

ISSP 1995 - Appendix 2

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**Consistencies and differences in a
cross-national survey**

The International Social Survey Programme (1995)

Alison Park and Roger Jowell (SCPR)

Introduction

This summary report is based on a survey conducted - at the request of the *International Social Survey Programme* (ISSP) Plenary Session in Slovenia in 1996 - among all countries who participated in ISSP in 1995. The questionnaire was distributed at the end of 1996 and a copy is appended. All 23 ISSP member countries who ran the 1995 ISSP 'National Identity' module were sent the questionnaire, and all (eventually) completed it. We are grateful to Jim Davis for his help and advice on the questionnaire.

We have tried here to summarise as accurately as possible the answers we received, but since a degree of interpretation was inevitable, we realise we may have got some things wrong. If so, we apologise and the teams concerned may wish to issue corrections.

This summary report is intended as a supplement to the Codebook produced by the ZentralArchiv. The plan is for it to be distributed by them (whenever possible) with the Codebook and dataset. In addition, the Methodology Committee - presently convened by Germany - is likely to undertake a similar survey each year and produce an annual volume along the same lines so that future users of the dataset will possess fuller technical details than up to now about the nature of the ISSP survey within each participating nation.

What follows is a brief summary of the individual elements in this document. The detail is then provided in an 11-page summary chart containing each nation's answers to each question in our questionnaire. As always, by no means all the questions worked perfectly. Some were misinterpreted, others seemed not to be answered in quite the same way in all countries. We shall point out to the Methodology Committee those questions we think need improvement so that future versions of this survey will be better.

Overall Appraisal

As the following pages make clear, ISSP member nations generally strive to comply faithfully with the agreed ground-rules of the club they belong to. For instance, they universally succeed in resisting the temptation to tinker with question order. On the other hand, if methodological consistency between member nations is considered important, there are still many areas that need attention. Future plenary sessions (on the advice perhaps of the Methodology Committee) have a lot to grapple with in order to achieve functional equivalence in methods as well as in questions.

In particular, we will have to decide whether merely to document differences in methods between member nations - as this report and its successors are designed to do - or to attempt to reduce (and eventually eliminate) the most important among them. We may then also have to decide how to distinguish between important and unimportant differences.

Differences there certainly are - in translation procedures, pre-testing of questionnaires, sample sizes, definitions of the universe, permitting quota sampling, permitting substitution of refusals and non-contacts, timing of fieldwork, mode of fieldwork, fieldwork procedures, quality control procedures, calculation of response rates, and much besides.

Some of these differences - such as in interviewers' call procedures - are by any definition minor and are to be expected as part and parcel of any large multinational enterprise. To attempt to change them would be unreasonably *dirigiste*, achieving homogeneity perhaps but adding little to the rigour of the enterprise. Others - such as the timing of fieldwork - may in some years clearly be important but, given the fact of national rather than international funding, are almost certainly intractable. All we can realistically do is to document the differences so that users of the data are made aware of them.

It is the third category - such as differences in definitions of the universe, the use of non-random methods at one or other stage of sampling, the inability to compare response rates (and in some cases the inability even to calculate them), and aspects of questionnaire construction and adaptation that probably need the most immediate and sustained attention. Some of these discrepancies are, we suspect, the result of errors, some derive from misunderstandings, some from under-specification. All these can and should be dealt with quickly. Others, we suspect, derive from deep-seated national differences in procedures and methods and will therefore prove more difficult to deal with. In any event, our view is that all differences and similarities should be exposed and this is what this report aims to do.

What follows here is a very brief written summary of the main findings, followed by a **Findings Chart**, which includes details of all questions and answers by country. The full questionnaire is also appended.

We should make it clear that we were barely able to follow-up with individual countries to clarify misunderstandings or missing data. An inordinate effort was required merely to get a 100% response rate, though some countries were exemplary in this respect, for which our grateful thanks. They know who they are.

Summary of the findings

The questionnaire (see pages 1-3 of the Findings Chart)

Of the 23 countries who ran the National identity module, all but three translated the questionnaire from its original form in British English. In most cases (15) this translation was carried out by a member of the research team. But only one country (Bulgaria) then 'back-translated' the questionnaire back into British English and iteratively corrected the discrepancies. Around one half of the countries pre-tested the questionnaire locally before adopting it.

Six countries reported problems in translating some of the concepts in the National Identity module. Most were to do with definitions of geographical or political units and, as expected, with ethnicity.

While six countries fielded the ISSP module as an individual survey, the rest incorporated it into a larger survey - thirteen either at the start or end of that survey and three in the middle of it.

All countries reported having asked the ISSP questions in the prescribed order, but two omitted certain items from the module, and four omitted some background items.

Sampling (see pages 4-5 of the Findings Chart)

Seventeen countries had a *lower* age cut-off of 18 for their sample. Four, however, included 16 and 17 year-olds and two included people under 16. Similarly, while eighteen countries had no *upper* age cut-off for their sample, five imposed a cut-off at age 74 or older.

In nine countries, the sampling procedures generated a named individual for the interviewer to contact; in seven it was an address; in five it was a household; in two something else. Where a named individual was *not* the sampled unit, six of the fourteen used a Kish Grid to select the individual, four used the birthday method, and two used quota controls.

In addition to the two countries who used quotas to select a respondent, a further three used quota controls (usually sex and age) at some other stage in sampling.

As many as ten countries permitted substitution at some stage of the selection process. In one case (Germany) the substitution permitted was of areas in specified circumstances rather than of individuals. In the other nine cases, non-contacts or refusals (or both) were substituted either randomly or by quota methods.

Fieldwork (see pages 6-8 of the Findings Chart)

Of the 23 countries, ten employed self-completion methods and thirteen face-to-face interviews. Of the ten which used self-completion methods, five were carried out entirely by post and five with some interviewer involvement. All ten sent reminder letters or made reminder calls during the fieldwork period.

Of the eighteen countries who used interviewers at some stage in the survey process, most but not all employed calling strategies to ensure that visits to addresses were spread between different times of day and days of week and imposed a minimum number of calls before an address could be classified as non-productive.

Around half the countries supervised a proportion of the interviews and all but three 'back-checked' some interviews.

The duration of fieldwork differed considerably. Six countries reported completing their fieldwork within less than a fortnight, and a further four within less than a month. At the other end of the scale, six countries spread their fieldwork over periods of 3 months or more.

More worrying, perhaps, the dates or period of fieldwork also varied considerably. Although the module was nominally the 1995 module, only 14 of the 23 countries actually managed to undertake the survey in 1995. One country (Slovenia) began its fieldwork early - in October 1994 - and 7 countries began only in 1996. The latest start was by Russia in July 1996 (though we have no answer to this question from Australia).

Response rates (see page 9 of the Findings Chart)

Differences in sampling procedures, insufficient data or item non-response make response rates inappropriate or impossible to calculate in a comparable way for all countries. In fact we were able to do so for only eleven countries, fewer than one half of the total - a situation that needs urgent attention. We are also slightly worried, however, that even among those countries we have included in our Findings Chart we are not comparing like with like. Response rates range from 94% (Bulgaria) to 56% (Latvia). The majority of countries have response rates in the 60s.

In all countries the final achieved sample size exceeded 1,000.

Data (see pages 10-11 of the Findings Chart)

Sixteen of the 23 countries employed one or other measure of coding reliability, but all countries carried out some form of data editing checks, the most common being logic or consistency checks and range checks followed by either individual or automatic corrections.

Roughly one half of the countries applied subsequent weights or post-stratification, to correct for errors of selection or response bias.

Findings Chart

The questionnaire

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Was the questionnaire translated?</i>																							
Yes, translated:																							
- by specialist				✓																			
- by research team	✓	✓			✓			✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
- other			✓			✓									✓	✓							
No, not translated							✓		✓					✓									
<i>Was the translated questionnaire back-translated?</i>																							
Yes			✓																				
No	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Not applicable							✓		✓					✓									
<i>Did any concepts cause translation problems?</i>																							
Yes:																							
- geographical or administrative units						✓				✓					✓		✓						
- ethnicity						✓										✓		✓					
No	✓	✓	✓	✓	✓			✓			✓	✓	✓						✓	✓	✓	✓	✓
Not applicable							✓		✓					✓									

The questionnaire (continued)

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Was the questionnaire pre-tested?</i>																							
Yes - all/only version			✓	✓	✓	✓		✓				✓					✓	✓			✓		✓
Yes - not all versions																✓							
No	✓	✓					✓		✓	✓	✓		✓	✓	✓				✓	✓		✓	
<i>How was the ISSP module fielded?</i>																							
Individual survey	✓			✓		✓					✓								✓			✓	
Larger survey:																							
- with ISSP at start		✓	✓		✓				✓	✓				✓	✓								
- with ISSP in middle								✓		✓						✓					✓		
- with ISSP at end							✓						✓				✓	✓					✓
- not answered												✓											
<i>Were the ISSP questions asked in the correct order?</i>																							
Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
No																							

The questionnaire (continued)

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Were all the core ISSP items included?</i>																							
Yes, all included	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓
No, not all included:																							
- from module			✓					✓															
- background items						✓									✓	✓				✓			

Sampling

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Were there any quota controls used at any stage in the survey?</i>																							
Yes					✓					✓			✓			✓			✓				
No	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	✓
<i>Was substitution of individuals permitted at any stage in the survey?</i>																							
Yes				✓	✓			✓	✓	✓						✓		✓		✓	✓		
No	✓	✓	✓			✓	✓				✓	✓	✓	✓	✓		✓		✓			✓	✓
<i>Were stratification factors used during sampling?</i>																							
Yes		✓	✓	✓		✓	✓	✓			✓					✓		✓			✓		✓
No	✓				✓				✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	
<i>Lower age cut-off</i>																							
18	✓		✓	✓		✓	✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
16					✓						✓		✓		✓								
Under 16		✓										✓											

Sampling (continued)

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Was there an upper age cut-off?</i>																							
Yes					✓					✓		✓			✓							✓	
No	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓		✓
<i>What was the issued sampled unit?</i>																							
Address		✓	✓				✓			✓			✓					✓					✓
Household				✓	✓			✓				✓					✓						
Named individual	✓					✓			✓		✓			✓	✓				✓	✓		✓	
Other																✓					✓		
<i>What selection method was used to identify a respondent?</i>																							
Kish grid			✓				✓	✓									✓				✓		✓
Quota										✓						✓							
Birthday method				✓	✓							✓						✓					
Other													✓										
Not answered		✓																					
Not applicable	✓					✓			✓		✓			✓	✓				✓	✓		✓	

Fieldwork

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Fieldwork method (ISSP module)</i>																							
Face-to-face		✓	✓		✓			✓	✓	✓	✓	✓				✓		✓	✓	✓	✓		
Self-completion (via interviewer)				✓			✓						✓				✓						✓
Self-completion (postal)	✓					✓								✓	✓							✓	
<i>Fieldwork method (ISSP background variables)</i>																							
Face-to-face		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓
Self-completion (via interviewer)				✓																			
Self-completion (postal)	✓					✓								✓	✓							✓	
<i>What rules governed interviewer attempts?</i>																							
Call at different time of day							✓		✓		✓	✓	✓			✓		✓		✓	✓		✓
Call on different days in week			✓				✓		✓		✓		✓			✓	✓	✓		✓	✓		✓
Neither of above		✓			✓			✓		✓													
Not answered																			✓				
Not applicable	✓			✓		✓								✓	✓							✓	

Fieldwork (continued)

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Were a minimum number of calls required?</i>																							
Yes		✓	✓	✓	✓		✓	✓	✓			✓	✓			✓	✓	✓		✓	✓		
No										✓	✓												✓
Not answered																			✓				
Not applicable	✓					✓								✓	✓							✓	
<i>Were any interviews supervised?</i>																							
Yes			✓		✓		✓			✓						✓	✓	✓		✓	✓		
No		✓		✓				✓	✓		✓	✓	✓										✓
Not answered																			✓				
Not applicable	✓					✓								✓	✓							✓	
<i>Were any interviews back-checked?</i>																							
Yes		✓	✓	✓	✓		✓	✓		✓		✓	✓			✓		✓			✓		✓
No											✓						✓			✓			
Not answered									✓										✓				
Not applicable	✓					✓								✓	✓							✓	

Response rates

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Were reminder letters/calls used?</i>																							
Yes	✓			✓		✓	✓						✓	✓	✓							✓	
No																							
Not applicable		✓	✓		✓			✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓		✓
<i>Length of fieldwork</i>																							
2 weeks or less										✓	✓	✓						✓	✓		✓		
Over 2 wks, < 1 month				✓	✓			✓												✓			
1 month, < 2 months		✓							✓							✓	✓						
2 months, < 3 months			✓			✓								✓									
3 months or more	✓						✓						✓		✓							✓	✓
<i>Date of fieldwork</i>																							
1994																				✓			
1995		✓		✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓				✓	✓	
1996			✓						✓				✓	✓				✓	✓				✓
Not answered	✓																						

Fieldwork (continued)

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Response figures (where calculable)</i>																							
Issued sample (n)		1548	1200				2000				1800	1901	4008	1810	2300		2000					2000	4602
Deadwood (n)		82	20				270				109	34	974	217	-		33					-	651
In-scope (n):		1466	1180				1730				1691	1867	3034	1593	2300		1967					2000	3951
- % refusal		13	4				23				8	14	26	5	4		6					6	19
- % non-contact		-	1				2				8	-	-	-	28		5					29	2
- % other unproductive		18	2				4				10	30	4	30	1		7					1	3
- % interview		69	94				71				74	56	67	65	66		81					65	68
- interview (n)		1007	1104				1227				1256	1044	2031	1043	1527		1597					1296	2699
<i>Reasons why response figures not calculable:</i>																							
- no data supplied	✓					✓																	
- quota sampling					✓					✓						✓			✓				
- substitution				✓	✓			✓	✓	✓						✓		✓		✓	✓		

Data

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Were any measures of coding reliability employed?</i>																							
Yes	✓		✓	✓	✓	✓	✓	✓	✓				✓		✓	✓	✓		✓		✓	✓	✓
No										✓	✓	✓		✓				✓		✓			
Not answered		✓																					
<i>Were reliability checks made on derived variables?</i>																							
Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓			✓	✓	
No										✓									✓				
Not answered																✓				✓			✓
<i>Data checks/edits on:</i>																							
- filters		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
- logic or consistency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
- ranges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

Data (continued)

	Australia	Austria	Bulg	Can	Czech	Ger	GB	Hung	Ire	Italy	Japan	Lat	Neth	NZ	Nor	Phil	Pol	Rus	Slovak	Slov	Spain	Swe	USA
<i>Were data errors corrected?</i>																							
Yes:																							
- individually	✓	✓		✓	✓		✓		✓	✓	✓		✓	✓	✓	✓							
- automatically												✓						✓	✓	✓	✓		
- both			✓			✓		✓									✓					✓	✓
No																							
<i>Were the data weighted or post-stratified?</i>																							
Yes		✓	✓	✓	✓		✓	✓		✓		✓				✓	✓	✓				✓	
No	✓					✓			✓		✓		✓	✓	✓				✓	✓	✓		✓

The Questionnaire

***INTERNATIONAL
SOCIAL
SURVEY
PROGRAMME***

Methodological questionnaire

PLEASE COMPLETE THIS QUESTIONNAIRE USING THE
NATIONAL IDENTITY ISSP MODULE AS YOUR REFERENCE.

PLEASE WRITE IN THE NAME OF YOUR COUNTRY:

RETURN TO: ALISON PARK, SCPR, 35 NORTHAMPTON SQUARE, LONDON EC1V 0AX.

Section 1: the questionnaire

1. Was the ISSP questionnaire translated or adapted in any way from the original "British English" version?

Yes ☐ → **ANSWER Q.2**
No ☐ → **GO TO Q.3**

IF QUESTIONNAIRE TRANSLATED/ADAPTED

- 2a. Who carried out the translation of the questionnaire?

A specialist translator ☐

A member of the research team ☐

Other (PLEASE WRITE DETAILS BELOW) ☐

- b. Was the translated questionnaire then back-translated into English?

Yes ☐

No ☐

- c. Was the translated questionnaire pre-tested?

Yes ☐

No ☐

- d. Were there any questions or concepts that caused particular problems when being translated into your language?

Yes ☐ → **ANSWER e.**

No ☐ → **GO TO Q.3**

IF 'YES'

- e. Which questions or concepts caused particular problems?
PLEASE WRITE IN:

- f. What did you do about them?
PLEASE WRITE IN:

EVERYONE PLEASE ANSWER

3. Which of the following best described how the ISSP module was fielded in your country?

As an individual survey (that is, the ISSP module was the whole survey) ☐ → **GO TO Q.5**

As part of a larger survey ☐ → **ANSWER Q.4**

IF ISSP WAS PART OF A LARGER SURVEY

4. What was the approximate position of the National Identity module in the larger questionnaire?

Start of questionnaire ☐

Middle of questionnaire ☐

End of questionnaire ☐

EVERYONE PLEASE ANSWER

5. Were the questions in the National Identity module all asked in the prescribed order?

Yes ☐

No ☐

6. Were all the core ISSP questions included in your questionnaire (by core we mean all items except those that were optional)?

No - some question(s) from National Identity module not included ☐ → **ANSWER Q.7**

No - some background ISSP question(s) not included ☐ → **ANSWER Q.7**

Yes - all National Identity questions and background questions included ☐ → **SECTION 2**

IF ANY CORE ISSP QUESTIONS WERE NOT INCLUDED

7. Please write in details of the items and the reasons why they were not included.

ISSP question number or description of question:

Reason(s) not included:

Section 2: Sampling

8. Was your sample designed to be representative of the entire adult population of your country?

Yes ☐ → **GO TO Q.10**
No ☐ → **ANSWER Q.9**

IF NOT DESIGNED TO BE REPRESENTATIVE

9. What groups were excluded from, or under-represented in, your sample design?

EVERYONE PLEASE ANSWER

10. What was the lower age cut-off for your sample?

WRITE IN :

11. Was there any upper age cut-off for your sample?

Yes - please write in cut-off

No cut-off ☐

12. What were the different stages in your sampling procedure?
PLEASE WRITE IN:

13. How many of the stages were based purely on probability or random sampling methods - that is, with no 'quota controls' employed?

None ☐
Some ☐
All ☐

14. Overall, did every member of the population you were sampling have a known, non-zero, probability of selection?

Yes, known - and equal - probability ☐ → **GO TO Q.16**

Yes, known - and not equal - probability ☐ → **ANSWER Q.15**

No, not known probability ☐ → **ANSWER Q.15**

IF PROBABILITY EITHER NOT EQUAL OR NOT KNOWN

15. In what way was probability of selection not equal or not known?
PLEASE WRITE IN:

EVERYONE PLEASE ANSWER

16. What was the final number of issued clusters or sampling points?

No clusters ☐

WRITE IN:

17. What was the sampled unit that emerged from office sampling?

Address ☐ → **ANSWER Q.18**

Household ☐ → **ANSWER Q.18**

Named individual ☐ → **GO TO Q.19**

Other (PLEASE WRITE IN DETAILS BELOW) ☐ → **ANSWER Q.18**

IF NAMED INDIVIDUAL NOT SAMPLED UNIT

18. What selection method was used to identify a respondent?

Kish grid ☐ → **GO TO Q.19**

Quota ☐ → **GO TO Q.20**

Other (PLEASE WRITE IN DETAILS BELOW) ☐ → **GO TO Q.19**

19. Were there any quota controls on the type of individual selected to take part in the survey (for example, age or sex controls)?

Yes ☐ → **ANSWER Q.20**
No ☐ → **GO TO Q.21**

IF QUOTA CONTROLS

20. In what way were quota controls used?
PLEASE WRITE IN:

EVERYONE PLEASE ANSWER

21. Was substitution permitted at any stage of your selection process or during fieldwork?

Yes ☐ → **ANSWER Q.22**
No ☐ → **GO TO Q.23**

IF 'YES'

22. In what way was substitution permitted?
PLEASE WRITE IN:

EVERYONE PLEASE ANSWER

23. Did you use any stratification factors when drawing your sample?

Yes ☐ → **ANSWER Q.24**
No ☐ → **GO TO Q.25**

IF STRATIFICATION FACTORS USED

24. What stratification factors were used, and at what stage(s) of selection?
PLEASE WRITE IN:

EVERYONE PLEASE ANSWER

25. All in all, what are the known limitations of your achieved sample?

For example: is there differential coverage of particular groups, either because of sample design or response differences?

26. Please fill in the following details about your issued sample. If some categories do not apply, please complete to the highest level of detail possible and use the 'other' box to give more information.

- | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|
| Total number of <u>starting</u> or <u>issued</u> names/addresses | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - addresses which could not be traced at all | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - addresses established as empty, demolished or containing no private dwellings | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - selected respondent too sick/incapacitated to participate | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - selected respondent away during survey period | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - selected respondent had inadequate understanding of language of survey | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - no contact at selected address | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - no contact with selected person | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - refusal at selected address | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - proxy refusal (on behalf of selected respondent) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - personal refusal by selected respondent | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - other type of unproductive (please write in full details in the box below) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - full productive interview | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| - partial productive interview | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

IF 'OTHER' CATEGORY USED

27. Please give details of what you have included in the 'other' category above.

Section 3: Fieldwork

28. How were the ISSP questions fielded?

	Nat. Id. module	Background variables
Face-to-face	<input type="checkbox"/>	<input type="checkbox"/>
Self-completion (with some interviewer involvement in delivering or collecting)	<input type="checkbox"/>	<input type="checkbox"/>
Self-completion (postal)	<input type="checkbox"/>	<input type="checkbox"/>
Telephone survey	<input type="checkbox"/>	<input type="checkbox"/>

29a. The next group of questions are about interviewers.
If no interviewers were used at any point in the ISSP survey, please go to Q30.

IF INTERVIEWERS USED

b. Were interviewers paid according to performance (for example, according to the number of interviews they obtained)?

Yes ☐

No ☐

c. Which, if any, of these rules governed how an interviewer approached an address/household?

*PLEASE TICK THOSE
THAT APPLY*

Calls must be made at different times of day ☐

Calls must be made on different days of week ☐

Neither of the above ☐

d. Were interviewers required to make a certain number of calls before they stopped approaching an address or household?

Minimum number of calls required - please write in number

No minimum call requirement ☐

e. Were any interviews supervised?

Yes - please write in approximate proportion %

No ☐

f. Were any interviews back-checked?

Yes - please write in approximate proportion %

No ☐

EVERYONE PLEASE ANSWER

30. Were postal or self-completion methods used at any point during fieldwork?

Yes ☐ → **ANSWER Q.31**
No ☐ → **GO TO Q.32**

IF POSTAL OR SELF-COMPLETION METHODS

31. Were reminder letters sent, or reminder calls made, during fieldwork?

Yes - write in maximum number

No ☐

EVERYONE PLEASE ANSWER

32. Please write in the approximate start and end dates of fieldwork.

D D M M Y Y
Start date
End date

Section 4: Data

33. Were any measures of coding reliability employed?

Yes ☐
No ☐

34. Were the data from the questionnaire keyed subsequent to the interview (that is, non-CAPI surveys)?

Yes ☐ → **ANSWER Q.35**
No ☐ → **GO TO Q.36**

IF DATA KEYED

35. Was keying verified?

Yes - please write in approximate level of verification %
No ☐

EVERYONE PLEASE ANSWER

36. Were any reliability checks made on derived variables?

Yes ☐
No ☐

37. Were data checked/edited to ensure that filter instructions were followed correctly?

Yes ☐
No ☐

38. Were data checked/edited for logic or consistency?

Yes ☐
No ☐

39. Were data checked/edited to ensure they fell within permitted ranges?

Yes ☐
No ☐

40. Have you answered 'yes' at any or all of questions 37 to 39 above?

Yes ☐ → **ANSWER Q.41**
No ☐ → **GO TO Q.42**

IF DATA CHECKED/EDITED

41. Were errors corrected individually or automatically (through, for example, a 'forced' edit)?

Yes - individual correction ☐

Yes - automatic correction ☐

No - not corrected ☐

EVERYONE PLEASE ANSWER

42. Were the data weighted or post-stratified?

Yes ☐ → **ANSWER Q.43**

No ☐ → **FINISH**

IF DATA WEIGHTED

43. Please briefly describe the weighting or post-stratification strategy used.

THANK YOU VERY MUCH

NOW PLEASE RETURN THE QUESTIONNAIRE TO THE ADDRESS ON THE FRONT PAGE

Education Systems

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<i>Bulgaria</i>	<i>(page 33)</i>
<i>Canada</i>	<i>(page 34)</i>
<i>Czech Republic</i>	<i>(page 35)</i>
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<i>USA</i>	<i>(page 94 - 98)</i>

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: AUSTRIA

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English):				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: German	English translation		
<1>	<2> *	<3>	<4>	<5>
	(Keine = existiert nicht!)	(None = does not exist!)		
	Volksschule	Elementary	4	4
	Hauptschule	Elementary	4	8
	Gymnasium (Allgemeine Höhere Schule, AHS) - Unterstufe	Secondary, lower level	4	8
	Fachschule (= Berufsbildende mittlere Schule)	Special occupational school	2-3	10-11
	Gymnasium (Allgemeine Höhere Schule, AHS)- Oberstufe	Secondary, general	4	12
	Berufsbildende Höhere Schule (BHS)	Vocational, higher level	4	12
	Pädagogische Akademie, Universität, Kunsthochschule u.a.	University	4-6	16-18

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	
2	Incomplete primary	
3	Primary completed	
4	Incomplete secondary	
5	Secondary completed	
6	University incomplete	
7	University degree completed	
8	Complete semi-higher	
9	Incomplete semi-higher	

* Here missing: Lehre/ apprenticeship

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: BULGARIA

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the highest educational level that you have finished?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Bulgarian	English translation		
<1>	<2>	<3>	<4>	<5>
1.	Без образование	None	0-3	0-3
1a.	Завършено начално	Complete elementary	4	4
* 2.	Незавършено основно	Incomplete primary	4-7	4-7
3.	Завършено основно	Complete primary	8	8
* 4.	Незавършено средно	Incomplete secondary	1-3	9-11
5.	Завършено средно	Complete secondary	3-4	11-12
5a.	Завършено полувисше	Complete semi-university	2-3	13-15
* 6.	Незавършено висше	Incomplete university	1-5	14-17
7.	Завършено висше	University complete	5-6	16-17

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0-3
2	Incomplete primary	4-7
3	Primary completed	8
4	Incomplete secondary	9-11
5	Secondary completed	11-12
6	University incomplete	13-17
7	University degree completed	16-17

* There are not any official statistics on these categories.

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: CANADA

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English):				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: English	English translation		
<1>	<2>	<3>	<4>	<5>
	NO FORMAL EDUCATION		0	0
	SOME GRADE SCHOOL		1-7	1-7
	FINISHED GRADE SCHOOL		8	8
	SOME HIGH SCHOOL		3-4	9-11
	FINISHED HIGH SCHOOL		3-5	11-13
	COLLEGE/ CEGEP		2	13-14
	SOME UNIVERSITY		1-3	12-15
	FINISHED UNIVERSITY		3-4	15-16
	GRADUATE		4-	16+

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	4
3	Primary completed	8
4	Incomplete secondary	11
5	Secondary completed	13
6	University incomplete	15
7	University degree completed	16+

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: CZECH REPUBLIC

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is your highest completed education?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Czech	English translation		
<1>	<2>	<3>	<4>	<5>
1.	ZÁKLADNÍ	Elementary	8	8
2.	VYUČEN	Vocational	3	11
3.	ŠTŘEDNÍ ODBORNÉ	Secondary Vocational	4	12
4.	ŠTŘEDNÍ VŠEOBECNÉ	Secondary General	4	12
5.	VYŠŠÍ STŘEDNÍ	Higher Secondary	2	14
6.	VYSOKÁ ŠKOLA	College or University	5-6	17

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5) **
<6>	<7>	<8>
1	None	
2	Incomplete primary	
3	Primary completed	
4	Incomplete secondary	
5	Secondary completed	
6	University incomplete	
7	University degree completed	

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: GERMANY

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is your highest general qualification?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: German	English translation		
<1>	<2>	<3>	<4>	<5>
1	noch Schüler	still at school		
2	Schule beendet ohne Abschluß	school left without qualification	7-8	7-8 *
3	Volks-/ Hauptschulabschluß	lower secondary school	8-9	8-9 *
4	Mittlere Reife	Middle school qualification	10	10
5	Fachhochschulreife	Secondary technical/ trade school	12	12
6	Abitur	higher secondary school	13	13
7	Fachhochschulabschluß	special university qualification	3	16
8	Hochschulabschluß	university qualification	5	18
9	anderer Schulabschluß	other qualification	-	-

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5) **
<6>	<7>	<8>
1	None	
2	Incomplete primary **	7-8
3	Primary completed **	8-9
4	Incomplete secondary *	11
5	Secondary completed	13
6	University incomplete *	16
7	University degree completed	18

* Categories 4 + 6 refer to intermediary qualifications

** 'Primary' in the sense of social minimum

Brief Outline of the German Educational System

In the following we describe the essential features of the German educational system. The numbers in brackets refer to the figure attached. If appropriate, we added a gloss to make the meaning of the German term clearer. In order not to overburden the text and figure, less central terms and types of schooling are explained after the basic outline has been presented.

Germany has a three-tiered, hierarchical school system. After finishing primary school (usually 4 classes, at the age of 10), pupils are selected to different kinds of secondary schools.

The Hauptschule (1), the most basic form of secondary schooling, is required for all those not enrolled in the Realschule or the Gymnasium. The Realschule (2) provides qualifications leading to entry into intermediary technical and business professions. The Gymnasium (3) is academically oriented. These three types of school (Hauptschule, Realschule and Gymnasium) are usually separate entities/institutions. The Gesamtschule (4) ('unified school') which came into being in the 70ies combines the three types under one roof and pupils attend different courses depending on ability. However, the idea is that, in theory at least, the boundaries between levels are not fixed (rather like British comprehensives).

The leaving certificate of the Gymnasium which can be obtained after 9 years at this school, the Abitur (5), is the entry requirement for universities. It usually consists of written and oral examinations.

The German civil service ('Öffentlicher Dienst') is organized into four relatively rigid classes ('höherer Dienst' = top level, 'gehobener Dienst' = advanced level, 'mittlerer Dienst' = medium level and 'einfacher Dienst' = lowest level) in congruence with the degrees these schools confer. The 'höherer Dienst' requires a University degree, the 'gehobener Dienst' the Abitur (a Fachhochschul (see 9) qualification is equivalent to the Abitur in this respect), the 'mittlerer Dienst' the 10th class (irrespective whether obtained at a Hauptschule, a Realschule or a Gymnasium). The lowest group is the 'einfacher Dienst' open to all people with no qualifications. Mobility over the course of one's working life between these groups is low, though in theory not impossible. Salary tariffs connected to this system have mainly been adopted by industry, too.

There are different kinds of gymnasiums which are equivalent in the sense that they all lead to the Abitur. The most frequent are those focussing on mathematics and science and those on modern languages. There are also some concentrating on ancient languages, arts, and sports. The core of the curriculum in most gymnasiums is similar (e.g. two foreign languages are required everywhere), although not as final examinations are concerned. Once students have passed the Abitur examinations they can choose more or less any course of studies at a university provided, of course, their grade average meets any *numerus clausus* (required grade average) a course may have.

The distribution of students over the three types of secondary schools has shifted in recent decades. E.g. in 1960 70% of 13-year old students attended the Hauptschule, 11% the Realschule and 15% the Gymnasium. In 1992 only 25% attended the Hauptschule, 29% the Realschule, 33% the Gymnasium and 7% the Gesamtschule (see 4). Therefore, the Hauptschule is often the last option (referred to by many as a school for the drags recently). There are, of course, students at the Hauptschule who do not succeed in qualifying for a leaving certificate. However, few people leave school with no certificate. In 1992, 7% left the system of general education without any qualifying degree, down from 18% in 1970.

The Laender (federal states) are responsible for the curricula of schools. Earnings and status of teachers, however, do not differ between the different states. While there is an inter-state body, the Kultusministerkonferenz (conference of ministers of education) to coordinate policies, diversity between states remains large enough to hinder mobility of teachers and students from one state to another. The earnings of teachers are quite high even compared to other professions. Teachers at a gymnasium, for example, belong to the top level of the civil service and they are paid as much or more than untenured academic personnel of the same age category at universities (i.e. the university level including everyone but full professors).

Private schools are relatively unimportant (in terms of the number of students they have). They are not viewed as providing a better education than state schools. There are different reasons why parents send their children to private schools. It is often said their main function is to help students (of rich parents) who failed at ordinary school or are close to dropping out from the public system for some reason (lack of intellectual capacities or behavioral problems). Thus, private schools are not considered as centres of excellence for the intellectual elite.

Fachhochschulreife/Fachabitur (6)('special abitur', entry requirement for Fachhochschulen):

The Abitur examination is taken after at least 13 years of schooling (depending on whether classes had to be repeated). One year before the Abitur, students at the gymnasiums automatically obtain the Fachhochschulreife if they pass the 12th class (i.e. without any additional examination). This qualification would gain them entry to practically oriented courses at a Fachhochschule (see 9). The Fachhochschulreife can also be obtained after having successfully *finished* various other types of school, e.g. the Berufsaufbauschule, Berufsfachschule or Fachoberschule (see 7).

Berufsaufbauschule ('extended vocational school'), Berufsfachschule ('specialized vocational school') and Fachoberschule ('vocational upper school') (see 7) lead to the qualification of the Fachhochschulreife which is an entry requirement for the Fachhochschule ('specialized university', see 9) and the Gesamthochschule ('integrated university', see 12). These three types of schools can be attended after the completion of the Hauptschule, the Realschule or the 10th year of a Gymnasium. These schools combine general education with a special emphasis on the requirements for certain professional fields. The academic orientation of the school attended in the past restricts the courses to be taken at the Fachhochschule.

The Fachhochschule (9)(specialized university) is less academically oriented than the regular university and leads to qualifications for certain professions (social work, engineering and business) which belong to the second level of the civil service (There are parallel courses in, say, business studies which lead to professions in the top level of the civil service). The courses at Fachhochschulen include more practical work (e.g. in firms) and courses are in general less abstract in their treatment of subjects. Similar institutions below the level of a full university are the Pädagogische Hochschule (8)('didactic university') which mainly concentrates on teacher training (all kinds of teachers except those at the Gymnasium who get their training at universities), Verwaltungsfachhochschule (10)('school of administration') which prepares people for jobs in public administration, all on the second level ('gehobener Dienst') of the civil service, and Kunsthochschule (11) which offers courses in arts, music and dance.

The Gesamthochschule (integrated university) (12) is a combination of university and Fachhochschule. It provides different curricula for students entering with the Abitur from those with Fachhochschulreife and, as a rule, awards degrees which correspond to the level fulfilled

at the time of entry (i.e. a Fachhochschul degree for those having entered with Fachhochschulreife and a university degree for those having entered with Abitur).

Evening Gymnasium/Kolleg (13): After having left the educational system and having entered a profession people may return to some form of schooling to get their Abitur. This can be done at evening classes (Abend-Gymnasium) or full-time (Kolleg).

Gymnasiale Oberstufe (upper level of Gymnasium) (14): The last three years of the Gymnasium are organized as a system of courses from which each student is allowed to select under certain restrictions (while the earlier years are organized in the form of classes where all students have the same curriculum). This allows for a certain degree of specialisation in both courses and the Abitur exam.

Duales System (15)('dual system'): Vocational training is acquired by working and learning in firms and at the same time attending a vocational school (=Berufsschule) which provides a general education together with a professional orientation. Vocational training, as a rule, takes 2-3 years. Most people who leave schools of general education below the level of Fachhochschulreife/Abitur and do not attend a vocational full-time school (such as the Berufsaufbauschule, Berufsfachschule oder Fachoberschule, see 7), attend this kind of vocational training. However, partly due to unemployment (even among people with high educational degrees), more and more people with Fachhochschulreife/Abitur qualifications, or a university degree, have started to take these courses (and, thus, have caused some devaluation of degrees). Some people learn a trade (with vocational training at the Berufsschule) before entering a university in order to gain practical experience which will increase their chances on the labor market after having finished university (e.g. bank clerkship for business studies).

•
The Berufsgrundbildungsjahr (16)('year of basic vocational training') prepares for either vocational training in the dual system (see 15) or for specialized vocational schools. It does not lead to any degree in itself, but is helpful for getting practical experience.

There is a two year orientational phase (17)(=Orientierungsphase) in some schools designed to avoid pupils having to decide too early between the hierarchically differentiated school types.

The Fachschule (18)('specialized school') is a vocational school of the lower tertiary level. It prepares for occupations like that of nurses (which is not an academic profession in Germany and confers status and earnings corresponding to the 'mittlerer Dienst' ('middle level') in the civil service).

In some federal states, only, recently Berufsakademien (not in the figure) ('occupational academy') have been established. They combine training in firms, at the Berufsakademie and in professional associations. Entry requirement is the Abitur.

Figure: Basic structure of the educational system in the Federal Republic of Germany 1989

Years of school					Age	educational sector
	adult education (general and vocational in various forms)					
	Vocational Degree	Abitur ¹⁾	University Degree			
	Fachschule ¹⁸⁾	Evening Gymnasium/ Kolleg ¹³⁾	University/Technical University Pädagogische Universität ⁸⁾ Fachhochschule ⁹⁾ Verwaltungsfachhochschule ¹⁰⁾ Kunsthochschule ¹¹⁾ Gesamthochschule ¹²⁾			tertiary sector/ adult education
13	Vocational Degree intermediate qualification		Abitur ³⁾	19		
12	Fach-Abitur ⁶⁾		Kollegphase of	18		
11	Vocational training in vocational school and firm (Duales System ¹⁵⁾)		Gymnasium ¹⁴⁾	17		secondary sector II
10	Berufsaufbauschule ⁷⁾		Berufsfachschule ⁷⁾	16		
10	Berufsgrundbildungsjahr ¹⁶⁾			15		
10	Degrees received at lower secondary school after 9 or 10 years/ at intermediate secondary school after 10 years					
9	special school for handicapped	10. year of schooling				
8		Hauptschule (lower secondary school) ¹⁾	Realschule (intermediate secondary school) ²⁾			
7			Gymnasium (higher secondary school) ³⁾			
6			Gesamtschule ⁴⁾			
5						
4						
3						
2						
1						
4	special school for handicapped	elementary school			9	
3					8	primary sector
2					7	
1					6	
	Kinder- garten for handi- capped children	Kindergarten (not compulsory)			5	pre school sector
					4	
					3	

Sources and Literature:

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König, W.; P. Lüttinger and W. Müller (1988), Comparative Analysis of the Development and Structure of Educational Systems: Methodological Foundations and the Construction of a Comparative Educational Scale. Mannheim: CASMIN Working Paper Nr. 12. Institut für Sozialwissenschaften.

Statistisches Bundesamt (1994) (Ed.), Datenreport 1994. Bonn: Bundeszentrale für politische Bildung.

The British education system

There are three stages of education: primary (including nursery), secondary, and further (including higher) education. The first two stages are compulsory for all children between the ages of 5 and 16 years (15 years before 1972/3). In addition, both nursery and primary schools may include 'rising 5s' (pupils aged 4 at 31st August who will be 5 by 31st December).

Transition between primary to secondary education is usually made between the age of 10 and a half and 12 years but is sometimes made via middle schools after the age of 12. The third stage of education is voluntary and includes all education provided after full-time schooling ends.

1. Primary education:

This includes three age ranges: nursery (under 5); infant (5 to 7 or 8); and junior (7 or 8 to 11 or 12). In Scotland the distinction between infant and primary schools is generally not made. In Northern Ireland there is nursery education (age 3 to 4) and primary schools (age 4 to 11).

Nursery education is provided in either nursery schools or nursery classes in primary schools. It is compulsory for children who reach the age of 4 on or before 1st July to start primary school the following September. The usual age to transfer to secondary education is 11 in England, Wales and Northern Ireland, and 12 in Scotland.

Note: Middle schools. In England and Wales middle schools take children from first schools and generally lead on, in turn, to comprehensive upper schools. They cover varying age ranges between 8 and 14. Depending on the age range they cover they are seen as either as being part of the primary or secondary education system.

2. Secondary education:

Due to different historical circumstances and the varying policies adopted by local education authorities, a number of different types of school provide secondary education. Comprehensive schools usually admit pupils at age 11 to 14 without reference to ability and aptitude, and cater for all the children in the neighbourhood. In some areas they coexist with modern, grammar and technical schools. In Northern Ireland secondary education normally begins when pupils reach the age of 11.

Under the Education Reform Order 1989 all secondary schools are required to admit pupils who have indicated a preference for the school - provided there is room. If there is not room, then pupils must be admitted on the basis of published criteria prepared by the schools.

The main examination studied for is the General Certificate of Secondary Education (GCSE). This replaced the GCE O level and CSE exam in 1987 (1988 in Northern Ireland). The GCSE is awarded at grades A to G (where G is the lowest). The majority of pupils sit these exams at the time of the minimum school leaving age (16).

In Scotland, pupils study for Standard (or S) grade examinations and can get a Credit (1,2), General (3,4) or Foundation (5,6) award (where Foundation is the lowest).

Pupils in England and Wales who remain in education after the age of 16 can sit A levels at school. These are normally taken after two additional years' study and are graded A to E (where E is the lowest). In Scotland, pupils can study for Higher (or H) grade. These usually require only one further year of study.

3. Further education:

This term is usually used to cover all non-advanced education after the period of compulsory education (excluding those remaining in secondary education). So it would include students at Colleges of Further Education (many of whom will be studying for qualifications such as A levels - see above) but not those studying for higher education qualifications at universities, polytechnics and some other colleges.

4. Higher education:

Covers all students at university or doing courses which lead to an advanced qualification.

Main categories of educational establishments

The system described above incorporates a wide range of quite different educational establishments. The main ones, at either primary or secondary level, are:

"State" schools:

There are three main types. None charge fees, but some may invoke rules governing the entry of pupils.

Public sector. These are administered and financed by local education authorities (which form part of our structure of local government).

Assisted. These are run by governing bodies which have a high degree of autonomy from local education authorities and receive grants directly from central government.

Grant maintained. Like assisted schools, these are run by governing bodies and receive grants direct from central government. These schools are all ones which have applied for "self-governing" or "grant-maintained" status under an Act passed in 1988. Such schools remain a minority.

"Private" schools:

These are run and administered by the private sector. Most charge fees for attendance.

BASIC 'MAP' OF EDUCATION SYSTEM IN BRITAIN

Years of school	Age	School/ grade	level/ sector
pre-school	1-5	Nursery	PRIMARY
1-2/3	5-7/8	Infant	
3-6/7	7/8-11/12	Junior	
3-9	or 8-14	Middle school	PRIMARY OR SECONDARY
7/10-12/14	11/14-16+	Comprehensive schools, Modern, Grammar and Technical schools Quals: GCSE, S grade, A levels, H grade	SECONDARY
13+	16+	Colleges of Further Education Quals: GCSE, S grade, A levels, H grade, various vocational qualifications	FURTHER EDUCATION
15+	18+	Universities, Colleges 3 year degree (BA, BSc) Scotland 4 year degree (MA)	HIGHER EDUCATION
18+	21+	Universities Colleges Masters (1-2 years) Doctorate (3+ years)	

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: HUNGARY

ISSP STUDY:

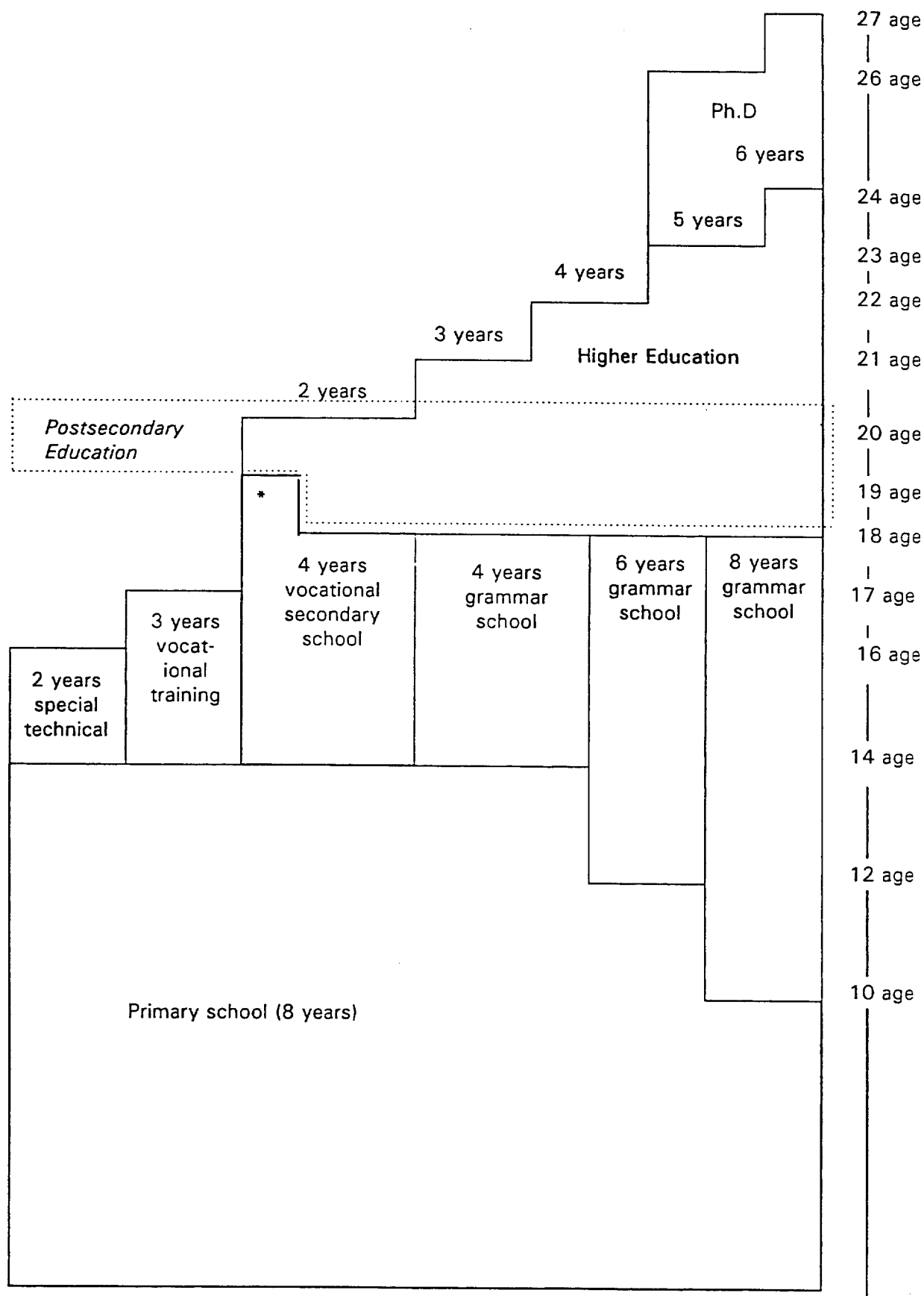
COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the highest level of education that you have completed?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Hungarian	English translation		
<1>	<2>	<3>	<4>	<5>
0	nem járt iskolába	did not attend school	0	0
1	4 vagy 6 elemi	elementary 4 or 6 years	1-7	6
2	8 elemi	elementary 8 years	8	8
3	szakmunkásképző	vocational training	3	11
4	szakközépiskola	vocational secondary school	4	12
5	gimnázium	gymnasium	4	12
6	főiskola	college	3	15
7	egyetem	university	5	17

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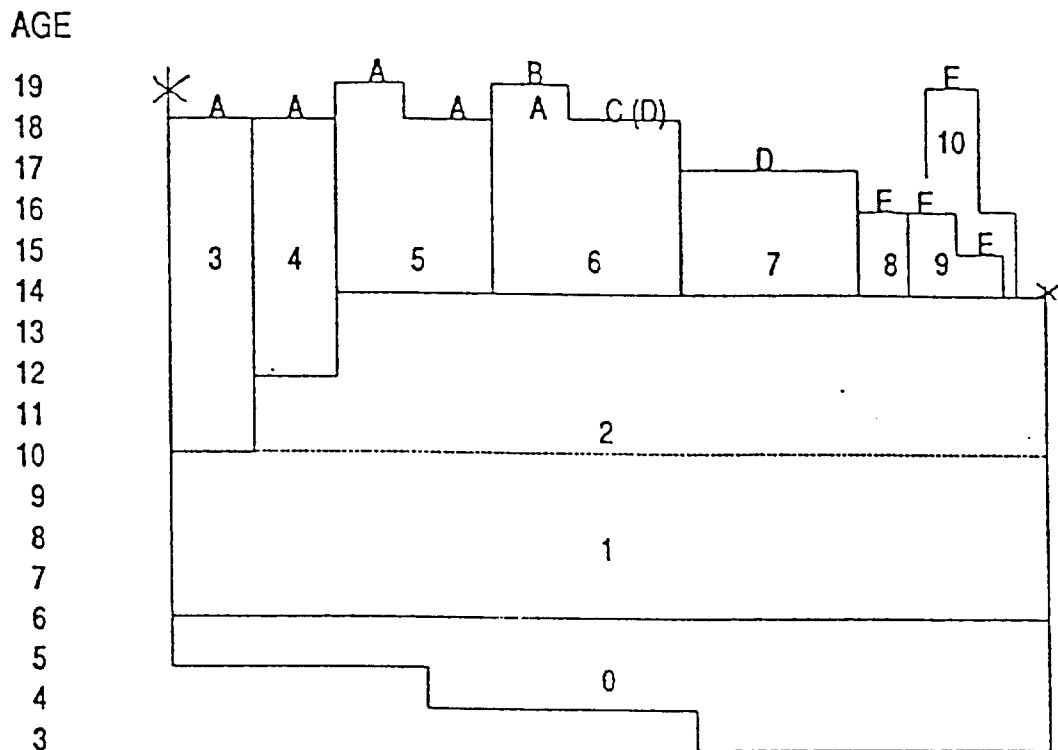
ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	6
3	Primary completed	8
4	Incomplete secondary	11
5	Secondary completed	12
6	University incomplete	15
7	University degree completed	17

HUNGARIAN EDUCATION SYSTEM



* training of technicians and WorldBank

The Structure of the Education System in Hungary



- Index:
0. Kindergarten
 1. Lower grades of the eight year General School (class teaching)
 2. Upper grades of the eight year General School (subject teaching)
 3. Eight year extended general secondary school
 4. Six year extended general secondary school
 5. Four year (regular) general secondary school (bilingual schools with "0" grades included)
 6. Vocational secondary schools with three tracks (all preparing for both maturity examination and vocational qualification):
 - (type 1) leading to higher (technician) level vocational qualification
 - (type 2) leading to skilled worker level vocational qualification
 - (type 3) leading to normal secondary level vocational qualification
 7. Three year vocational schools
 8. Shorter vocational schools
 9. Special vocational classes
 10. Adult education

- A. Maturity examination
- B. Technician qualification
- C. Maturity exam. plus vocational qualification
- D. Skilled worker qualification
- E. Lower level vocational qualification
2. Basic principles and legal frameworks

Halász J. - Semjén A. - Szténgi J.: Report to the OECD
Education Committee on Educational Policy in Hungary
(Br., 1993, 2.0.)

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: IRELAND

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the highest level of education that you have completed?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: English	English translation		
<1>	<2>	<3>	<4>	<5>
	None		0	0
	Incomplete Primary		6	6
	Primary Completed		8	8
	Vocational		3	11
	Incompleted Secondary		3	11
	Secondary Completed		5	13
	Third Level Diploma		2	15
	University Incomplete		2	15
	University Degree		3	16

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	
2	Incomplete primary	
3	Primary completed	
4	Incomplete secondary	
5	Secondary completed	
6	University incomplete	
7	University degree completed	

The Irish Educational System

Introduction

The development of the Irish education system, in common with many national education systems, is in part a product of an unique historical experience. The provision of education in Ireland has its roots in the initiatives of many religious orders, which began in the late eighteenth century. The role of the State in the provision of education was (at least in the beginning) to provide support for an already existing system. The traditional academic emphasis of Irish education originates from the contribution of the religious orders. The lack of concentration in the curriculum on technical subjects, which require greater financial resources, has contributed to their ability to both afford and maintain the provision of education. The 1960s however witnessed a period of dramatic change in Irish education on a number of levels. There was a recognition that a restructuring of the Irish educational system was required, to obtain among other things, an increase in access to education, a reduction in class inequalities and to achieve a better balance between the educational qualifications and the labour market needs.

Primary Level Education

The maximum age at which children are legally required to attend school is six years, which is in keeping with the majority of countries in the EU. However, children typically enter primary level education (compulsory schooling) at four or five years of age. About two-thirds of four year olds and almost all five year olds have entered the primary educational sector. Primary education therefore includes what is considered to be pre-school education in many other countries.

There are three main types of primary schools, which between them cater for almost 500,000 children. The vast majority of primary schools are 'ordinary primary schools' in that they are almost totally funded by the State. Such schools are run by either religious orders, boards of management or groups of individuals. There are also a small number of private primary schools which receive no State funding, in addition to a small number of State funded special schools, for children with disability who require special educational resources (i.e. schools for the blind, schools for the deaf). The vast majority of primary schools are coeducational schools, but approximately eleven per cent of primary schools are single sex boys' schools, and a further seven per cent are single sex girls' schools.

Primary education consists of eight years of schooling. The curriculum is formulated by the Minister for Education in collaboration with the National Council for Curriculum and Assessment (NCCA). The first two years of primary school (Junior and Senior Infants) consist of a half day, five days a week. From the third year on, entry into each successive year is based on examination results and teacher assessment. There is no State examination at the end of primary education.

Secondary Level Education

Following the educational reforms of the 1960s (particularly the abolition of tuition fees in 1967), second-level education has become universal and has high retention rates through both the junior and senior cycle. The completion rate for second-level education is at present almost eighty per cent, the aim however is to increase this to ninety per cent by the beginning of the next century. Students enter secondary level education between the ages of twelve and fourteen and most schools require some form of entrance examination as part of the entry requirement to secondary level education.

There are four main types of secondary level education which cater for almost 370,000 students; these are secondary schools, vocational schools, community schools and comprehensive schools. Again the curriculum is determined by the Minister for Education and the NCCA. Secondary schools are more academic in orientation, and account for over sixty per cent of second-level students. For the most part these are privately owned schools run by religious orders. Similar to the primary education sector the majority are non-fee paying secondary schools, which are predominantly funded by the State, with a small number of private fee-paying secondary schools. Pupils who attend fee-paying secondary schools are not necessarily more successful than their non fee-paying counterparts and private schools are not generally considered to provide a superior education to State funded schools.

About one quarter of second-level students attend a vocational school which are publicly run by vocational education committees and are almost totally publicly funded. Up to 1967 the general vocational education was two years in duration at the end of which students took their first State examination, the Group Certificate. The fact that the senior cycle curriculum was not initially covered in vocational schools, restricted the chances of students of proceeding to the senior cycle. In 1967 however, the curriculum of vocational schools was expanded to cater both for the junior and senior cycle. In addition the curriculum now covers a full range of second level subjects both academic and vocational.

Comprehensive and community schools have been a relatively recent development in Irish education with their curriculum aiming for a better balance between academic and vocational streams. Up to the 1960s a regional imbalance existed in the distribution of secondary schools, with the greatest concentration being in city areas. In 1966 the government began building public secondary schools called *Community and Comprehensive*, mainly in areas where secondary schools were not already established. There are presently over seventy such schools which are responsible for educating over ten per-cent of second-level students.

The vast majority of vocational, comprehensive and community schools are coeducational. In contrast just over one third of secondary schools are coeducational, again just over a third are single sex girls' schools while about thirty per cent are single sex boys' schools.

Secondary education is divided into the junior cycle, which consists of three years of schooling and the senior cycle, which consists of a further two to three years of schooling. Progression to each successive year is dependent on school examinations or State examinations (at the end of the third year). Second-level education is compulsory until the age of fifteen, there are plans however to increase this to sixteen or three years of secondary education, whichever comes first.

Prior to 1989 students (age 14-16) sat for the Intermediate Certificate at the end of the junior cycle. Typically students took examinations in nine subjects. Irish, English and Mathematics were compulsory and could be taken at an Ordinary (pass) or Higher (honours) level. There was no distinction between the level of the remaining subjects. A student's choice of subject could also have been restricted by what their particular school offers, which in turn could have been influenced by the size of the respective school. The Intermediate Certificate was however replaced by the Junior Certificate in 1989. For the junior cycle curriculum, students must study Irish, English, Mathematics, a science or technological subject, in addition to at least three further subjects from a wide range of courses. Furthermore the core subjects of Irish English and Mathematics can now be studied at three levels (Foundation, Ordinary and Higher), in addition the remaining subjects can be studied at either an Ordinary or Higher level.

After the Junior Certificate has been obtained, students enter the senior cycle. This predominantly consists of two years of study, although in some schools students can take three years (the additional year been termed a transitional year). At the end of this period students sit the Leaving Certificate examination (age 16-18). The Leaving Certificate is the basis not only for entry into higher education but also to many occupations. Students take on average seven subjects¹. Subjects are divided into various groups such as Language Group, Science Group, Business Studies Group, Applied Science Group and Social Studies Group. Again Irish, English and Mathematics are compulsory. All subjects at Leaving Certificate level can be taken at an Ordinary or Higher level. (However, this is influenced by the level at which a subject was taken for the Junior Certificate. For example it is not possible to take a subject at a Higher level for the Leaving Certificate if it was only taken at the Ordinary level for the Junior Certificate). More than seven subjects can be taken by students, but these extra subjects are usually studied outside of school hours and in the students own free time. Pupils may decide to take extra subjects with a view to improving their points score, which is used as the basis for entrance into third-level education.

There are plans to change and expand the Leaving Certificate Programme, providing three separate orientations, this is in part due to a recognition that the traditional Leaving Certificate Programme does not adequately cater for the needs, abilities and aptitudes of all students. The 'traditional' Leaving Certificate will remain, however there will also be a Leaving Certificate Applied Programme and a Leaving Certificate Vocational Programme. Both the Leaving Certificate Programme and the Leaving Certificate Vocational Programme will entitle students to entry into third-level education. The Leaving Certificate Applied Programme however will not be a qualification for direct entry into third-level courses, but will gain access to Post-Leaving Certificate Courses. These changes to the Leaving Certificate structure will take place in the next one to two years, initially on a phased basis and then followed by the full implementation.

Tertiary Level Education

Third-level education has expanded and diversified considerably over the last number of decades, and there are now four main sectors of third-level education in Ireland. These include the traditional university sector, the technological sector (comprised of the ten Regional Technological Colleges and the Dublin Institute of Technology), the colleges of education, and finally the recent development of private colleges (which are predominantly business oriented). Post Leaving Certificate Courses (PLC) are not considered to be third-level education. All sectors of third-level education are autonomous and self-governing however they also receive State aid.

Entry into third-level education is dependent upon a student's performance in the Leaving Certificate examination. Based on a student's Leaving Certificate results, he/she is allocated a points score². Entry into a third-level education sector and the field of study pursued in this sector, is determined by the Leaving Certificate points score achieved. While entry to third-level colleges is predominantly governed by the points system there are exceptions to this, in particular in relation to mature³ students and those from disadvantaged backgrounds.⁴

¹ Students must take *at least* six subjects.

² Each grade achieved in a particular subject is worth a certain number of points, the higher the grade achieved the higher the number of points obtained. Grades achieved in subjects at the higher level are also allocated more points, than those obtained at the ordinary level.

³ Mature students are defined as students 23 years of age or older at the commencement of a third-level course.

The process of application and admission to the university, technological and education sectors are administered by two central processing organisations the CAO (Central Applications Office) and the CAS (Central Admissions System). Entry into the fourth sector of third-level education, that of the private colleges, is not through either of these organisations but rather applications are made directly to the individual college in question.

Among the various sectors there is also a division by level of study (degree/non-degree⁵). The university and education sectors predominantly offer degree level courses, three to four years in duration. In contrast the technological and indeed the private colleges, for the most part offer diploma level courses, one to two years in duration. Within each sector there is a hierarchy of fields of study in terms of the points required. Within the university sector, traditionally faculties such as Medicine, Law and Engineering have required the highest points for entry, while the Arts faculty requires the lowest. There are eight universities in Ireland, three of which have a somewhat narrower scope of faculties, concentrating on Business and Science subjects. The remaining universities are more general in scope. A primary degree takes three to four years to complete with a few exceptions, for example Medicine which requires six years. Diploma courses take one to two years however there are only a small number of diploma courses available in the university sector. A postgraduate degree (Masters level) takes a further one or two years. There has been a considerable expansion in postgraduate courses in recent years, particularly in the business field.

In the technological sector the majority of the courses offered are at diploma or certificate level, typically of two to three years in duration and in a specialised range of subjects areas. The number of degree courses available has increased in recent years as this sector has expanded and developed. It has also become increasingly possible for students who have completed diploma courses to add on another year or two and obtain a degree level qualification. The process of validation or conferring of awards is mixed, with various qualifications being awarded by the Dublin Institute of Technology, the Department of Education, the National Council for Educational Awards (NCEA), professional bodies and also the London City and Guilds.

The presence of the private colleges has been a recent development in the provision of third-level education in Ireland. The private colleges have the lowest entry requirement in terms of Leaving Certificate points and are mainly business oriented. They offer predominately diploma courses although a limited number of degree courses are available in some colleges.

Unlike primary and secondary education, students are required to pay tuition fees. The university and technological sectors receive State funding, however a significant proportion of their income (approximately 30%) is derived from tuition fees. Financial assistance is available for students attending third-level institutions in the university, technological and education sectors and can be obtained in one of two ways. Firstly, eligibility for financial aid or a grant from the State, is determined by a combination of an assessment of parental income and educational attainment (i.e. Leaving Certificate result). This scheme was introduced in 1968 and involves the payment of fees and/or a maintenance allowance. Secondly, funding is provided by the European Social Fund Training Grants Scheme (ESF), again this involves the payment of course fees and/or a maintenance allowance. ESF grants only apply to students in the technological sector and are not means tested. From 1996 the payment of tuition fees by students for third-level education will be phased out, being totally abolished in 1997.

⁴ There are also a number of Access Courses in operation to help mature students or students from disadvantaged backgrounds to both take up their place in third-level education and also to complete their course of study.

⁵ Non-degree level course including both certificate and diploma courses.

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: ITALY

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the highest level of education that you have completed?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Italian	English translation		
<1>	<2>	<3>	<4>	<5>
0	NESSUNA SCUOLA	NONE	0	0
1	SCUOLA ELEMENTARE NON CONCLUSA	INCOMPLETE ELEMENTARY SCHOOL	1-4	1-4
2	SCUOLA ELEMENTARE CON LICENZA	COMPLETED ELEMENTARY SCHOOL	5	5
3	SCUOLA MEDIA INFERIORE NON CONCLUSA	INCOMPLETE MIDDLE SCHOOL	1-2	6-7
4	SCUOLA MEDIA INFERIORE CON LICENZA	COMPLETED MIDDLE SCHOOL	3	8
5	SCUOLA MEDIA SUPERIORE NON CONCLUSA	INCOMPLETE MIDDLE SCHOOL	1-4	9-12
6	SCUOLA MEDIA SUPERIORE CON LICENZA	COMPLETED MIDDLE SCHOOL	5	13
7	UNIVERSITÀ, MA NON LAUREA	INCOMPLETE UNIVERSITY	1-4	14-15
8	UNIVERSITÀ CON LAUREA	UNIVERSITY DEGREE	3-5	16-18

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	1-7
3	Primary completed	8
4	Incomplete secondary	9-12
5	Secondary completed	13
6	University incomplete	14-15
7	University degree completed	16-18

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: JAPAN

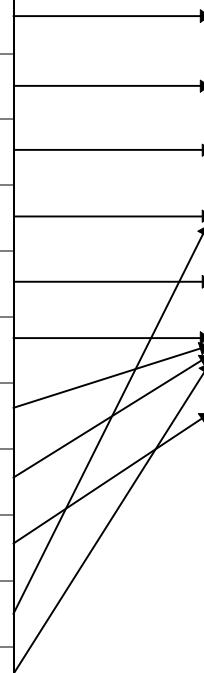
ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the last school of formal education that you have finished or attended?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Japanese	English translation		
<1>	<2>	<3>	<4>	<5>
01	GAKKO NI ITTA KOEO GA NAI	NO FORMAL EDUCATION	0	0
02	SHO-CHU-GAKKO CHUTAI	INCOMPLETE PRIMARY OR JUNIOR HIGH	1-8	5
03	CHU-GAKKO SOTSUGYO	COMPLETE JUNIOR HIGH	9	9
04	KOKO OR KOSEN (1-3 NEN) CHUTAI	INCOMPLETE SENIOR HIGH OR TECHNICAL COLLEGE (1-3 YRS)	1-2	11
05	KOKO SOTSUGYO	COMPLETE SENIOR HIGH	3	12
06	KOSEN (4-5 NEN), TANDAI CHUTAI	INCOMPLETE JUNIOR COLLEGE/ TECHNICAL COLLEGE (4-5 YRS)	1	13
07	KOSEN, TANDAI SOTSUGYO	COMPLETE TECHNICAL COLLEGE OR JUNIOR COLLEGE	2	14
08	DAIGAKU CHUTAI	INCOMPLETE UNIVERSITY	1-3	14
09	DAIGAKU SOTSUGYO, DAIGAKUIN	COMPLETE UNIVERSITY, GRADUATE SCHOOL	4+	16+
10	KOKO, KOSEN (1-3 NEN) ZAIGAKU	ATTENDING SENIOR HIGH OR TECHNICAL COLLEGE (1-3 YRS)	1-2	11
11	KOSEN (4-5 NEN), TANDAI, DAIGAKU ZAIGAKU	ATT. TECH. COLLEGE (4-5 YRS), JUNIOR COLLEGE OR UNIVERSITY	1-3	14

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	5
3	Primary completed	9
4	Incomplete secondary	11
5	Secondary completed	12
6	University incomplete	13-14
7	University degree completed	16+



Brief Outline of the Japanese Education System

Japan has rather a simple educational system, known as the "6-3-3-4" school year system. There are four main categories of schools -- primary school, junior high school (lower secondary school), senior high school (upper secondary school), and college or university.

Compulsory education starts when children reach the age of six. All boys and girls are obliged by law to attend school for nine years -- six years of primary school and three years of junior high school.

Most of the schools for children of compulsory school age are public schools, although there are a few national and private schools. The law says that each local government should provide public primary and junior high schools sufficient to accommodate school-age children. The Board of Education of the district, appointed by the chief of the local government, is entrusted with the administration of the public schools.

During the compulsory education, textbooks are given free by the government, and tuition fees are not charged in public schools. The size of classes is limited by law to 40 pupils. Public schools are in general coeducational.

Upon completion of the six years of elementary work, consisting chiefly of national language, social studies, arithmetic, science, music, drawing, handicraft, and physical education, the pupil is automatically promoted to junior high school. There is no entrance examination for public junior high school.

More than 90 percent of pupils choose to go on to the next stage of education. Senior high schools are the connecting link between junior high schools and universities/colleges. Students are usually selected on the basis of competitive examinations. Coeducation is encouraged but is not compulsory, and a relatively small tuition fee is charged even in public schools. Upon completion of the three year course, the student, who want to get a higher education, can take an entrance examination for universities/colleges. About 30 percent of students advance to universities/colleges.

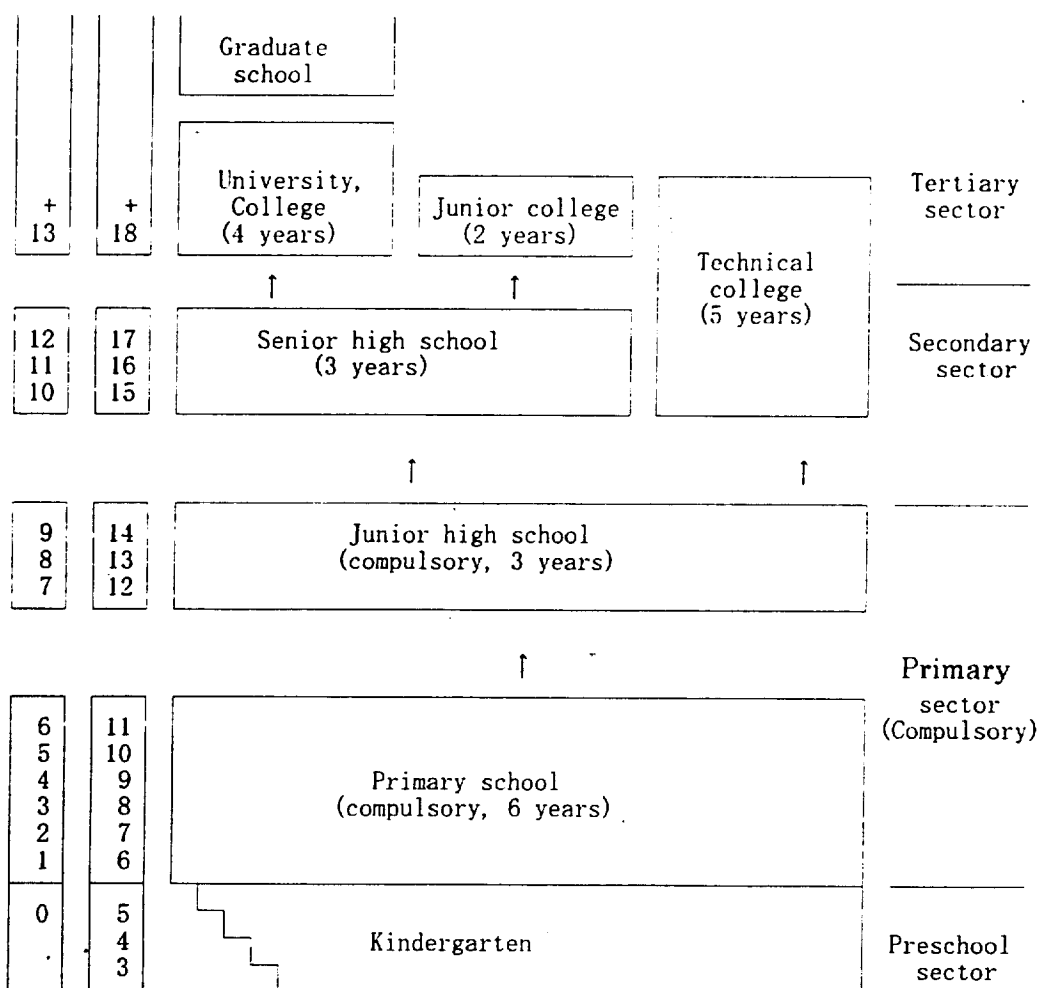
There are three types of universities/colleges. As of 1992, Japan has 1,114 universities/colleges. Of these universities/colleges, 591 have only a two-year course. They are called junior college, and are attended mostly by girls. The remaining 523 schools have a four-year course (or a six-year course in the case of medical study), and provide general and specialized education. Many universities/colleges with four year courses have graduate schools for higher specialized research.

When pupils complete the nine-year compulsory education, a few of them choose to enter a technical college, not a senior high school. Technical colleges provide a five-year vocational education.

There are schools for the handicapped from the kindergarten level to the senior high school level. They are mostly public schools.

When you use the education variables in your analysis, you should be careful not to overlook the relations between education and other demographics. For example, younger people tend to have higher educational background. Table 2 shows the cross-tabulation of "AGE BY EDUCATION" in the case of 1995 ISSP Module (Identity).

Figure 1 Japanese Education System



Note: In the original sense, junior high school may be included in Secondary sector. But it is regarded as Primary here, because it is compulsory and very few (about 2 %) have failed to finish it.

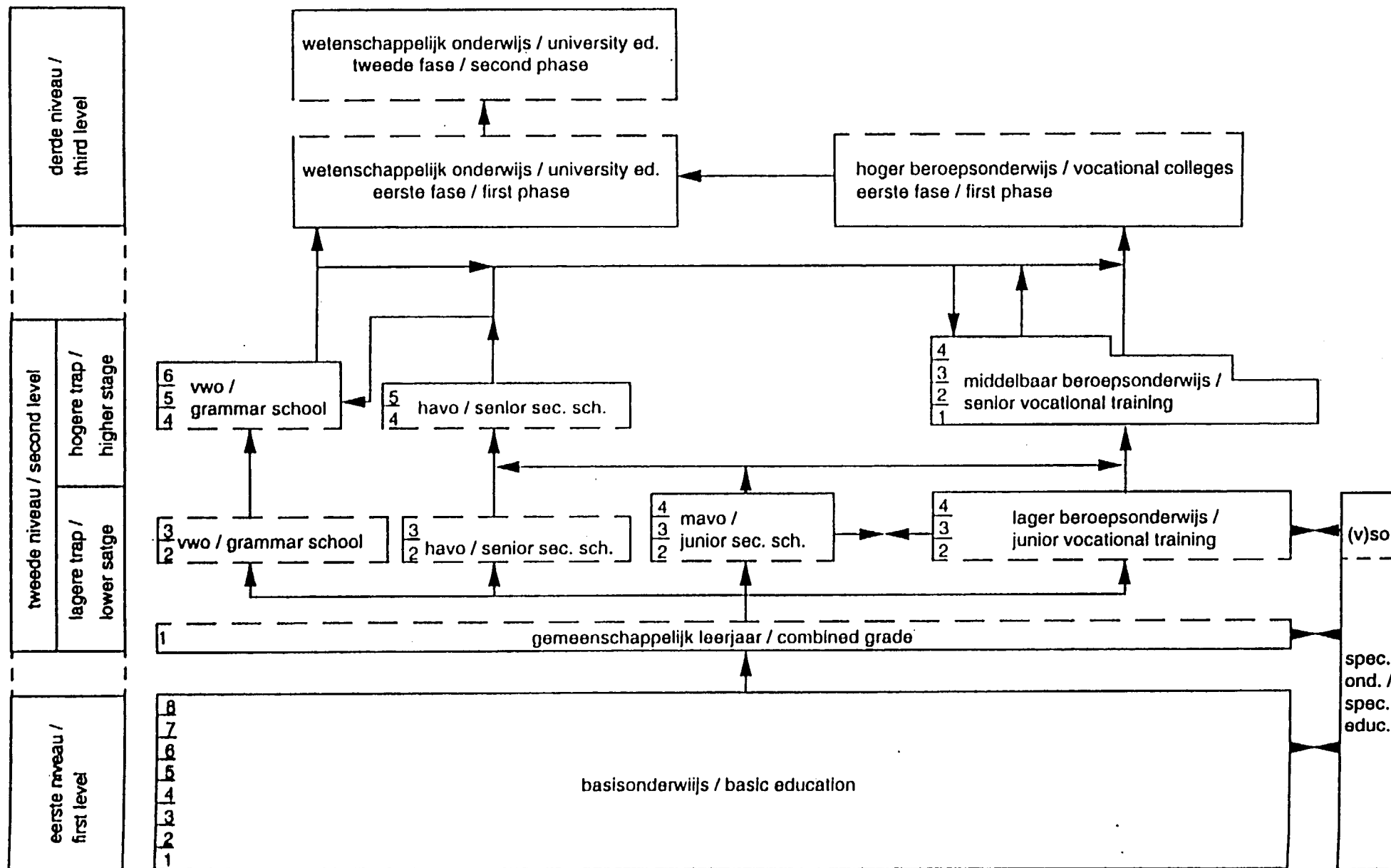
Table 1 Number of Schools, Teachers, and Students/Pupils (1992)

Source: "Nihon Tokei Nenkan '93"

	Number of Schools			
	National	Public	Private	Total
Kindergartens	49	6,146	8,731	14,926
Primary schools	73	23,736	170	23,979
Junior high schools	78	10,506	626	11,210
Senior high schools	17	4,015	1,312	5,344
Technical colleges	54	5	3	62
Junior colleges	39	53	499	591
Universiteis/colleges	98	41	384	523
Schools and Kindergartens for handicapped	45	809	16	870
	Number of Teachers and Students/Pupils (000)			
	Teachers	Students	Male students	
Kindergartens	102	1,949	996	
Primary schools	441	8,947	4,578	
Junior high schools	283	5,037	2,577	
Senior high schools	284	5,218	2,624	
Technical colleges	4	55	48	
Junior colleges	21	525	43	
Universiteis/colleges	129	2,293	1,621	
Schools and Kindergartens for handicapped	49	90	56	

Table 2 Cross-tabulation of "AGE BY EDUCATION" in 1995 ISSP Module

		EDUCATION					
		Complete Junior High	Complete Senior High	Complete Junior C. or Technical C.	Complete University /College	Attend Senior H. T.C.(1-3)	Attend J.C., T.C. Univ./Col.
AGE	16-19	11%	15	1	0	67	6
	20-29	6	47	19	15	0	13
	30-39	8	53	15	23	0	0
	40-49	17	50	14	19	0	0
	50-59	40	42	8	9	0	0
	60-69	47	38	3	7	0	0
	70-	59	19	5	2	0	0



source: 1993 Zakboek onderwijsstatistieken, CBS (1994) Den Haag: SDU

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: NEW ZEALAND

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): Which of the categories describes best your <u>highest</u> level of formal education?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: English	English translation		
<1>	<2>	<3>	<4>	<5>
1	Primary school		6-8	6-8
2	Secondary school for up to 3 years		5-3	11
3	Secondary school for 4 years or more		2	13
4	Some university or other tertiary		2	15
5	Completed trade or professional qualification		3-6	12-20
6	Completed university or polytechnic degree		3-8	16-22
7	Other (please specify...)			

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	
2	Incomplete primary	<6>
3	Primary completed	6
4	Incomplete secondary	11
5	Secondary completed	13
6	University incomplete	15
7	University degree completed	16

The New Zealand Educational System

Most New Zealand children begin their formal education before primary school. The main providers of early childhood care and education are kindergartens, playcentres, childcare centres, family day care schemes and nga kohanga reo. Nga kohanga reo were established by Maori to provide an educational environment in which children can learn Maori language, culture and values.

Primary school education is compulsory from six years of age, but generally children start formal schooling at the age of five. The first three years are spent in junior classes (junior 1 to 3). Promotion is usually on age, through the standard 1 to 4 classes to forms 1 and 2. The last two years of primary schooling can be spent at intermediate school, which can provide specialist teachers and facilities not normally available to primary schools. In primary and intermediate schools the curriculum covers English (including oral and written language, reading, spelling and handwriting), mathematics, social studies, science, art and craft, physical education, music, and health education. At intermediate school level the curriculum also includes workshop craft and home economics. Maori language and culture is taught widely in schools.

The success of early childhood initiatives in nga kohanga reo signalled the potential demand for immersion education in Maori at the primary level. State funded kura kaupapa Maori were established to improve Maori educational achievement and promote the Maori language. Kura Kaupapa Maori teach the same syllabus as other state schools except that Maori is the principle language of interaction and instruction.

Most secondary schools cater for students from form 3 to form 7 level, with average ages ranging from approximately 13 to 18 years. Education is provided free until the age of 19. Attendance at school is compulsory until the age of 16, although there is currently a proposal to raise the school leaving age to 17 from 1998 onwards. Qualifications able to be attained at secondary school are School Certificate, Sixth Form Certificate, Higher School Certificate and Bursary and Scholarship.

The School Certificate examination is taken by most pupils at the end of three years of secondary education. With the exception of part-time adult students, each candidate's course of study must include English, although the student is not required to sit the examination in that subject. A candidate may enter the examination in any number of

subjects up to six and is credited with a grade for each subject. There are seven grades: A1 (highest), A2, B1, B2 (middle), C1, C2, and D (lowest). Sixth Form Certificate is awarded, on a single subject basis, to pupils who have satisfactorily completed a course of one year in one or more subjects. No more than six subjects can be taken. Grades are awarded on a 1 to 9 scale, grade 1 being the highest. Higher School Certificate is awarded to students who have been accepted for entry to form six and have thereafter satisfactorily completed an advanced course of two years in at least three subjects. It is also awarded to pupils who have obtained an 'A' or 'B' Bursary qualification from the University Bursary Examination. The University Bursary Examination is usually taken by secondary school pupils in form 7. It is a competitive examination for supplementary awards for study at a university.

Parents are also able to educate their children at home, provided that a standard of education similar to that available in schools is maintained. Children being taught at home can enrol in Correspondence School courses. The Education Review Office monitors the achievement of children being educated at home to ensure that regular and comparable education to schools is being provided.

Whenever possible, children with physical or other disabilities are enrolled with other children at ordinary pre-school services and in ordinary classes at their local primary or secondary school. When necessary, buildings are modified, special equipment is provided and ancillary staff are appointed to assist teachers. A comprehensive range of special education services has been developed for children whose special needs cannot be met in ordinary settings.

Tertiary education in New Zealand takes place in Universities, Polytechnics and Teacher Education Colleges. Universities are primarily concerned with advanced learning and knowledge, research and teaching. A university education is open to anyone meeting the criteria set by the individual universities. Universities offer undergraduate and postgraduate degree courses, diplomas and Certificate of Proficiency papers. Since the early 1980s vocational and training has moved away from the secondary to the continuing education sector, with training formerly provided by technical high schools now provided by polytechnics. Polytechnics provide a diverse range of vocational educational courses and cover an increasing number of subjects at various levels of specialisation. Polytechnics have traditionally offered diplomas and certificates, but have recently begun to introduce degree courses. The training of teachers is carried out at colleges of education.

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: NORWAY

ISSP STUDY:

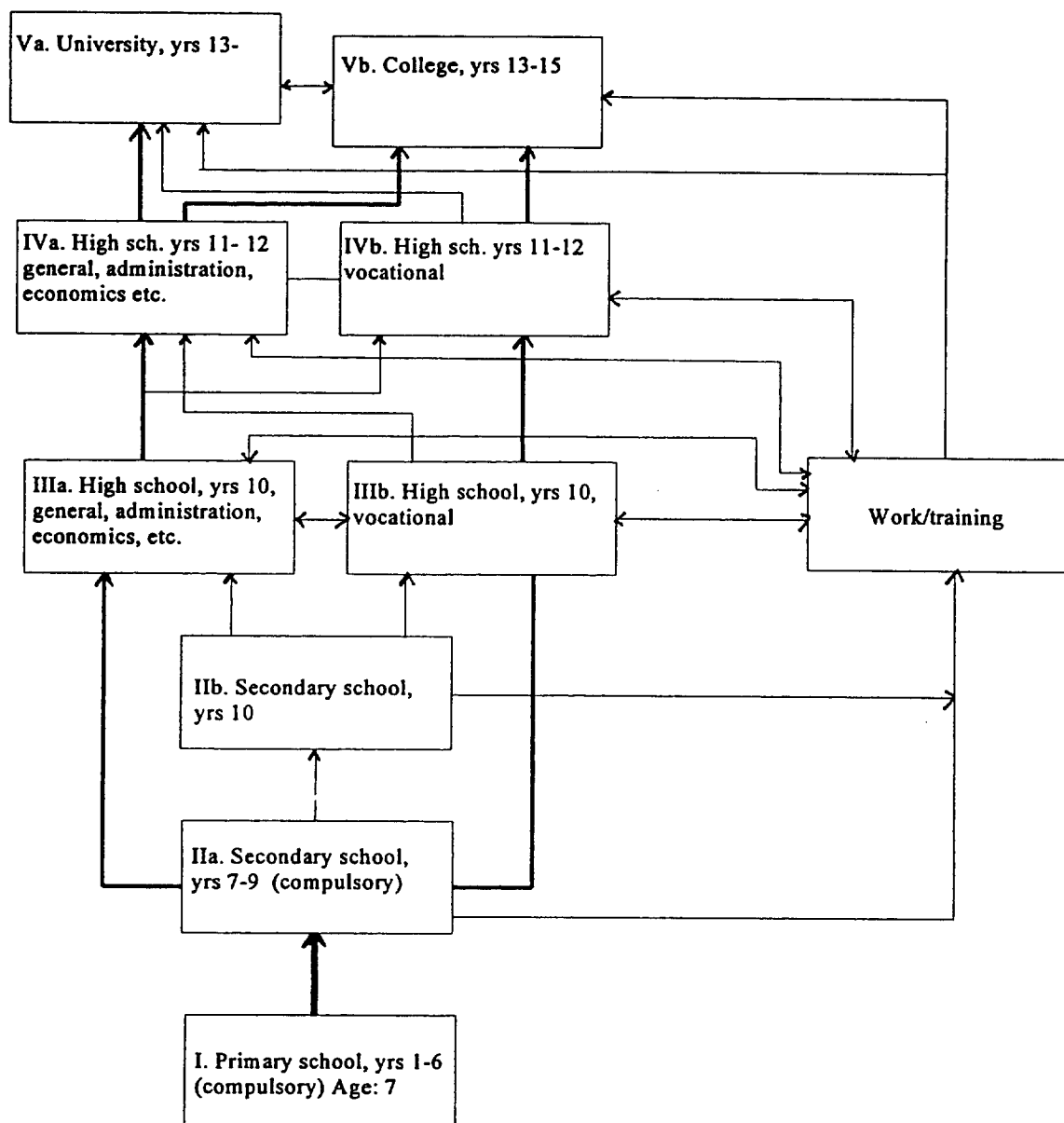
COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): A: What kind of general education have you completed? (tick more than one box if necessary) B: What is the highest vocational education that you have completed? C: What is the highest education at university/college level that you have completed?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes *
	Original wording Language: Norwegian	English translation		
<1>	<2>	<3>	<4>	<5>
1	Barneskole	Primary school	6	6
1	Ungdomsskole	Secondary school	3	9
2	Videregående yrkesfaglig	High school/ upper secondary, vocational	1-3	10-12
3	Videregående allmenfaglig	High school/ upper secondary general, business etc.	3	12
4	Universitet/høgskole yrkesfaglig bakgrunn	University/ college vocational background	1-8	12-
5	Universitet/høgskole, 1-2 år	University/ college 1-2 years	1-2	13-14
6	Universitet/høgskole, 3- år	University/ college 3- years	3-8	15-

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5) **
<6>	<7>	<8>
1	None	
2	Incomplete primary	
3	Primary completed	0
4	Incomplete secondary	
5	Secondary completed	1-6
6	University incomplete	2-
7	University degree completed	3-

* Column 5: Normal ** Column 8: Possible
NB: Column 8 is years after compulsory school



Norwegian names:

Primary school, yrs 1-6 (children start at the age of 7): Barneskole
 Secondary school, yrs 7-9: Ungdomsskole
 Secondary school, yrs 10 (rare): Grunnskoleutdanning, utvidet
 High school, yrs 10, general: Videregående allmenfaglig grunnkurs, folkehøgskole etc.
 High school, yrs 10, vocational: Videregående yrkesfaglig grunnkurs
 High school, yrs 11-12, general: Videregående allmenfaglig, folkehøgskole etc.
 High school, yrs 11-12, vocational: Videregående, yrkesfaglig
 College, yrs 13-15: Høgskole
 University, yrs 13-: Universitet

Distribution in population:

1. Compulsory	30%
2. High school	50%
3. Univ., college	20%

Norwegian ISSP Education Variable 1989 (highest completed):

1. Primary school (I)	3. High school (IIIa, IIIb, IVa, IVb)
2. Secondary school (IIa, IIb)	4. University, college (Va, Vb)

1990-1992 (highest completed) :

1. Primary school (I)	4. High school, vocational (IIIb, IVb)
2. Secondary school (IIa, IIb, IIIa)	5. Other university level, college (Vb)
3. High school, general (IVa)	6. University (Va)

1993-1994 (highest completed):

1. Primary and secondary school (I, IIa, IIb, IIIa)	4. University, college, vocational background (Va and Vb, but not IVa)
2. High school, vocational (IIIb, IVb)	5. University, college, general background, 1-2 years ((Va or Vb) and IVa)
3. High school, general (IVa)	6. University, college, general background, 3 years and more ((Va or Vb) and IVa)

1995- : See attached ISSP form

From 1993: Difference between question and codes (see attachment)

1. REVISION OF THE STANDARD

Most important : p. 20, Education Level

1.1. Background

Since 1973 and up to the present time the Norwegian school and educational system has experienced strong growth and profound change. New educational activities have been established and many activities already in existence have undergone major changes in both content and duration.

One of the aims of this revision was to make the Standard more easily revisable, so that in the years ahead it can be relatively simply published in more updated editions.

We therefore considered it appropriate to undertake a simplification of the actual form of presentation. Among other things we have chosen to print only one column per page, as opposed to two previously, out of consideration for the purely technical layout. Furthermore we have chosen to present an overall survey of educational levels, fields of study, subject groups, educational groups and individual educational courses. Formerly the individual educational courses appeared in a separate chapter. An English version of the classification in the Standard down to 4-digit level is presented separately in Chapter 3.

1.2. Extension of the scope of the Standard

The devising of the new Standard has meant introducing a 6th digit in connection with the first stage of the code structure (individual educational courses). In concrete terms this means that we now have the possibility of classifying 99 individual educational courses under each educational group (second stage) as opposed to 9 earlier. In this way we have striven to achieve greater consistency in structure as well as anticipating the consequences of future needs for expansion.

1.3. Degree of detail

In spite of the fact that we have opened up possibilities for a greater degree of detail, we have undertaken some reductions in the degree of detail in certain parts of the Standard, for instance when it comes to descriptions of subject combinations that may be included in a Candidata/Candidatus Magisterii (Cand. Mag.) degree. The work of setting up a list of such subject combinations has gradually come to be considered an unrealistic task as such a list could never be either complete or correct. On the basis of the same argument we chose to cut out the specification of subjects of study in depth within three-year teacher training and the training of pre-school teachers. These subjects are also available as pure continuing education offers and are therefore only listed under the respective subject areas. Experience suggests that these cuts have no practical significance judged on the basis of statistical application.

In this edition of the Standard we have attempted to mark with an asterisk (*) those educational offers which are no longer active. These may be both "historical offers" and offers which are "unavailable".

1.4. Higher level

In connection with the present revision whole educational groups have been moved from a lower to a higher level. This is linked to stricter admission requirements and increased length of studies.

As an example of this we can mention the teacher training, training of engineers, nurses, occupational therapists, physiotherapists, welfare nurses, etc., which has all been moved from level 5 to 6. The two-year courses in the colleges providing these types of training are still on level 5, but they are marked with an asterisk. When it comes to main subject courses, these have been moved from level 6 to 7 irrespective of whether they are provided by a college of education or a university, because such courses are chiefly taken after completion of the Cand. Mag. degree (level 6).

1.5. Principles and classification

The actual principles for the structure of the Standard are the same as those used for the first edition, even though the structure has been somewhat changed because of the introduction of a 6th digit in connection with stage 1 (individual educational course). This has been done because the old framework was bursting at the seams.

Because of a sharp increase in the variety of provision, the educational activities at grammar school (gymnas) level were in 1973 divided into grammar school level I and grammar school level II, respectively. Today the term "gymnas" is a historical concept, and we have therefore chosen to give these levels names in conformity with the designations of today, namely upper secondary school - level I (10th school year) and upper secondary school - level II (11th-12th school years).

If we compare the definition of educational activity in this edition of the Standard with the definition in the 1973 edition, we will see that likeness with respect to grade division and full-time/part-time education has been taken out. Grade division refers to educational activities which have the same educational progression. In practice this has no significance in the Standard so we have chosen to take this criterion out. As far as full-time/part-time education is concerned, all educational activities are now converted to full-time education (with a minimum limit of 300 hours). We have therefore excluded this point in the definition.

In this edition of the Norwegian Standard Classification of Education the classification of individual educational courses has in the main been done on the basis of the information we have concerning educational provision in the school year 1987/88. Educational activities initiated in earlier school years shall in principle continue to be grouped in accordance with the "old" codes but with "new attire" (i.e. with 6-digit codes) as in this edition of the Standard. The production of a separate re-coding directory will take care of those educational offers which have been given new codes. It is especially important to be aware of this in the classification of empirical evidence which is intended to serve as the basis for studies concerning the development of the educational activity or of individuals' educational backgrounds. The re-coding directory may be obtained on application to the Central Bureau of Statistics, Division of Educational Statistics, Kongsvinger.

1.6. Connection with other International Standards

International Standard Classification of Education (ISCED), was worked out by UNESCO in 1976. As a consequence of this and as a part of the co-ordination of international statistics, the Nordic countries some years later worked out a Nordic Key for the classification of education. (Nordic Statistical Secretariat, Technical reports no. 25).

The Key may be used as an instrument for the comparison between educational statistics in the Nordic countries, and for interpreting UNESCO statistics or other international statistics on education. The Key gives a short description of the educational system in each country.

ISCED is built on an institutional criterion. This means that the educational activities are classified after what type of educational institution the educational activity is offered at. The Norwegian Standard is built on a time (duration) criterion. In Norway we have a decentralised school model, where educational activities which are very much alike are offered at relatively different educational institutions. For instance is it possible to take a main subject at a university, a college or some other type of higher educational institution. This fact makes it very difficult to accept an institutional criterion, and we have therefore chosen a principle which is related to the duration of the educational activities.

In the revised Standard we have moved whole educational groups to a higher level (cf. 1.4), partly because of an increased length of studies. This means that the gap between the Norwegian Standard and ISCED is grown bigger. This discrepancy has been discussed and commented on, but on the basis of our own educational system we have decided to overlook this dilemma at the present.

2. THE PURPOSE OF THE STANDARD

In a broad sense education is a collective term for the transmission of knowledge, skills and attitudes. Such transmission occurs in virtually any form of interpersonal contact, in the home, at school, at work, etc. In a process of lifelong learning there are many components, but only a selection of these are included in what we normally regard as education. For the purpose of statistics it is important to restrict the concept of education in such a way that it becomes measurable.

We have chosen to restrict the educational system in such a manner as to include only permanent, organised activity which is specially aimed at the systematic communication of knowledge and skills. In spite of a relatively narrow definition, the educational system will be made up of a large number of different sub-activities, here called educational activities.

In analyses of the educational system, differentiating between these activities will be of considerable importance since many types of problem in this field can only be elucidated through studies of the individual education activities. Such studies will in their turn be able to serve as the basis for comparative analyses of different educational activities and for analyses of the interplay between the activities within the system.

Furthermore it is also important to be able to differentiate between different educational activities in analyses of the relationship between the educational system and sectors outside (e.g. the labour market). Seen against this background the statistics must clearly be able to provide information related to different educational activities. This means that "educational activity" must be included as a unit of observation and compilation in the statistical framework. The delimitation of this unit is described in greater detail below.

A further requirement of the statistical framework is that it must be able to provide a good basis for analyses of the educational product's dependence on resource input. By resource input are meant such factors as teaching staff, school material, teaching aids, school buildings, etc. As an indicator of educational product one must primarily use the number of pupils/students completing examinations. Irrespective of whether pupils completing examinations, pupils in receipt of education or teachers are concerned, the individual person will represent the unit of observation. This also applies to analyses of a number of other types of problem within the educational system. Among other examples we may mention studies of recruitment to education, school classes as they progress through the educational system, people's educational background and the transition from education to occupational activity, etc. In the same way as with "educational activity" the individual person is thus considered as a fundamental unit of observation in these educational statistics.

These educational statistics will furthermore make it possible to compile lists of certain characteristics to describe the units. Examples of what is meant by a characteristic are sex, age, place of residence, family background, previous education, examination results, national identity number, etc. The latter, for instance, makes it possible to follow an individual's progress through the educational system and out into the working world. Examples of the obvious characteristics to be associated in the first instance with the unit "educational activity" are compulsory/voluntary education, full-time/part-time education, admission requirements, duration, range of subjects/subject content and educational institution. However, the Standard only provides rules for how the unit "educational activity" shall be classified in the statistics according to a combination of the characteristic values for admission requirements, duration and range of subjects/subject content.

2.1. Educational activity

As mentioned on the previous page the educational system is composed of a number of sub-activities, called educational activities. For statistical purposes it will be necessary to narrow down the unit "educational activity". As far as the Bureau is concerned, it is desirable that research workers at all levels and other users with different backgrounds should be able to collect data from these statistics. In order to meet the need for statistical preparedness in the best possible way we have chosen to define educational activity in the following way:

By an educational activity is meant in these statistics a group of educational offers which are the same with respect to admission requirements, duration, range of subjects (subject content) and educational institution.

2.2. Delimitation procedures

Given such a definition, the question is how the individual educational activities are in practice to be delimited and thus understood:

a. Delimitation of the concept of education in statistics must be undertaken in relation to the definition given in the introduction. This means that an educational activity shall only include formal, school-type training/communication of knowledge, provided within an organisational framework. The considerable amount of knowledge transmission and training activity that takes place through participation in occupational activity is thus excluded. The same also goes for occupational activity which has a clearly educational aim, e.g. trainee service. The reason that the concept of education is defined so narrowly is the problem of finding objective criteria for measuring the training activity and communication of knowledge that takes place in more informal, non-organisational forms. A systematic registration of such activity is considered to be virtually impossible in practice.

b. The requirement concerning the same admission requirements means that the conditions for education undergone and completed at the level in question have been satisfied. Any requirements concerning practice shall also be taken into account. However, regulations concerning age of admission, the municipality of residence, etc. are excluded.

c. A third condition that must be satisfied for an educational offer to be able to be assigned to one and the same educational activity is that the number of teaching hours must be roughly equal. In this connection no importance shall be attached to variations in the way instruction is distributed over time.

d. A fourth property which by definition is to characterise a particular educational activity is that it shall include educational provision with the same range of subjects or with the same subject content. The criterion for similar range of subjects/subject content is that the teaching is organised on the basis of plans for the distribution of subjects and hours which are virtually identical.

e. Finally there is a requirement that the educational activity shall take place in one and the same educational institution. An educational institution is here understood as meaning a local administrative unit which organises the provision of education, in other words a school, college or university. The delimitation problem in this area is clarified in greater detail in the register of educational institutions which forms part of the Central Register of Establishments and Enterprises of the Bureau.

Within the framework determined by the definition and the delimitation procedure, the actual delimitation of educational activities will to a certain extent have to be based on subjective judgement. The reason is that curricula and teaching plans are not always equally precise in their specification of admission requirements, duration, range of subjects, etc.

2.3. Card index

In order to make the classification of educational activities as homogeneous as possible and to have a complete overall picture at any time, the Bureau has set up a separate card index of educational activities. The card index has up to 1989 only existed as a manual "box-index" (on cards), but will now be transferred to a machine system based on PC.

For each individual educational activity the card index shall contain information concerning admission requirements, duration, range of subjects, whether the education is full-time or part-time, and the name of the educational institution. The information in the index is collected from curriculum and course plans produced by the educational institutions, standard plans adopted for the different types of school as well as from various forms of information material published by authorities, organisations and institutions. In addition the "school curriculum file", which is published by the Directorate of Labour, has been an important source of information. Articles and advertisements concerning education in newspapers and periodicals have, in conjunction with supplementary data collected from the educational institutions, also provided useful information.

Updating of the card index is undertaken continuously, primarily with the help of current reports used for the educational statistics but also with the help of the information channels that were used when the index was actually being built up.

For practical reasons the coverage of the card index is restricted to educational activities with at least 300 teaching hours per school year, which is the minimum limit to be registered in official educational statistics.

3. CRITERIA FOR GROUPING

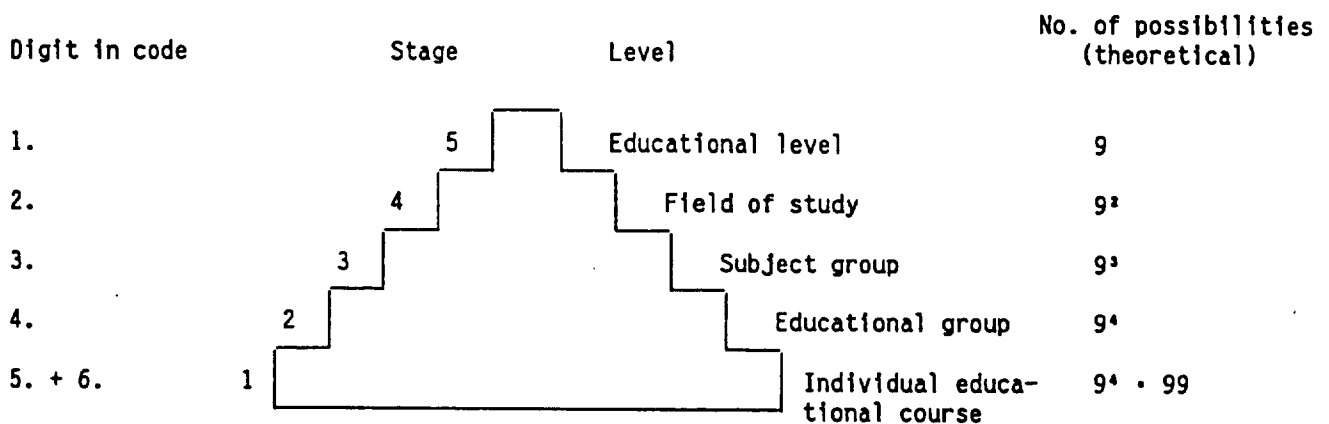
3.1. The need for standardisation

Educational statistics form part of an integrated statistical records system. In addition to the definition of statistical units, the establishment of directories of characteristics or grouping standards is a necessary prerequisite for carrying out the fundamental idea behind statistical records, namely that information about the individual units, obtained from various sources, for various purposes or at different times, shall be stored over a considerable period of time so that when the need arises it is available as data on which the production of statistics can be based. All this became technically possible with the advent of computers, which have made it possible to sort, store and retrieve vast amounts of data in a short time and at relatively low cost.

3.2. Structure of the Standard

The Standard Classification of Education is a link in the development of a set of rules for the specification of characteristics. The Standard shall provide rules for the classification of the unit "teaching activity" in the statistics according to a combination of characteristic values for admission requirements, duration, range of subjects/subject content and educational institution.

Technically the Standard is constructed as a pyramidal classification system in five stages:



The top stage in the pyramid (stage 5) is divided into 9 groups which are each split into 9 sub-groups at the fourth stage. The individual stage-four groups may again be split up into 9 stage-three groups which may be divided into 9 stage-two groups. However, the first stage of the pyramid is conceived as being divided into 99 groups, as opposed to 9 earlier (in 1970 and 1973). This system gives a total of $9^4 \cdot 99$ theoretically possible groups at the first stage, 9^4 possible groups at the second stage, 9^3 at the third, 9^2 at the fourth and finally 9 at the fifth stage (cf. figure).

Each group at the first stage shall be clearly identifiable by a 6-digit numerical code. In the Standard which came out in 1970 and in the updated edition in 1973, only 5 digits were used. Because of enormous changes in the educational system over the past 15 years, this framework is bursting at the seams, so that an extra digit must be used, which together with the fifth can describe the first (and lowest) stage in the pyramid. In other words the 5th and 6th digits in the code shall be regarded as one number.

The main objective behind the structure of the Standard has been to fill this technical framework with information in such a way that the Standard will fulfill its function in the statistical system in the best possible way. As previously stated, this is synonymous with laying down detailed rules for how the unit "educational activity" shall be specified in the statistics according to a combination of alternative values for the characteristics admission requirements, duration, and range of subjects/subject content.

A group of educational activities identified by a particular set of values for these characteristics defines what is here called an individual educational course. It is in other words such individual educational courses which must be specified and adapted to the classification system of the Standard in a meaningful way.

This adaption is done in accordance with a plan which means that the individual educational courses shall be specified as first-stage groups in the classification system. These individual educational courses are first arranged in rough groups according to the value of the time components involved in the characteristics "admission requirements" and "duration". These major groups, which are called educational levels in the Standard, represent the top stage in the classification system. Within each major group rough sorting is then done into groups called fields of study, followed by more precise sorting into subject groups. The field of study groups and the subject groups are at stages four and three, respectively, in the pyramid.

The second-stage groups, called educational groups, are to be understood as sub-groups of the subject groups and are in terms of content closely related to the individual educational courses (cf. figure).

3.3. Educational level

The grouping of individual educational courses by educational level is based on observation of the duration of the educational activities. More precisely this means that the determination of level is undertaken and calculated on the basis of the duration of the educational activity concerned and the duration of previously completed education which forms part of the admission requirement to the educational activity. In other words it is the accumulated/total time which the completed education normally takes, which determines the placement of the educational activity by educational level. The duration of part-time educational activities has in this connection been converted to corresponding full-time activities.

The Standard is organised with 9 educational levels, with the addition of a major group for "education unspecified". Classification by educational levels - or major groups - has been done in the following way:

0. No education and education preceding the first level (education for 6-year olds and younger children)
1. Education at the first level (years 1-6, not including pre-school education)
2. Education at the second level, first stage (years 7-9)
3. Education at the second level, second stage I (year 10)
4. Education at the second level, second stage II (years 11-12)
5. Education at the third level, first stage I (years 13-14) (Not leading to an academic degree)
6. Education at the third level, first stage II (years 15-16) (Leading to a first university degree, and college exams based on a similar length of study)
7. Education at the third level, second stage I (years 17-18) (Leading to a post graduate university degree)
8. Education at the third level, second stage II (beyond 18 years) (Research level)
9. Education at an unknown level (Education unspecified)

If for an educational activity doubt arises as to what educational activities are required to have been completed before admission, the question shall be decided on the basis of evidence collected concerning the actual educational background of the pupils. The duration of the normal previous education shall be stipulated so that three quarters of the pupils in fact have previous education of a duration that is equal to or greater than the figure stipulated.

Particularly in consequence of the fact that certain educational activities include practical exercises in the instruction while others are based on specified practical experience acquired outside school, rigid application of the basic rule that assignment to a particular level is determined by formal teaching time may lead to obviously unreasonable results. In such exceptional cases the determination of level is done in accordance with a supplementary rule that educational activities giving the same qualification shall be grouped under the same educational level. An example of the use of this supplementary rule is in the determining of the level of craft examinations or journeyman's examinations which are traditionally taken after the completion of theoretical training for apprentices combined with work under an apprenticeship contract in an establishment employing craftsmen and industrial workers. Successfully completed craft examinations or journeyman's examinations in craft and industrial subjects are thus placed on the same level in the Standard as a completed full course of training at a school for apprentices, since these types of training give the same skilled worker qualification.

3.4. Field of study and subject group

The division into fields of study is intended to produce a few groups composed as homogeneously as possible with respect to the area of application of the educational activities in the labour market. This has meant that the field of study grouping has been arranged as a kind of industry-oriented classification related to the major groupings used in the industrial and occupational Standards.

Fields of study are specified in this Standard as follows:

1. General fields of study
2. Humanities and aesthetics
3. Teaching
4. Administration, economics, social science and law
5. Industry, craft, natural science and technology
6. Transport
7. Health service
8. Agriculture, forestry and fisheries
9. Provision of services and defence

The specification by field of study is in principle the same for all the educational levels. This makes it possible to classify the educational activities according to fields of study as major groups by means of a simple re-arrangement of the classification scheme of the Standard. This offers great advantages for analyses of the educational structure within different fields of study.

When the need arises, each individual field of study is divided into nine subject groups. This division is not fully applicable to all groups because there are real differences in educational provision at different educational levels. However, the division into subject groups has been co-ordinated to the greatest possible extent.

3.5. Educational group and individual educational course

Through the division of the subject groups into educational groups, the aim has been, as previously mentioned, to arrive at groups of closely related educational activities. An educational group will be composed of educational activities which differ relatively little with respect to admission requirements, duration and range of subjects/subject content.

In principle the Standard has been drawn up as a classification norm for all educational activities that are relevant in Norway. For this reason no minimum limit for duration has been incorporated in the definition of educational activity. This is a question one must address and clarify for the organisation of each individual study. However, the individual educational courses which are specified in this Standard only include educational activities with a duration of at least 300 teaching hours per school year.

For educational activities of several years' duration specification by class stage, course year or stage of study will often be relevant. A sub-division of this kind is therefore vital in pupil statistics. In investigations of terminated education too, specification by class stage will be able to provide useful information on such things as completed as opposed to interrupted education. The individual educational courses are nevertheless not specified by class stage or stage of study because it was felt that the needs for such specifications are best covered by registering class stage as a separate characteristic. The class stage (or stages) to which an individual educational course is considered to belong is however included as a piece of supplementary information in the systematic index of educational courses. The class stage is determined on the basis of the normal duration of the education and the duration of any prescribed previous education. Normally a class stage represents one year of full-time education. The position of the educational activities in a consistent classification by class stage is here indicated by the figures shown after the name of the individual educational course.

4. USE OF THE STANDARD IN POPULATION STATISTICS

In population statistics it is the individual person who represents the statistical unit. However, the standard which is linked with the unit "educational activity" is also a useful tool for population statistics, among other things in analyses of

- a) people in receipt of education
- b) people's educational backgrounds

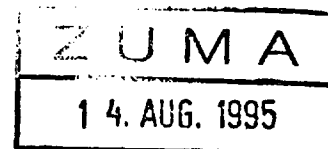
A foundation for analyses of people in receipt of education (a) would for instance be tables showing the distribution of pupils by the educational activities in which they are engaged at a particular point in time or during a given period. Another example would be presentations in tabular form of information concerning pupils' transition (if any) from one educational activity to another during a specified period of time.

For analyses of people's educational backgrounds (b), it would for instance be relevant to compile surveys of all the educational activities the individual person has taken part in. Because the Bureau has chosen to use the Standard Classification of Education for the compilation of tables providing information about people in receipt of education and people's educational backgrounds, a set of educational activities for each individual person must be operated with in classifying people's educational backgrounds. How many educational activities it is desirable to register and the principles for a possible sample of these must be decided for each individual investigation and in relation to the demands made on precision. In some investigations it may for example be sufficient to register the highest educational activity people have completed.

A statistical classification of people's educational backgrounds will often run into difficulty as a direct result of inadequate information. Such weaknesses in the basic data cannot of course be remedied by the preparation of standard classifications. It is however important that in connection with the standards code rules should be provided to make possible a reliable classification as far as the given information extends. In connection with the Standard Classification of Education the Bureau recommends that 0 be used as the code for unspecified at all stages of classification, except for stage five in the classification system (the first digit of the code), where 9 is stipulated as the code for unspecified. If the information is so inadequate that with a reasonable degree of certainty it is impossible to decide which field of study (2nd digit), subject group (3rd digit), educational group (4th digit) or individual educational course (5th and 6th digits) a given education belongs to, the code 0 should be used for the relevant digit position (00 in the case of individual educational courses).

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**DEMOGRAPHICS:
EDUCATIONAL SYSTEM AND CORRESPONDENCE TO ISSP VARIABLE**

Dear colleagues,

Please find enclosed information about the Norwegian education system and the recoding to ISSP standard.

Until now, NSD has not delivered the ISSP standard education variable, and the Norwegian variable has changed over the years. Education is the most difficult information to collect in mail surveys in Norway, because of a changing and complicated educational system, and because it seems to be a lot of social desirability connected to this question. In the last three years we have tested a question design that seems to work well, so the variable will remain unchanged in the coming modules.

Because ISSP now allows members to transfer both nation specific and ISSP standard background variables to ZA (within certain limits), NSD will from 1995 on transfer two variables on education, of which one follows the ISSP classification.

Some comments to the Norwegian educational system. It has undergone a lot of changes during the last 30 years, so respondents in different age groups in our surveys have very different educational experiences. Two examples to illustrate this:

- 1a. Person with lower university degree in 1970.
 - a. Primary school (compulsory), 7 years
 - b. Secondary school (Realskole, not compulsory), 3 years
 - c. High school/upper secondary (Gymnas), 3 years
 - d. University, 4 years
- 1b. Person with lower university degree in 1990.
 - a. Primary school (compulsory), 9 years
 - b. High school/upper secondary (Videregående), 3 years
 - c. University, 3-4 years

- 2a. Person with completed vocational education 1965
- a. Primary school (compulsory), 7 years
 - b. Vocational school, 1 year, mixed with job training over 2-3 years
- 2b. Person with completed vocational education 1995
- a. Primary school (compulsory), 9 years
 - b. High school/upper secondary, 3 years, job training included the last year, and eventually 1 year job training another year

The changes have implications on the precision and content of the variable 'years of schooling'. Before the 1970's, people had to follow the outlined schedule to get a university degree. Today, a person can complete primary school, go to work getting work practice, take a few of the courses offered at high school, and then go to university.

It is very unlikely that the person in 2b includes his years of work training in years of schooling. In addition, the primary school was 7 years. So this person has 8 years schooling. The person in 2a, who has the same vocational education as 2b and the same qualifications at job, has 12 years schooling.

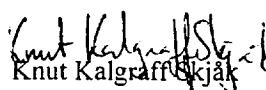
We use 'years of schooling after compulsory school' in the 'Length of education'-variable, because respondents seems to give better information than asked for total years.

After these comments about the education variable, which might seem to question the value of the variable, we would like to stress that education, also recoded into the ISSP classification, is a very strong predictor (maybe the strongest) in analyses of values and attitudes in Norway.

If you have further questions, please don't hesitate to contact us.

Best wishes,


Atle Alheim


Knut Kalgraff Skjåk

Enclosed:

- I. ECDF
- II. Overview of Norwegian education system
- III. Questions used to measure education in the NSD questionnaires
- IV. Extract from the Norwegian Standard Classification of Education. Statistics Norway
- V. Information leaflet about the last reform in high school/upper secondary school. Ministry of Education

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: POLAND

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the highest education level that you have finished?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Polish	English translation		
<1>	<2>	<3>	<4>	<5>
00	Brak wykształcenia	No formal education	0	0
01	Niepełne podstawowe	Incomplete elementary	1-7	4
02	Podstawowe	Elementary	8	8
03	Zasadnicze zawodowe	Basic vocational	2-3	10
04	Niepełne średnie	Incomplete secondary	2-3	10
05	Średnie ogólnokształcące	Secondary general	4-5	12
06	Średnie zawodowe	Secondary vocational	4-5	12
07	Pomaturalne	Post secondary	1-2	14
08	Niukończone studia wyższe	Incomplete higher	1-3	14
09	Ukończone studia wyższe	Complete higher	5-6	17

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	4
3	Primary completed	8
4	Incomplete secondary	10
5	Secondary completed	12
6	University incomplete	14
7	University degree completed	17

The Structure of School System in Poland

Abstract from:

Education in a Changing Society. Background Report for OECD Review of Polish Education. Editor in Chief: Ireneusz Białocki. Warsaw 1995: Republic of Poland. Ministry of National Education

1. PRESCHOOLS

Preschool education is provided for children aged 3 to 6 and takes place in pre-schools and pre-school sections of primary schools. Preschools follow programmes which include the minimum curriculum of pre-school education as defined by the Minister of National Education. Children aged 6 have the right to one year of pre-school (the zero year) and the communes are required to provide this.

2. PRIMARY SCHOOLS AND COMPULSORY EDUCATION

The core of primary education in the educational system is the eight-year long primary school, whose attendance is mandatory. Children are required to start school in the year of their 7th birthday, and must attend to the year of their 17th birthday.

The general or vocational compulsory education requirement may be extended to age 18 for young people who do not continue their education after finishing primary school or who have not completed primary school. This may be introduced throughout a voivodship or only in part of it.

3. POST-PRIMARY SCHOOLS

Secondary public and non-public schools with the authority of public schools are divided into: basic vocational schools, secondary schools of general education, secondary vocational schools (secondary technical schools, secondary schools of vocational education) and post-secondary vocational schools.

Basic (lower) vocational schools. Instruction in these vocational schools usually lasts three years. A graduation certificate from these schools attests to the completion of education at the qualified worker or equivalent level in the acquired vocation. This certificate also entitles its holder to apply for admission to a secondary general or vocational school whose curriculum is an extension of the basic vocational school programme. Although such a certificate qualifies for application to a general secondary or vocational school, not many of those who graduate from these schools continue their education.

The threshold between primary and secondary school, and especially the choice of a lower secondary vocational school is the reason for the inequality of access to higher levels of education.

Secondary schools of general education are secondary schools providing pupils with secondary general education with the possibility of receiving the graduation certificate of general education.

Instruction in secondary schools of general education lasts four years. Those who have passed the final examination called "matura", can apply to higher education institutions. Some secondary schools of general education leavers (for the most part those not applying to higher education institutions and those have not taken the matura examination) may continue their education in post-secondary vocational schools.

Secondary school of vocational education prepare qualified workers and others with equivalent qualifications. They also provide general secondary education. These schools are extensions of primary school. Instruction in secondary schools of vocational education lasts four years. The purpose of these schools is to meet the demand for qualified workers, and they also provide young people with opportunity of acquiring a secondary education. After finishing these schools, pupils may take the matura examination and receive the secondary school graduation certificate. This certifies the student as being a qualified worker or worker with equivalent qualification in a certain vocation and of having received a secondary general education. The matura certificate also entitles its holder to apply for admission to a higher education institution.

Secondary technical schools. Instruction lasts 5 years or - in a few cases -four years, depending on the speciality. Technical schools and equivalent schools leavers receive a graduation certificate called matura certificate. The leaving certificate shows the student has received a secondary education and possesses secondary qualifications. Students are awarded the title of technician or other title listed in the Classification of Occupations and Vocational Education Specialities (COVES). The matura certificate also entitles its holder to apply to a higher education institution.

Post-secondary vocational schools for work in blue-collar and equivalent vocations or in vocations and specialities that require secondary vocational qualifications. The duration of instruction depends on the vocation and is specified in the . COVES. The classification allows for a one-year course in a few vocations and a two-year course in the others. It is not necessary to have passed the **matura** to be accepted by a post-secondary school. The great majority of students in these schools are women, most of them being trained as teachers or child minders, nurses or book keepers.

Special schools are for children who are chronically ill, mentally or physically handicapped, or socially maladjusted. It is the task of these schools to fulfill the compulsory educational requirement for these children by applying special pedagogical methods. Special schools may be organized as independent schools, or they may form part of special educational

institutions or centers, or they may be attached to medical or correctional institutions. Special schools are divided into primary and post-primary: general secondary schools and secondary vocational schools, technical schools and basic vocational schools.

Non-public schools. Non-public schools may be run by voluntary or religious organizations or by private individuals. To obtain the right to issue certificates and diplomas equivalent to those of the state non-public schools must acquire the status of a public school. To gain this status they must offer a curricular minimum and apply the principles of classifying and promoting pupils laid down by the Ministry of National Education.

Only 0.4% of children of primary-school age attend non-public schools. This figure is somewhat higher - almost 4% - for children of secondary school age. Most non-public schools are in the big cities and run by voluntary organizations. Private schools, or schools run by religious organizations, constitute a minority of non-public schools.

4. HIGHER EDUCATION

There are various types of higher education institutions in Poland. They are a leftover from the period when various faculties were separated from the universities in order to create new institutions on the Soviet model.

Of the approximately 120 institutions of higher education in Poland in 1993, 90 are state-controlled. In the academic year 1993/94 state schools of university type were divided into:

a) 54 schools under the Minister of Education, including:

- 10 universities; they are the most interdisciplinary schools, for they offer academic courses and degrees in humanities, social sciences, mathematics and science, law, economics and also to a lesser extent in art, physical education, and medicine;

- 18 higher technical education institutions (13 technical universities, 4 engineering schools, and one mining and metallurgy academy), in which technical specialties dominate, although these schools also offer courses in economics, mathematics and science, and in individual cases - agriculture, the humanities, and physical education;

- 9 agriculture academies;
- 5 economic academies;
- 10 higher teacher education schools;
- 2 theological academies;

b) 35 institutions under other ministries, including:

- 10 medical academies under the Minister of Health;
- 2 merchant marine academies under the Minister of Transport and Maritime Economy;
- 17 fine arts academies under the Minister of Culture;
- 6 physical education academies supervised by the State Sports and Tourism Administrations;

c) The Catholic University of Lublin which is not state owned but is largely financed from state funds.

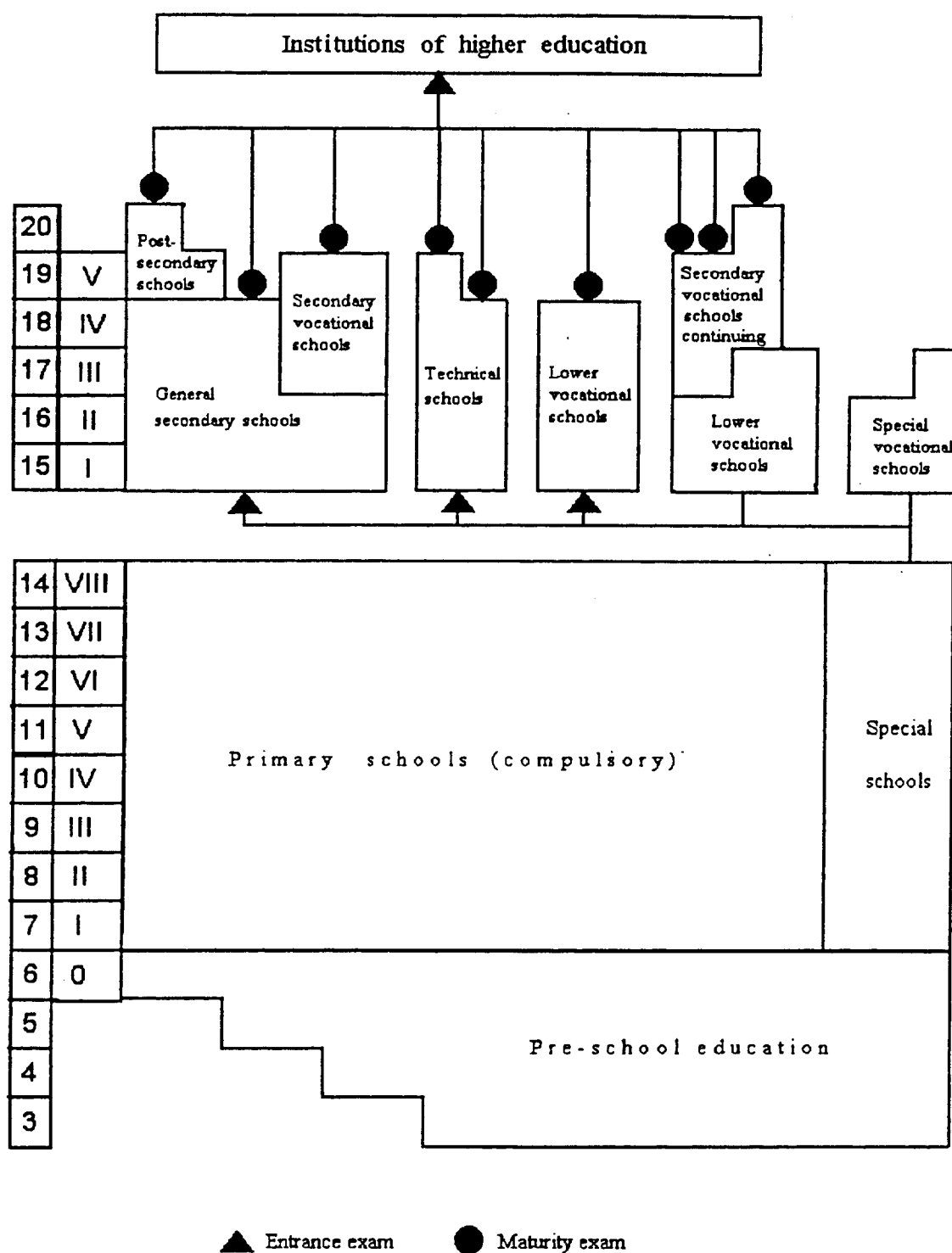
The school mentioned above offer comparable master's courses (graduates receive a professional title of Master, Physician, Master Engineer) higher professional studies (graduates receive the professional title of engineer or licentiate), and supplementary Master's studies.

The main system of education consists regular courses, but there are also non-regular and extension courses.

Since 1990 the number of non-state higher education institutions has been growing rapidly. In the 1993/94 academic year there were 28 of them, at the beginning of the 1994/95 academic year -- 49 (about twenty of them were primarily providing courses in economics and management). On the whole, they are small institutions, employing a small teaching staff and giving graduates the title of licentiate or engineer; only 3 of them are authorized to grant titles of Master or Master Engineer.

One new development is the setting up of graduate schools by the Polish Academy of Science. To date, two institutions of this kind have been founded, one in the social sciences and one in pure sciences.

The education system in Poland.



source: Ireneusz Bialecki (editor in chief), *Education in a Changing Society: Background Report for OECD Review of Polish Education*, Warsaw 1995

Figure 2. Percentage of graduates entering upper level of education

School year 1990/91

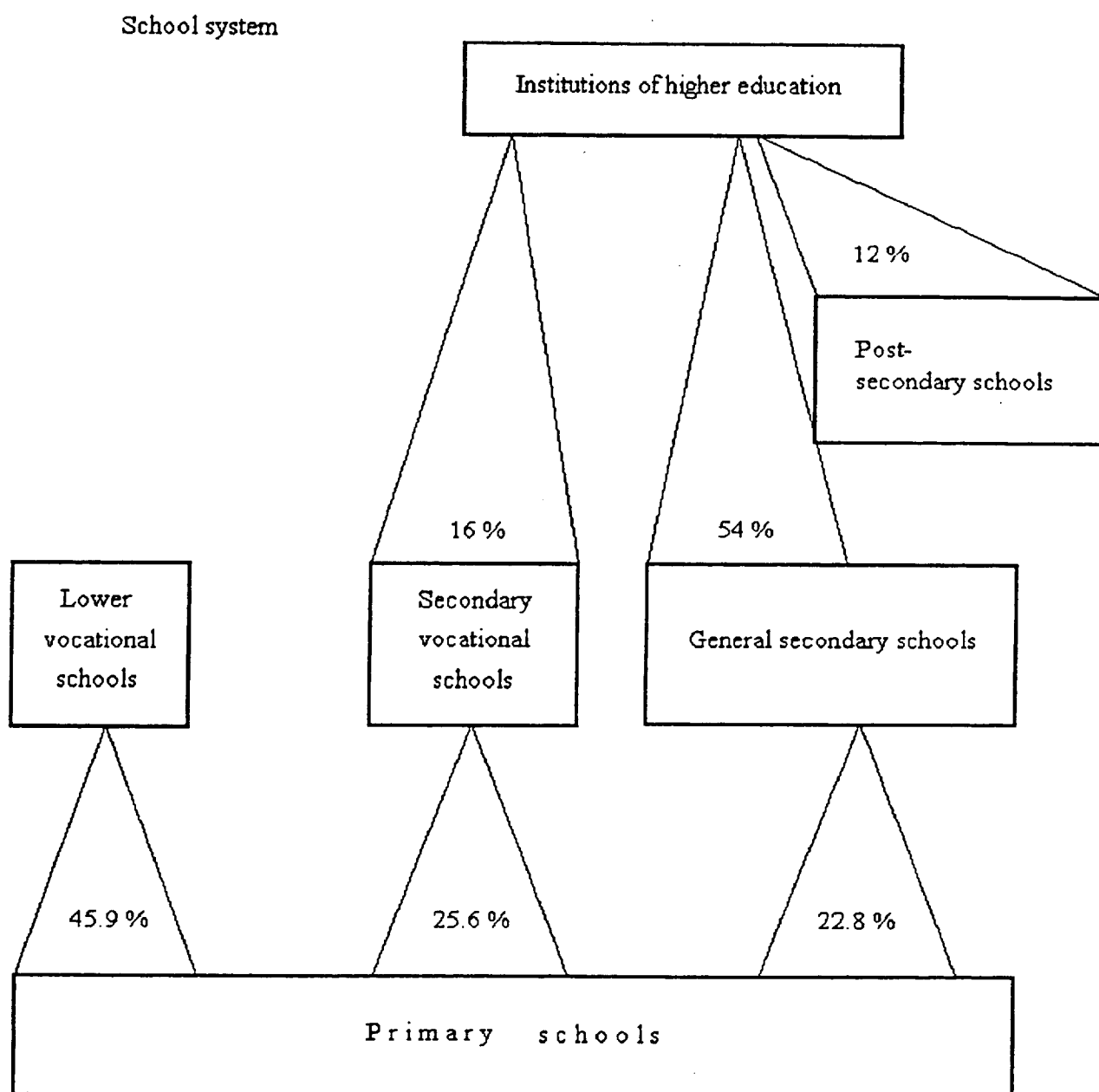
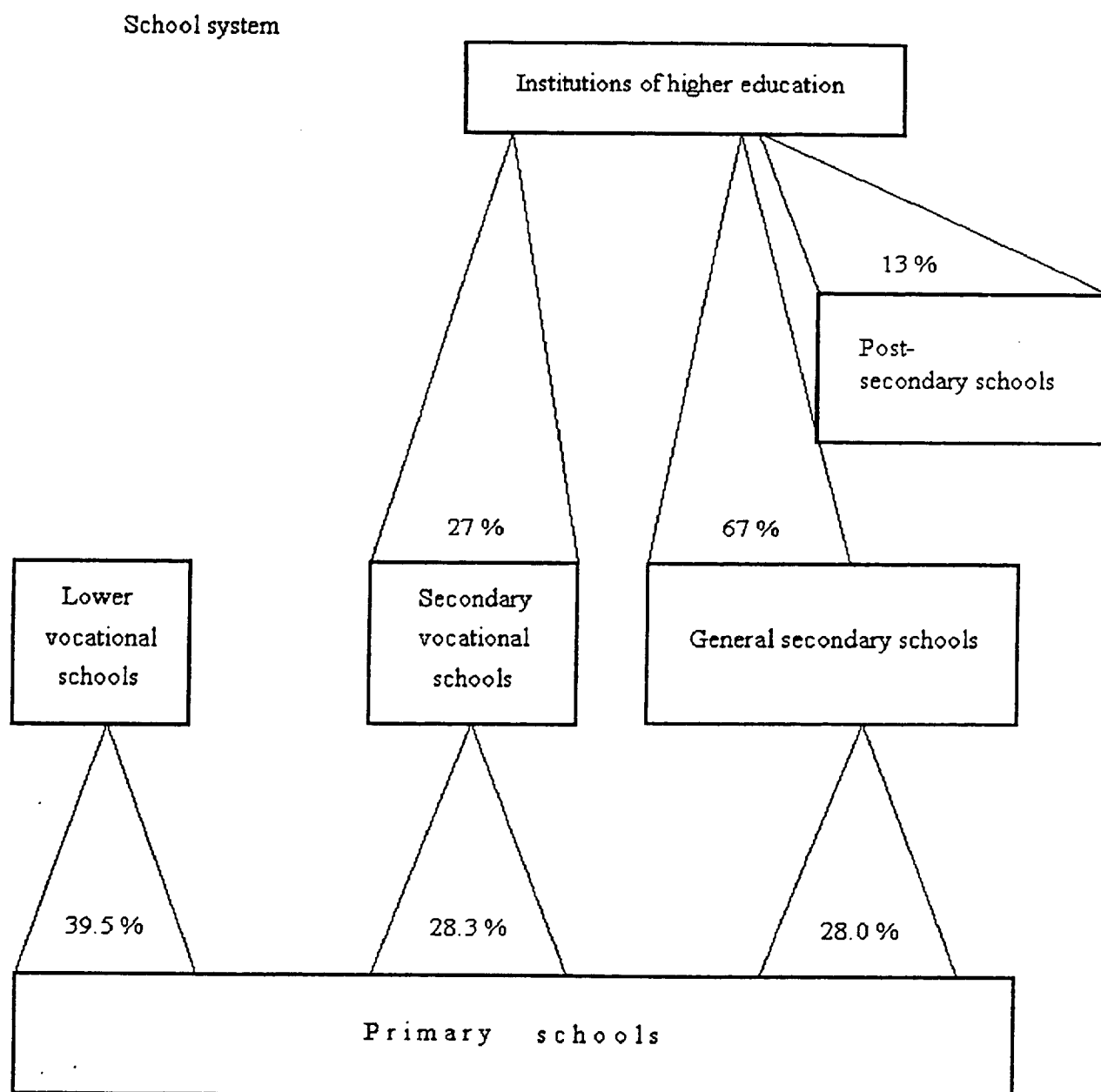
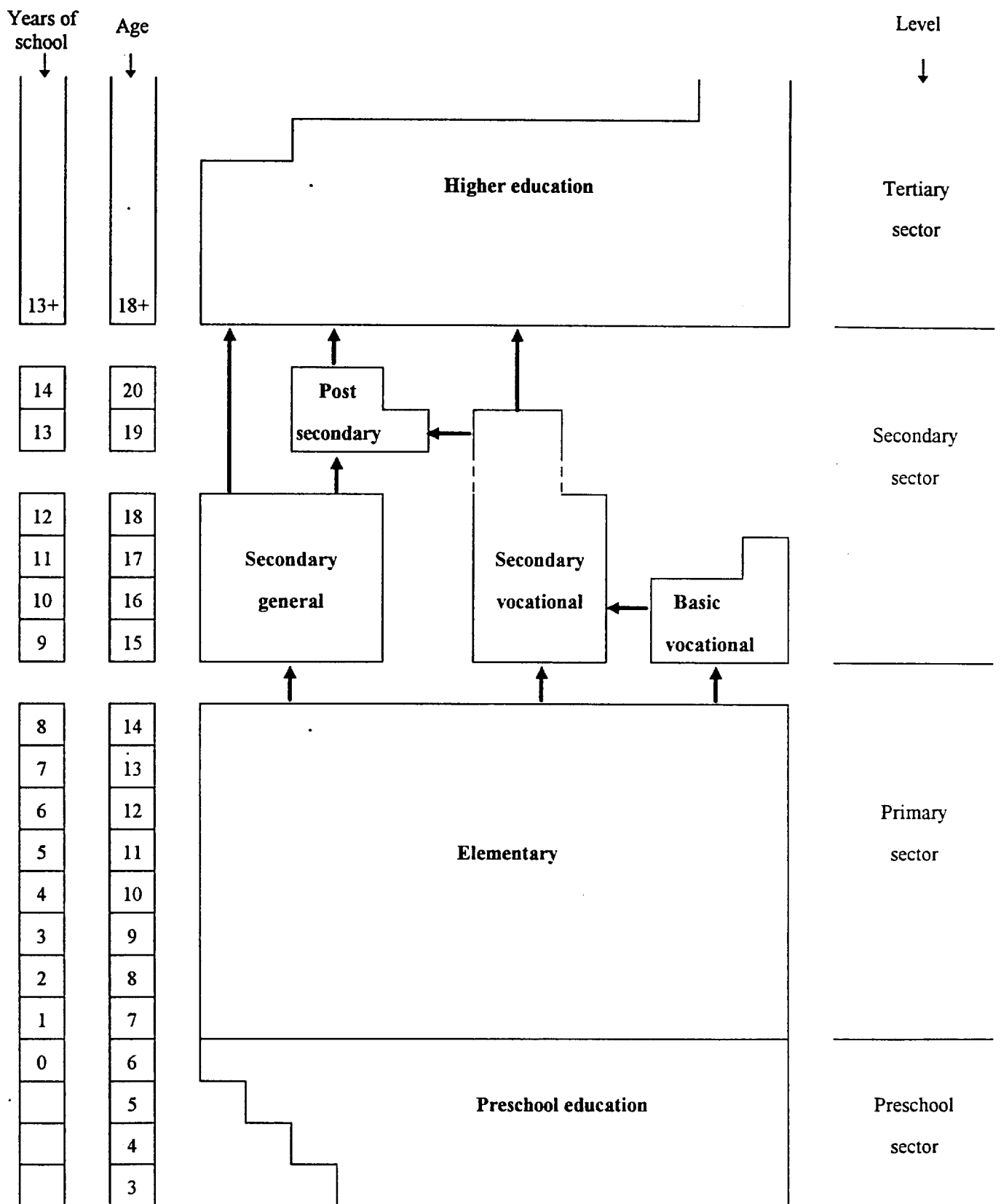


Figure 3. Percentage of graduates entering upper level of education

School year 1993/94



EDUCATION SYSTEM IN POLAND



EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: RUSSIA

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is the last school that you have attended?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Russian	English translation		
<1>	<2>	<3>	<4>	<5>
1	начальное или никакого	no formal education or primary	0-6	0-6
2	неполное ебщее среднее	incomplete secondary	7-9	7-9
3	неполное среднее специальное	basic vocational	8-9	8-9
4	ебщее среднее	secondary general	10-11	10-11
5	ебщее среднее специальное	secondary vocational	10-11	10-11
6	Незаконченное высшие	incomplete higher	3-4	13-14
7	высшие	complete higher	5-6	15-16

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	1-3
3	Primary completed	4-6
4	Incomplete secondary	7-9
5	Secondary completed	10-11
6	University incomplete	13-14
7	University degree completed	15-16

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: SLOVENIA

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): Which is the last school you completed, regulary or while working?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Slovenian	English translation		
<1>	<2>	<3>	<4>	<5>
1	nedokončana osnovna šola	incomplete elementary school	<8	0-7
2	dokončana osnovna šola	completed elementary school	8	8
3	nedokončana strokovna ali srednja šola	incomplete vocational or middle school complete	0-2	8-10
4	dokončana 2 ali 3-letna strokovna šola	2-3 years vocational school	2-3	11
5	dokončana 4-letna srednja šola	complete 4-years middle school	4	12
6	nedokončana višja ali visoka šola	incomplete university or higher degree	0-4	
7	dokončana 2-letna višja šola	complete 2-years higher degree	2	14
8	dokončana visoka šola, fakulteta, akademija	complete high school, faculty or academy	4	16

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	
2	Incomplete primary	
3	Primary completed	
4	Incomplete secondary	
5	Secondary completed	
6	University incomplete	
7	University degree completed	

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: SPAIN

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): The level of education you have finished				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Spanish	English translation		
<1>	<2>	<3>	<4>	<5>
1	Ninguna	None	0	0
2	Educación básica incompleta	Incomplete basic education	1-6	3.5
3	Educación básica completa	Completed basic education	6	6
4	Educación secundaria incompleta	Incomplete secondary education	1-6	9.5
5	Educación secundaria completa	Completed secondary education	6	12
6	Estudios universitarios incompletos	Incomplete university studies	1-5	15
7	Carrera universitaria completa	Completed university degree	5	17
9	No Contesta	No answer		

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	3.5
3	Primary completed	6
4	Incomplete secondary	9.5
5	Secondary completed	12
6	University incomplete	15
7	University degree completed	17

2.

Years of School	Age				
		2° Doctorate	Third Cycle		
		1° Doctorate			
		5° Master's	Second Cycle	University Education	
		4° (Licenciatura)			
		3° Bachelor's	First Cycle		
		2° (Diplomatura)			
13+	18+	1°			
		Access to University Education Exan		High Vocational Training	
12	17	2° High Scholl (Bachillerato)		Post Compulsory Secondary Education	Middle Vocational Training
11	16	1° High School (Bachillerato)			
10	15	4° CSE	Second Cycle		
9	14	3° CSE		Compulsory Secondary Education	C O M P U
8	13	2° CSE	First Cycle		
7	12	1° CSE			
6	11	6° Primary	Third Cycle		L
5	10	5° Primary			S O
4	9	4° Primary	Second Cycle	Primary Education	R
3	8	3° Primary			
2	7	2° Primary	First Cycle		
1	6	1° Primary			
0	5				
	4		Second Cycle		
	3			Preschool Education	
	2				
	1		First Cycle		
	0				

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: SWEDEN

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): What is your present highest education?				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: Swedish	English translation		
<1>	<2>	<3>	<4>	<5>
1	FOLKSKOLA ELLER GRONDSKOLA	PRIMARY OR COMPREHENSIVE SCHOOL	6-9	6-9
2	2- ÅRIG GYMNASIERINJE	VOCATIONAL SCHOOL (POST 1972)	2	11
3	YRKESKOLA	VOCATIONAL SCHOOL (PRE 1972)	1	7-10
4	FOLKHÖGSKOLA	ALTERNATIVE SECONDARY SCHOOL	1-2	10-11
5	REALSKOLA	LOWER SECONDARY SCHOOL	4	10
6	3 - ELLER 4 - ÅRIG GYMNASIESKOLA	3- OR 4-YEAR GYMNASIUM (ACADEMIC TRACK)	3-4	12-13
7	STUDENTEXAMEN	HIGHER SECONDARY SCHOOL	3	13
8	UNIVERSITETS-/ HÖGSKOLE-UTBILDNING UTAN EXAMEN	UNIVERSITY STUDIES WITHOUT DEGREE	0-	12+
9	EXAMEN FRÅN UNIVERSITET ELLER HÖGSKOLA	UNIVERSITY DEGREE	3-	15+

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	
2	Incomplete primary	
3	Primary completed	6-9
4	Incomplete secondary	7-11
5	Secondary completed	12-13
6	University incomplete	12+
7	University degree completed	15+

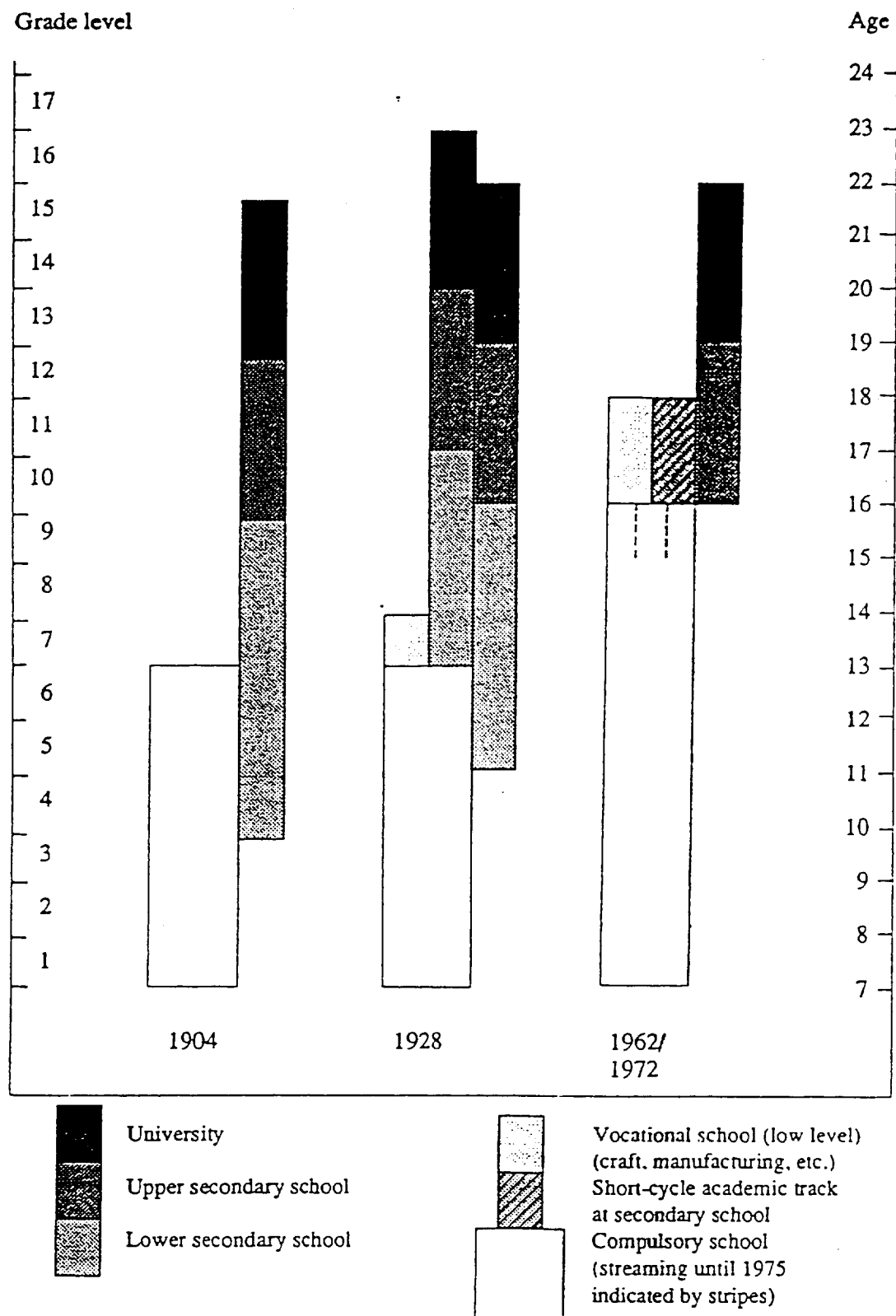


FIGURE 1

Major organizational changes in the Swedish school system 1904-1972.

(adapted from Jan O Jonsson *School Reforms, Educational Expansion and Educational Attainment: Trends Towards Inequality in Sweden* (Stockholm: Swedish Institute for Social Research, 1991).)

At the beginning of this century, the Swedish school system was highly selective, much in the same way as in most other European countries at the time. With the exception of girls' schools, private schools were always insignificant in Sweden, however. Schooling started (as it still does) at the age of seven, and was compulsory for six years. The vast majority of people left school after these six years, although some - a constantly growing proportion - took additional vocational courses. These were mostly one-year courses in domestic science, craft, or manufacturing given at local schools.

The few in our older cohorts who were to follow an educational career then continued onto a lower secondary school (*realskola*) at the age of 10, i.e. they left the compulsory school after the third grade. Typically, after six years in the junior level of the secondary school, pupils either entered the upper secondary school or left school, often after having passed the *realexamen*. Those who made it to the upper secondary level were supposed to sit the prestigious *studentexamen* after three years of study; this was comparable to the German Abitur, the French BAC, and the English A-levels, and a prerequisite for matriculating at the university. A somewhat simplified sketch of the Swedish school system from 1904 to 1927 is shown in the left-hand part of Figure 1.

Figure 1 here

The critique of the highly selective school system, with parallel classes from the third grade level, led to a reorganisation of the school system in 1927. However, the parallel system was not abolished. After a political compromise, the branching point was moved to the fourth instead of the third year in school. More importantly, local school authorities were given the opportunity to postpone this point until the sixth year, something that was primarily utilized in less urban areas (although many schools provided both alternatives). Pupils who chose this alternative route to an educational career "lost" one year, however, since it was thought that the quality of the higher grades in compulsory school was less than the lower grades in the junior level of secondary school. (The different phasing of these alternatives is not evident in the middle part of Figure 1, because the left bar gives the wrong information on grade level, but the correct on age.)

According to an Act of Parliament in 1936, the minimum school leaving age was raised (gradually until 1948) from 13 to 14 years of age, making seven years of education compulsory. Apart from that, not very much changed in the Swedish educational system until the comprehensive school reform begun as a small-scale experiment in the 1950s. By that time, the compulsory school had been prolonged to eight years in many communities, viz. in the cities.

At the beginning of the 1960s, then, the entire organisation was remodelled according to a radical reform program pursued by the Social Democratic Party, and mainly supported by other political parties as well (especially, the Agrarian Party, *Bondeförbundet*). A nine-year comprehensive school replaced the old compulsory school and the lower level of the secondary school, thereby eventually

abolishing the parallel school. Gradually, the compulsory nine years were made almost entirely undifferentiated. At the secondary level, a new *Gymnasium* was constructed, in which the old “elite” upper secondary school, the old middle level technical and business schools, as well as a variety of shorter vocational programs - oriented mainly towards health care, home economics, manufacturing and craft were organizationally integrated. In the latter tracks, which used to be dead-ends in the educational system, academic subjects were given more weight, and the possibility of passing on to higher levels of education broadened.

After the ninth grade of the reformed school, remaining pupils were then faced with three options: a two-year vocational education, a short-cycle academic track (two years), or staying on the “main route”, i.e. continuing on to any of the traditional upper secondary branches of study (including the three-year courses in economics and engineering). This is shown in the right-hand part of Figure 1. There is a connection, not shown in the figure, between the two-year tracks and the university via supplementary courses.

EDUCATIONAL CATEGORIES DESCRIPTION FORM (EDCF)

COUNTRY: USA

ISSP STUDY:

COUNTRY SPECIFIC CLASSIFICATION OF EDUCATION				
Question wording (English): EDUC - highest grade of school completed from 0 to 20+; DEGREE - highest degree completed. These two variables can be crosstabed to get even more distinctions				
CODE	CATEGORIES OF EDUCATION		Formal length of schooling in years for each level of education	Cumulative length of schooling in years, country specific codes
	Original wording Language: English	English translation		
<1>	<2>	<3>	<4>	<5>
	Less than high school; no degree		0-11	
	high school		4	12
	Associate/ Junior college		2	14
	Bachelor's		4	16
	Graduate		1+	17+

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ISSP CLASSIFICATION OF EDUCATION		
CODE	ISSP CATEGORIES	years of schooling (country specific derived from column 5)
<6>	<7>	<8>
1	None	0
2	Incomplete primary	4-7
3	Primary completed	5-8
4	Incomplete secondary	9-11
5	Secondary completed	12
6	University incomplete	13+
7	University degree completed	16+

The American Educational Systems

Education in the United States is quite diverse. The basic responsibility for education is handled by the 50 states with minimal regulation and support from the federal government. In addition, there is a large private school system consisting of a wide variety of parochial and private schools. About 24% of the elementary and secondary students are in private schools as are 50% of college and university students.

Nursery school is optional and almost always private. It is usually for 4 year olds and would typically be a half day for 3 to 5 days a week. With the increase in female labor force participation and the expansion of day care, the distinction between the traditional nursery school and day care facilities often blurs.

Kindergarten is optional, but widely used and usually public. It is usually for 5 year olds. It is typically a half day 5 days a week, but may be a full day.

Primary or elementary school is five or six years. The school starting age is usually 6. It is a full day (about 7 hours), five days a week. While attending the same schools and homerooms, students are often tracked on ability as early as the 3rd or 4th grades.

In some systems middle school starts at the 6th grade and runs through the 8th grade. The 8th grade marks the end of what is referred to as grade school. Then grades 9-12th are high school.

In others systems junior high school starts with 7th grade. It sometimes covers three grades (7-9th) and then comes high school (10-12th). It may be only two years with high school being four years.

Middle school, junior high school, and high school are often referred to as secondary school.

Promotion from one grade to the other is based on course grades and teacher evaluations (especially in the younger grades). Schools do a lot of standardized testing, but a) the type of tests and when administered differ greatly from state to state and b) "passing" a test is almost never required for promotion. However, especially among younger students, poor testing may result in teacher recommendations that the student be retained. However, retentions are fairly rare and often poorly performing students are given "social promotions" to keep them with their birth cohort.

The standard secondary schools are comprehensive covering three main tracks: academic (college bound), vocational (learning an applied trade - although some do attend college), and general (probably not college bound and not learning any applied trade). In

the larger school districts there are special schools for vocational education and much more rarely for science and math, the fine arts, and other specializations.

Until about 10 years ago, graduation from high school (the 12th grade at age 18), was based on course grades. Some states have started to implement graduation examinations or minimum competency tests. As of 1992 20 states had some state-wide version of these tests. The trend is for more states to use these tests.

For most states the compulsory school attending age is 16, but completing anything less than 12 years and not graduating from high school is considered a failure and these people are known as drop-outs. Dropping-out is fairly common in large, inter-city schools (up to 40% leaving school), but a fairly large proportion of drop-outs eventually earn a high school degree.

High school degrees can be earned in two ways besides attending and passing the 12th grade. Those who fail to graduate can take a GED (General Educational Development) or high school equivalency examination. If they pass, they are awarded a high school degree. This is usually taken by drop-outs several years after having left school. Also, adults can attend "night school" and earn a high school degree.

Private schools on balance are academically more rigorous and successful than public schools. However, they are extremely diverse. They consist of military schools (often, but not always, for troubled males), other boarding schools (some being very elite), parochial schools (some very rigorous and well-staffed, others very underfunded and poorly instructed), and other private schools.

Colleges and universities are also both public and private and very diverse. Almost any high school graduate (and some non-graduates) can attend a college. Students without an academic high school degree either have to take remedial classes that don't count towards graduation, but only for qualifying to take the standard classes or enter a two-year junior college (or both). The junior or community colleges award two-year (occasionally three-year)

associate degrees, often in vocational fields (e.g. hotel management, applied electronics, lawn maintenance, but also including general academic degrees (an AA or Associate of Arts).

Students in the academic track can take advanced placement courses (e.g. calculus, college-level history, biology, etc.) and then take an advanced placement examination to get credit for or exemptions from various specific college courses.

Colleges (four-year institutions) also award two-year degrees, but focus on the BAs and BSs (Bachelors of Arts/Science). Even most BSs tend to involve liberal arts education rather than mainly a technical education.

Many students take more than 4 calendar years to finish the 4-year academic program. Thus the traditional graduation age of 22 is now frequently 23 or 24. Few junior colleges or colleges require a general examination for graduation. Passing the required courses is all that is needed.

Universities contain colleges plus graduate and professional schools (e.g. law and medicine). A Master's can usually be earned in one to two years (MA or MS usually). A Ph.D. or other doctorate usually takes an additional two years of classes plus several years to research and write the dissertation. Professional schools are from two to four years (e.g. business administration - 2 years, law 3 years, medicine 4 years).

Some colleges and universities specialize in certain areas like the fine arts or math and science, but the vast majority are general in scope.

It is also possible to get post-secondary training in trade schools, apprenticeship programs, and other non-college settings. These are not considered part of formal education and are highly variable in their length, depth, and format.

Since quality varies so much, the institution from which you graduate often means more than the particular degree you earn. This is true at all levels from high school through graduate school.

Years of School	Age	School/Grade	Level
17+	23+	Graduate School Professional School Doctorate (PhD, etc.) 3+ years Law (LLD), Medicine (MD) (MD), etc. 2-4 years Masters (MA, MS, etc.) 1-2 years	Tertiary Sector
13-16	18-22	College/University 4-year degree (Bachelor's - BA, BS, etc.) 2-year degree (Associate) Academic Vocational/Occupational	
9-12	15-18	High School High School Degree/Diploma Academic/College-bound General Vocational	Secondary Sector
7-8	13-14	Junior High School	
6-8	12-14	Middle School	
1-5/6	6-11/12	Elementary School	Primary Sector
Pre-School	4-5	Kindergarten	Preschool Sector
Pre-school	3-4	Nursery School	

SOME GUIDELINES FOR THE MEASUREMENT OF EDUCATION IN INTERNATIONAL PROJECTS

Michael Braun

1. In many countries, educational qualification turns out to be a better measure than years of schooling (compare Braun & Müller, The Measurement of Education in Comparative Research). Years of schooling may not be comparable across countries, especially if the respective educational systems are too different.
2. At the stage of data collection, educational categories should be measured in great detail and using the nation-specific categories.
3. International comparisons could be done by taking into account the full amount of information available transforming the single qualifications (which will differ between countries) into dummies or by using a loglinear approach.
4. If one common variable (with the same categories) for all countries is desired, then it should be clear that the same categories are highly unlikely to measure exactly the same in the different countries.
5. The classification which has been used in ISSP
 - (1) None
 - (2) Incomplete primary
 - (3) Primary completed
 - (4) Incomplete secondary
 - (5) Secondary completed
 - (6) University incomplete
 - (7) University degree completedhas serious shortcomings:

- If 'primary' is meant literally, then very few respondents would be in categories 1 thru 4 in most of the countries. 'Primary completed', however, is interpreted as having reached a social minimum qualification by most ISSP countries.
- Categories 4 and 6 are not measured or even cannot be easily measured in several countries. Moreover, even if measured, these categories might have different meanings in different countries (compare US and Germany, see the Braun & Müller paper).
- There is no room for intermediary categories which could not be regarded as incomplete qualifications in the schema. ISSP countries solve this problem by using the 'incomplete' categories for intermediary qualifications. This, however, is very prone to misunderstandings and (lower secondary completed) what is measured need not to be similar at all.

6. An alternative to the ISSP-categorization could be the following scheme:

- (1) Less than social minimum of the country
- (2) Social minimum (lower secondary completed)
- (3) Qualifications which are above the social minimum, but below the entry requirement for universities (intermediary secondary completed)
- (4) Entry requirement for universities (higher secondary completed: Abitur, Bac, etc.)
- (5) Qualifications which are above the higher secondary level, but below the full university degree
- (6) University degree completed

Some remarks on the presentation of language and ethnic groups in one integrated code

Stefan Sandner

ISSP 1995 included questions on the daily use of languages (V56-V58, Q.16a), on the ability of speaking other languages (V59-V62, Q.16b) and on the belonging to a certain ethnic (or racial, linguistic, religious, national) group (V65, Q.18a).

In many of the participating countries these questions were asked as open ended questions, what resulted in the mention of far more than 200 different categories.

It was the aim to transform these attributes into one coding scheme

- valid for all countries.
- valid for all languages, ethnics and racial groups.
- not having more than 2 digits for reasons of presentability in the codebook.

It had to be considered

- that data collection wasn't done with the same precision in all countries; some countries offered a list of its main ethnics/languages, others asked open ended.
- that the ethnic and linguistic patterns strongly differ with the country's structure. E.g. high diversity in a state like the Philippines with its 860 inhabited islands and even more registered languages, of which around 40 were categorized in ISSP; low diversity in Japan, where it is taken for granted, that 100 % of the respondents belong to the Japanese nation and speak Japanese at home.
- that some language/ethnic groups are important for their members identity, even if they seem to be statistically insignificant because they are small in number. They were partly given a category of their own (e.g. Tatar), partly put on a 'reference digit' with a remark (e.g. inhabitants of the ethnically France-related Val d'Aosta in Italy were put to the France/French category). If the group characteristic is either ethnical or linguistical, this is marked with 'ethnic...' or 'speak...'.

The resulting code has 95 categories including all mentioned languages, ethnic groups etc.

Mentions from ISSP participating countries are higher represented than those of non participants.

- 6 categories refer to the 6 continents, in the case of the 'non participating' continents Africa and South America the categories cover all its subgroups.
- Some categories are a combination of important regional or linguistic groups, like 'Continental South-East Asia...', 'Creole...', 'Indian...', 'Indonesian, Malay...', 'Middle East...', with all mentioned subgroups.
- More than 40 categories represent a nation and its main language, partly including the above mentioned ethnical or linguistic related subgroups.
- 14 categories refer directly to languages spoken in the Philippines.
- 5 categories refer to New Zealand's language/ethnic structure.
- The diversified linguistical/regional structure of Spain is represented through 4 Spain related categories.
- One category describes all mentioned non-spoken languages or distinct tribes.

The synopsis was made with recourse to the *Ethnologue Language Family Index* at Summer Institute of Linguistics, Dallas, Texas.

Ethnic and Language Code (V56 - V62; V65)	
01	African; Mandinka, Somali an, Yoruba, Eritrean
02	Aklanon, Romblon (RP)
03	Albanian
04	American, American only-America
05	American Indian; Navaho/Navajo, Indian Dialects
06	Arab, Arabic, Muslim (NL: ethn. Moroccan)
07	Artificial/Extinct Language/tribe (Esperanto, Latin, some Slavonic, Celts/Celtic)
08	Asian, other Asian-Asia, Asia excl. Russia (RUS: Central Asian)
09	Australian-Australia and Oceania
10	Austrian (I: ethn. Alto Adige)-Austria
11	Baltic (D: speak Latvian, Lithuanian, PL: speak Lithuanian, RUS: ethn. Latvian, Lithuanian, Estonian, USA: ethn. Lithuanian)
12	Bangladeshi /Bengali -Bangladesh
13	Basque/Vasco
14	Belgian-Belgium
15	Belorussian/Bialorussian
16	Bicolano/Bikol (RP)
17	Black/African/Caribbean, No-Spanish West Indies
18	Bosnian (SLO: ethn. Muslim)
19	Bulgarian
20	Cajun, French Cajun
21	Canadian-Canada, other Canada
22	Catalan, Valencian, Balear/Mallorquin
23	Chinese; Cantonese, Hakka, Mandarin-China
24	Continental Southeast Asian; Thai, Khmer, Vietnamese
25	Cook Island Maori
26	Creole; Surinamese/Sranan (RP: Chavacano, Zamboangeno, Metis)
27	Croatian
28	Czech-Czechia, Czech Republic
29	Czech-Slovak, Czech/Slovak-CSSR, Czechoslovakia
30	Danish-Denmark
31	English, British (GB: speak English including Scottish)-England, England&Wales, UK
32	European, other European, White/European, White, other White (NZ: ethnic European-Pakeha)
33	Fijian
34	Finnish-Finland
35	French (I: ethn. Val d'Aosta)-France
36	French Canadian-French Canada
37	Frisian
38	German (H: ethn. German/Swab)-Germany
39	Greek-Greece
40	Hebrew/Ivrit
41	Hungarian-Hungary
42	Ibanag (RP)
43	Ilocano (RP)
44	Ilonggo/Hiligaynon, Bantayanon (RP)
45	Indian; Hindi, Gujarati, Malayalam, Tamil, Urdu, Nepali
46	Indonesian, Malay/Malaysian
47	Iranian, Persian/Farsi, Dari
48	Irish, Irish Gaelic-Ireland
49	Italian-Italy

50	Japanese-Japan
51	Kampangan/Pampangan (RP)
52	Kinaraya (RP)
53	Korean
54	Maori, New Zealand Maori
55	Maranaw/Maranao (RP)
56	Masbateno (RP)
57	Middle East; Assyrian, Kurdish/Kurd, Lebanese
58	Dutch, Flemish-Netherlands
59	Nordic, other Scandinavian (S: Finnish, Danish, Norwegian)
60	North America
61	Norwegian-Norway
62	Pacific; Polynesian, Chamorro/Guam
63	Pakistani; Punjabi/Punjabi, Pashto-Pakistan
64	Pangalatok/Pangasinan (RP)
65	Philippine other (RP: Bagobo, Bawa-Dianga-Sutanga, Dabaweno/Davaweno, Ibatan/Ivatan, Igorot, Kaganan /Cagayanon, Kinabatangan, Netibon, Surigaonon, Zamboanga)
66	Philippino/Filipino, Tagalog-Philippines
67	Pidgin, Papua New Guinea Pidgin
68	Polish, Poles-Poland
69	Portuguese (E: Galician/Gallego)-Portugal
70	Romani, Gypsy, Gypsies
71	Romanian (RUS: ethn. Moldavian)-Romania
72	Russian-USSR&Republics, Russia
73	Samal (RP)
74	Sami, Lapp
75	Samoan, Tokelauan
76	Scots Gaelic (GB: speak Gaelic including Irish, NZ: speak Scottish)
77	Serbian, Serb-Serbia
78	Slovak-Slovakia
79	Slovenian, Slovene-Slovenia
80	South American, Latin American-South/Latin America; Mexico, Puerto Rico (NL: ethn. Netherlands Antilles)
81	Spanish, Castilian, Castellano, other Spanish-Spain
82	Swedish, Swede-Sweden
83	Switzerland
84	Tatar
85	Tausug (RP)
86	Tongan, Niuean
87	Transcaucasian (BG: ethn. Armenian)
88	Turkish (S: ethn. Bulgarian-Turk)-Turkey
89	Ukrainian (SK: speak Ruthenian)-Ukraine
90	USA
91	Visayan/Cebuano, Boholano, Leyteño/Leyte
92	Waray (RP)
93	Welsh
94	Yiddish/Jewish
95	Serbo-Croatian, Yugoslav, former Yugoslavian- Yugoslavia
96	Don't speak at home
97	Neither, No language at all
98	Other, Mixed Origin