

Annex

1

CHARACTERISTICS OF EDUCATIONAL SYSTEMS

The typical graduation age is the age at the end of the last school/academic year of the corresponding level and programme when the degree is obtained. The age is the age that normally corresponds to the age of graduation. (Note that at some levels of education the term “graduation age” may not translate literally and is used here purely as a convention.)

Table X1.1a.
Typical graduation ages in upper secondary education

	Programme orientation		Educational/labour market destination				
	General programmes	Pre-vocational or vocational programmes	ISCED 3A programmes	ISCED 3B programmes	ISCED 3C short programmes ¹	ISCED 3C long programmes ¹	
OECD countries	Australia	m	m	17-18	m	m	17-18
	Austria	18	18	18	18	17	a
	Belgium	18	18	18	a	18	18
	Canada	m	m	m	m	m	m
	Czech Republic	19	19	19	19	a	18
	Denmark	19-20	19-20	19-20	a	18-19	19-20
	Finland	19	19	19	a	a	a
	France	18-19	17-20	18-19	19-20	18-19	18-21
	Germany	19	19	19	19	19	a
	Greece	17-18	16-17	17-18	a	16-17	17-18
	Hungary	18-20	16-17	18-20	20-22	16-17	18
	Iceland	20	20	20	19	18	20
	Ireland	17-18	17-18	17-18	a	a	17-18
	Italy	19	19	19	19	17	a
	Japan	18	18	18	18	18	18
	Korea	17-18	17-18	17-18	a	a	17-18
	Luxembourg	19	17-19	17-19	19	17	17-19
	Mexico	18	18	18	a	a	18
	Netherlands	17-18	18-20	17-18	a	18-19	18-20
	New Zealand	m	a	18	17	18-19	17
	Norway	18-19	18-19	18-19	a	16-18	18-19
	Poland	19	20	19-20	a	18	a
	Portugal	17	17	17	m	m	m
	Slovak Republic	18	16-18	19-20	a	17	18-19
	Spain	17	17	17	a	17	17
	Sweden	19	19	19	a	a	19
Switzerland	18-20	18-20	18-20	18-20	17-19	17-19	
Turkey	16-17	16-17	16-17	a	a	m	
United Kingdom	m	m	m	m	m	m	
United States	18	a	18	a	a	a	
Partner countries	Brazil	17	17	17	a	a	a
	Chile	18	18	18	18	a	a
	Israel	18	18	18	18	18	18
	Russian Federation ²	17	17	17	m	m	m

1. Duration categories for ISCED 3C – Short: at least one year shorter than ISCED 3A/3B programmes; Long: of similar duration to ISCED 3A or 3B programmes.

2. OECD estimate.

Source: OECD

Table X1.1b.
Typical graduation ages in post-secondary non-tertiary education

	Educational/labour market destination		
	ISCED 4A programmes	ISCED 4B programmes	ISCED 4C programmes
OECD countries	Australia	a	18-19
	Austria	19	20
	Belgium	19	m
	Canada	m	m
	Czech Republic	20	a
	Denmark	21-22	a
	Finland	a	a
	France	18-21	a
	Germany	22	22
	Greece	a	a
	Hungary	a	a
	Iceland	a	a
	Ireland	a	a
	Italy	a	a
	Japan	19	19
	Korea	a	a
	Luxembourg	a	a
	Mexico	a	a
	Netherlands	a	a
	New Zealand	18	18
	Norway	20-25	a
	Poland	a	a
	Portugal	m	m
	Slovak Republic	20-21	a
	Spain	18	18
	Sweden	19-20	a
Switzerland	19-21	21-23	
Turkey	a	a	
United Kingdom	m	m	
United States	a	a	
Partner countries	Brazil	a	a
	Chile	a	a
	Israel	21-25	a
	Russian Federation	a	a

Source: OECD.

Table X1.1c.
Typical graduation ages in tertiary education

	Tertiary-type B (ISCED 5B)	Tertiary-type A (ISCED 5A)				Advanced research programmes (ISCED 6)	
		All programmes	3 to less than 5 years	5 to 6 years	More than 6 years		
OECD countries	Australia	19	a	20-22	22-24	24-25	24-28
	Austria	20-22	a	22	23	a	23-26
	Belgium	m	m	m	m	m	25-29
	Canada	m	m	m	m	m	29
	Czech Republic	23	a	22-24	24	a	27
	Denmark	21-25	a	22-24	25-26	27-30	30-34
	Finland	21-22	a	25-29	25-29	30-34	29
	France	20-21	a	21-22	23-24	25	25-26
	Germany	21-22	a	25	26	a	28
	Greece	m	m	21-22	22-24	m	24-28
	Hungary	21	a	21-25	23-26	m	30
	Iceland	22-24	a	23	25	27	29
	Ireland	20	a	22	23	24	27
	Italy	22-23	a	22	23-25	a	27-29
	Japan	20	a	22	23	a	27
	Korea	20	a	21-22	22-23	23-24	26
	Luxembourg	m	m	m	m	m	m
	Mexico	m	m	m	m	m	24-28
	Netherlands	a	22-23	m	m	a	25
	New Zealand	20	a	21-22	22-24	23-24	28
	Norway	20	a	22	24	25	27
	Poland	24-25	a	24	25	m	m
	Portugal	21	a	22	23	25-26	m
	Slovak Republic	21-22	a	21-22	23-24	25	27
	Spain	19	a	20	22	a	25-27
	Sweden	22-23	a	23-25	25-26	a	27-29
	Switzerland	23-29	a	23-26	23-26	28	29
Turkey	m	m	22-24	22-24	22-24	m	
United Kingdom	20-21	a	21	23	24	24	
United States	20	a	21	m	25	28	
Partner countries	Brazil	m	m	m	m	m	m
	Chile	m	m	m	m	m	25
	Israel	20-22	a	23-27	27-29	a	28-30
	Russian Federation	m	m	m	m	m	25-30

Note: Where tertiary-type A data are available by duration of programme, the graduation rate for all programmes is the sum of the graduation rates by duration of programme.

Source: OECD.

Table X1.2b.
School year and financial year used for the calculation of indicators

		School year												Financial year																													
		2002												2003												2004												2005					
Month		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
Partner countries	Brazil	[School year 2002]												[School year 2003]												[Financial year 2004]												[Financial year 2005]					
	Chile	[School year 2002]												[School year 2003]												[Financial year 2004]												[Financial year 2005]					
	Israel	[School year 2002]												[School year 2003]												[Financial year 2004]												[Financial year 2005]					
	Russian Federation	[School year 2002]												[School year 2003]												[Financial year 2004]												[Financial year 2005]					
Month		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
		2002												2003												2004												2005					

Source: OECD.

Table X1.3.
 Summary of completion requirements for upper secondary (ISCED 3) programmes

	ISCED 3A programmes				ISCED 3B programmes				ISCED 3C programmes				
	Final examination	Series of examinations during programme	Specified number of course hours, AND examination	Specified number of course hours only	Final examination	Series of examinations during programme	Specified number of course hours, AND examination	Specified number of course hours only	Final examination	Series of examinations during programme	Specified number of course hours, AND examination	Specified number of course hours only	
OECD countries	Australia ^{1,2}	Y/N	Y	Y	N	N	Y	N	N	N	Y	N	N
	Austria	Y	Y	Y	N	Y	Y	Y	N	N	Y	Y	N
	Belgium (Fl.) ³	Y	Y	N	N	a	a	a	a	Y	Y	N	N
	Belgium (Fr.)	Y	Y	N	N	a	a	a	a	Y	Y	N	N
	Canada (Québec) ¹	N	Y	Y	N					N	Y	Y	N
	Czech Republic ¹	Y	Y	Y	N	N	Y	Y	N	Y	Y	Y	N
	Denmark ¹	Y	Y	Y		a	a	a	a	Y	Y	Y	
	Finland	Y/N	Y	Y	N								
	France	Y	N	Y	N	a	a	a	a	Y/N	Y	N	
	Germany	Y	Y	N	N	Y	Y	N	N	a	a	a	a
	Greece ¹	N	Y	N	N					N	Y	N	N
	Hungary	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	Iceland ¹	Y/N	Y	N	N	Y	Y	N	N	Y/N	Y	N	N
	Ireland ¹	Y	N	N	N	a	a	a	a	Y	Y	Y	N
	Italy	Y	N	Y/N	N	Y	Y/N	Y/N	N	Y	N	Y/N	N
	Japan	N	N	Y	N	N	N	Y	N	N	N	Y	N
	Korea	N	N	N	Y					N	N	N	Y
	Luxembourg	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N
	Mexico	N	Y	Y	N					Y/N	Y	Y	N
	Netherlands ¹	Y	Y	Y	N	a	a	a	a	Y	Y	Y	N
	New Zealand	Y	N	N	N								
	Norway	N	Y	Y	N	a	a	a	a	N	Y	Y	N
	Poland	Y/N	N	N	N	a	a	a	a	Y	N	N	N
Portugal	m	m	m	m	m	m	m	m	m	m	m	m	
Slovak Republic ¹	Y	N	Y	N					Y	N	Y	N	
Spain	N	Y	Y	N					Y/N	Y/N	Y/N	N	
Sweden	Y/N	Y/N	N	Y/N									
Switzerland	Y	Y	Y		Y	Y	Y		Y		Y		
Turkey ¹	N	N	Y	N	N	N	Y	N	N	N	Y	N	
United Kingdom ¹	N ⁴	Y	N	N	a	a	a	a		Y	N	N	
United States ¹	20Y/30 N	SS	SS	Y ⁵	a	a	a	a	a	a	a	a	
Partner countries	Israel ¹	Y/N	Y	Y	N	a	a	a	a	Y/N	Y	Y	

Note: Y = Yes; N = No; SS = Some states

1. See Annex 3 for additional notes on completion requirements (www.oecd.org/edu/eag2006).

2. Completion requirements for ISCED 3A vary by state and territory. The information provided represents a generalisation of diverse requirements.

3. Covers general education only.

4. There is usually no final examination, though some ISCED 3A programmes can be completed this way.

5. Almost all states specify levels of Carnegie credits (*i.e.* acquired through completion of a two-semester course in specific subjects, which vary by state).

Source: OECD.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

Table X1.3. (Country notes)

Summary of completion requirements for upper secondary (ISCED 3) programmes**AUSTRALIA:**

Requirements for graduates in senior secondary education on ISCED 3A level are different in each state and territory as State/Territory Governments are responsible for their education. The information in the table attempts to generalise those diverse requirements. Note that for ISCED 3A, programme requirements are different in every state, and for several states, different in every school. However, schools require a number of course hours to be attended and set various special requirements. For example, in senior secondary schools in New South Wales compulsory studies of English language are classified as a special requirement.

Y/N for “final exams” means that in Australia compulsory external exams are required to complete senior secondary schools in some states only. “Y” for “Series of exams and course hours” means series of school based assessments and course hours.

Requirements for ISCED 3B and ISCED 3C vocational courses are nationally unified as educational institutions in every state have to follow nationally agreed standards for vocational training. For ISCED 3B and ISCED 3C, school or work place based assessments, called competencies or outcomes, are required to be passed in order to complete a course. Competency based approach to training allows learners to achieve outcomes in flexible time, therefore hours of learning or training do not determine completion of competencies.

CANADA (QUEBEC):

ISCED 3A covers 2nd cycle programmes of general secondary level education leading to the diploma in secondary studies (DES). To obtain the DES, the student must pass exams in the language of instruction, second language and history as well as completing certain course units.

ISCED 3C covers secondary level professional training programmes which lead to the DEP (Diplôme d'études professionnelles), ASP (Attestation de spécialisation professionnelle) or AFP (Attestation de formation professionnelle). To obtain the DEP or ASP, the students must pass all the courses in the programme and meet any specific pre-conditions of the programmes. To obtain the AFP, the student must pass a certain number of courses such as determined by the college that offers the programme such as general training courses or courses preparing for entry to the labour market.

CZECH REPUBLIC:

For each of ISCED 3A, 3B and 3C, certificates are awarded at the end of each year based on current assessment. The final examinations in each case are comprehensive.

DENMARK:

ISCED 3C – The main course in vocational training is normally completed with a journeyman's test or a similar examination. The test may also be taken after the school period as an actual journeyman's test performed with an employer.

GREECE:

ISCED 3A – Students are examined twice, at the end of each year, after compulsory attendance. ISCED 3C – Students are examined at the end of each year, after compulsory attendance.

ICELAND:

ISCED 3C – Vocational training/Sailing time and training required to get qualifications.

IRELAND:

The Leaving Certificate Applied assessment takes place over two years under three headings: Satisfactory Completion of Modules, Performance of Student Tasks and Performance in the Terminal Examinations. The two-year programme consists of four half-year blocks called Sessions and achievements are credited in each of these Sessions. At the end of each Session a student is credited on satisfactory completion of the appropriate modules. Student Tasks are assessed by external examiners appointed by the Department of Education and Science. These Tasks may be in a variety of formats – written, audio, video, artefact etc. Each student is also required to produce a report on the process of completing the Task. This report may be incorporated in the evidence of task performance. Terminal Examinations are provided in the following areas: English and Communication, Two Vocational Specialisms, Mathematical Applications, Language (Gaeilge Chumarsáideach & Modern European Languages) and Social Education.

ISRAEL:

Students who complete 12th grade, are considered as upper secondary graduates. Matriculation exams are used as an extra indicator for the completion but not the only one.

Number of hours per student in upper secondary education to complete the programme is 110 hours within three years of studying (10th to 12th grade).

THE NETHERLANDS:

ISCED 3A – Each course can be finalised by an exam. Together with the result of the final exam the results of these exams determine the final result for the respective study subject.

Since 1999 the Netherlands introduced a new second phase of secondary education. This means that pupils are encouraged and taught to study independently. The number of course hours prescribed by the government now describe the number of hours that a “normal” pupil is expected to need to get familiar with the contents of the course. For each course this number is given by the government. The total number of these “course hours” amounts 1600/year. 1000 hours of them are taken care of during schooltime as part of the educational programme. For the remaining hours pupils are expected to study themselves.

ISCED 3C – Minimum entrance requirement is ISCED 2.

SLOVAK REPUBLIC:

ISCED 3A – Includes practical training in grade 2 and 3 for 2 weeks and in some cases up to 4 weeks for all grades *e.g.* in veterinary medicine

A typical apprenticeship programme comprises one third of practical training (certificate on apprenticeship) extended by increased portion of general subjects which are also included in final examination (matura examination) and which also gives access to higher education.

ISCED 3C – In training for children with special needs, two thirds of the programme represents practical training. The final examination consists only of vocational subjects, including a practical part.

Typical apprenticeship programme comprises one third of practical training.

TURKEY:

ISCED 3C – Obligatory vocational training of at least 8 hours per week. Candidates have to pass the assistant mastership exam after 3 years of study or 5 years of work experience.

UNITED KINGDOM:

There is usually no final exam, though some ISCED 3A programmes could be completed this way. For the majority of general ISCED 3A programmes such as A levels and Scottish highers there are modular examinations at intervals during the programme as well as at the end. For most subjects, assessed coursework also contributes to the grade. For each separate subject within the programme, there is a range of possible attainment grades. For vocational ISCED 3A programmes such as NVQs there may be some formal tests but the pass criterion is demonstrable competence in the workplace (or simulated workplace). Evidence for the assessment is gathered mainly by direct observation of the candidate performing in a workplace setting, often supplemented by a portfolio of documentary evidence relating to work task undertaken by the candidate.

There are typical course hours especially for general ISCED 3A and general ISCED 3C programmes (less so for vocational programmes), but these are not strictly mandatory and for most programmes it is possible to register for the assessment whether or not the candidate is enrolled in the regular education system.

So, in summary the completion requirements are:

ISCED 3A – General programmes: modular examinations plus assessed coursework. Vocational programmes: direct observation of workplace performance plus portfolios of evidence.

ISCED 3C – General programmes: examinations plus assessed coursework. Vocational programmes: direct observation of workplace performance plus portfolios of evidence.

UNITED STATES:

The number of states with specific levels of Carnegie credits (*i.e.* academic year course of two semesters) required for high school graduation has remained consistent between 48-50 states. As of 2002, a total of 38 states require 4 credits in English, 25 states require 2.5 or more credits in mathematics, 22 states require 2.5 credits or more in science, and 36 states require 2.5 or more credits in social studies.

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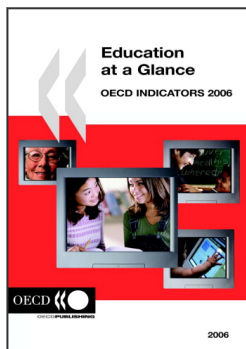
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