	25-54		75%
	55-64		8%
	over 65		5%
Educational attainment of the labour force aged 25-64 (%)	Low		23%
	Medium		64%
	High		13%
Labour force activity rate	Total		64.6%
	Men		71.2%
	Women		58.0%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>	<b>[3]</b>		<b>99.1%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total		32.5%
	Men		35.6%
	Women		29.1%
Participation in education or training of youths (% of 20-24 years old)	Total	<b>[3]</b>	28.8%
	Men		26.1%
	Women		31.8%
Participation in education or training of adults (% of 25-64 years old)	Total	<b>[3]</b>	1.1%
	Men		1.1%
	Women		1.2%
Early school leaving rate (% of 18-24 years old)	Total	<b>[3]</b>	22.7%
	Men		23.9%
	Women		21.5%
<b>Total employed aged 15 years and over</b>	<b>(000)</b>		<b>9 398.3</b>
Total employment rate (15-64 years)	Total		59.4%
	Men		64.9%
	Women		54.0%
Youth employment rate (15-24 years)	Total		29.9%
	Men		33.7%
	Women		26.0%
Employment rate of older workers (55-64 years)	Total		38.5%
	Men		45.8%
	Women		32.1%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>		<b>770.5</b>
	Men		472.6
	Women		297.9
Total registered unemployed	(000)		550.7
Unemployment rate (aged 15 and over)	Total		7.6%
	Men		8.5%
	Women		6.4%
Youth unemployment rate (aged 15-24)	Total		20.7%
	Men		21.7%
	Women		19.4%
Youth unemployment ratio (aged 15-24)	Total		7.8%
	Men		9.3%
	Women		6.2%
Unemployment rate of older people (aged 55-64)	Total		2.7%
	Men		4.0%
	Women		1.1%
<b>Total public expenditure, national currency, current prices (bill.)</b>	<b>[2,p]</b>		<b>473 486</b>
Public expenditure on education as % of GDP			4.67%
of which on vocational programmes			0.71%
Public expenditure on labour market programmes as % of GDP	<b>[p]</b>		0.97%
Active measures			0.19%
Labour market training			n

Source: ETF Key Indicators database, Most recent year for which data is available: [2] 2002, [3] 2003

[\*] For more information see ETF definitions of statistics and indicators

e = estimated data, n = negligible, p = provisional data

**SERBIA AND MONTENEGRO\*\* - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>[3,e]</b>	<b>7 532.6</b>
Population structure (%)	0-15 yrs		16%
	15-24 yrs		13%
	25-64 yrs		54%
	over 65 yrs		17%
Educational attainment of the population aged 25-64 (%)	Low		m
	Medium		m
	High		m
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>	<b>[p]</b>	<b>3 596.2</b>
Labour force structure by age groups (%)	15-24		10%
	25-54		74%
	55-64		11%
	over 65		5%
Educational attainment of the labour force aged 25-64 (%)	Low	<b>[2,e]</b>	37%
	Medium		49%
	High		15%
Labour force activity rate	Total		66.6%
	Men		75.2%
	Women		58.1%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>		<b>[2]</b>	<b>98.9%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total		m
	Men		m
	Women		m
Participation in education or training of youths (% of 20-24 years old)	Total		m
	Men		m
	Women		m
Participation in education or training of adults (% of 25-64 years old)	Total		m
	Men		m
	Women		m
Early school leaving rate (% of 18-24 years old)	Total		m
	Men		m
	Women		m
<b>Total employed aged 15 years and over</b>	<b>(000)</b>	<b>[p]</b>	<b>2 930.8</b>
Total employment rate (15-64 years)	Total		53.5%
	Men		63.2%
	Women		44.1%
Youth employment rate (15-24 years)	Total		18.6%
	Men		21.2%
	Women		16.1%
Employment rate of older workers (55-64 years)	Total		38.1%
	Men		51.4%
	Women		26.0%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>	<b>[p]</b>	<b>665.4</b>
	Men		303.2
	Women		362.2
Total registered unemployed	(000)		m
Unemployment rate (aged 15 and over)	Total		18.5%
	Men		15.1%
	Women		22.9%
Youth unemployment rate (aged 15-24)	Total		48.8%
	Men		46.7%
	Women		51.2%
Youth unemployment ratio (aged 15-24)	Total		17.7%
	Men		18.6%
	Women		16.8%
Unemployment rate of older people (aged 55-64)	Total		9.3%
	Men		10.7%
	Women		6.7%
<b>Total public expenditure,national currency,current prices (mill.)</b>		<b>[3,p]</b>	<b>634 822</b>
Public expenditure on education as % of GDP	[1]		3.97%
of which on vocational programmes			0.80%
Public expenditure on labour market programmes as % of GDP	[2]		0.97%
Active measures			0.19%
Labour market training			m

Source: ETF Key Indicators database, Most recent year for which data is available: [1] 2001, [2] 2002, [3] 2003

[\*] For more information see ETF definitions [\*\*] Data refers only to Serbia

e = estimated data, m = missing data, p = provisional data

**KOSOVO (2003)**

<b>Total population</b>	<b>(000)</b>	<b>[e]</b>	<b>2 200</b>
Population structure (%)	0-15 yrs		29%
	15-24 yrs		22%
	25-64 yrs		43%
	over 65 yrs		6%
Educational attainment of the population aged 25-64 (%)	Low		62%
	Medium		37%
	High		1%
Total registered unemployed	(000)		275.3
<b>Total public expenditure, national currency, current prices (mill.)</b>			<b>763.7</b>
Public expenditure on labour market programmes as % of GDP*			m
	Active measures		0.28%
	Labour market training		0.13%

**Source: ETF Key Indicators database**

[\*] For more information please ETF definitions of statistics and indicators

e = estimated data, m = missing data

**TURKEY - STATISTICAL PROFILE\* (2004)**

<b>Total population</b>	<b>(000)</b>	<b>[e]</b>	<b>71 253</b>
Population structure (%)	0-15 yrs		29%
	15-24 yrs		19%
	25-64 yrs		47%
	over 65 yrs		6%
Educational attainment of the population aged 25-64 (%)	Low		76%
	Medium		15%
	High		9%
<b>Total labour force aged 15 years and over</b>	<b>(000)</b>		<b>22 733</b>
Labour force structure by age groups (%)	15-24		19%
	25-54		72%
	55-64		6%
	over 65		3%
Educational attainment of the labour force aged 25-64 (%)	Low		70%
	Medium		18%
	High		12%
Labour force activity rate	Total		48.7%
	Men		73.5%
	Women		21.2%
<b>Participation in education at all ISCED levels (% of 7-14 year olds)</b>		<b>[3]</b>	<b>87.9%</b>
Participation in vocational programmes at ISCED 3 (% of 15-19 years old)	Total		11.2%
	Men		14.3%
	Women		8.0%
Participation in education or training of youths (% of 20-24 years old)	Total		12.4%
	Men		16.1%
	Women		9.3%
Participation in education or training of adults (% of 25-64 years old)	Total		1.1%
	Men		1.3%
	Women		0.8%
Early school leaving rate (% of 18-24 years old)	Total		56.2%
	Men		48.9%
	Women		63.0%
<b>Total employed aged 15 years and over</b>	<b>(000)</b>		<b>19 902</b>
Total employment rate (15-64 years)	Total		42.5%
	Men		63.8%
	Women		21.2%
Youth employment rate (15-24 years)	Total		27.0%
	Men		36.6%
	Women		17.9%
Employment rate of older workers (55-64 years)	Total		31.2%
	Men		45.5%
	Women		17.4%
<b>Total unemployed aged 15 years and over</b>	<b>(000)</b>		<b>2 831</b>
	Men		2 200
	Women		631
Total registered unemployed	(000)	<b>[3]</b>	<b>587.4</b>
Unemployment rate (aged 15 and over)	Total		12.5%
	Men		12.8%
	Women		11.3%
Youth unemployment rate (aged 15-24)	Total		23.7%
	Men		24.8%
	Women		21.4%
Youth unemployment ratio (aged 15-24)	Total		8.4%
	Men		12.1%
	Women		4.9%
Unemployment rate of older people (aged 55-64)	Total		3.8%
	Men		5.0%
	Women		0.5%
<b>Total public expenditure, national currency, current prices (bill.)</b>		<b>[3]</b>	<b>63 996 620</b>
Public expenditure on education as % of GDP		<b>[2,p]</b>	<b>3.46%</b>
of which on vocational programmes			m
Public expenditure on labour market programmes as % of GDP			m
Active measures			m
Labour market training			m

Source: ETF Key Indicators database, Most recent year for which data is available: [2] 2002, [3] 2003

[\*] For more information see ETF definitions

e = estimated data, m = missing data, p = provisional data

## **ANNEX 4 - TECHNICAL NOTES**

### **Albania**

Population data are estimations based on census results (2001).  
Education and labour force statistics for 2001 are estimations based on census results.

### **Bosnia and Herzegovina (Federation and Republika Srpska)**

Data used in this publication was collected as background information for the ETF Peer Review.

### **Bulgaria**

Labour force statistics for 2004 are estimations based on results from second (spring) quarter.  
Registered unemployed data is the average of the monthly data (January to September).

### **Croatia**

Population data are midyear estimations based on census results (2001).  
The Labour Force Survey (LFS) is conducted twice a year. The labour force statistics for 2004 are estimations based on the LFS results for the first six months of 2004.

### **Former Yugoslav Republic of Macedonia**

Population data are midyear estimations based on census results (2002).  
Labour force statistics for 2004 are estimations based on results from second (spring) quarter.  
Education and lifelong learning statistics for 2003 are estimations based on the results of LFS adhoc module on lifelong learning.  
Registered unemployed data for 2004 refers to monthly data (October). Unemployed refers to a person who is without work, is registered with the public employment service, is currently available for work, is actively seeking work during the last month, is available to start work in the next fifteen days, and who did not refuse any work proposed by PES.

### **Romania**

Population data are estimations based on census results (2002).  
Labour force statistics for 2004 and lifelong learning statistics for 2003 are estimations based on LFS results from third quarter.  
Labour force statistics for 2003 and 2004 lacks comparability with previous years due to a change in definitions.  
Education statistics for 2003 lacks comparability with previous schools years due to reclassification of national programmes.  
Registered unemployed data for 2004 refers to monthly data (December).  
Public expenditure on labour market programmes for 2004 (active measures) includes also incentives for workforce mobility.

### **Serbia and Montenegro**

Population data are midyear estimations based on census results (2002).  
No breakdown by type of programme is available for public expenditure on labour market programmes.  
Public expenditure on educational programmes does not include the expenditure not allocated by level.

### **Kosovo (under UN Security Council Resolution 1244)**

Population data are estimations based on census results (1989).  
Data used in this publication was collected as background information for the ETF Peer Review.

### **Turkey**

Labour force and lifelong learning statistics for 2004 are estimations based on results from first quarter.  
Lifelong learning statistics does not include data on participation in continuing training.