

**Organisation for Economic Co-operation and Development
Education and Training Division**

Attracting, Developing and Retaining Effective Teachers

DATA REQUEST TO PARTICIPATING COUNTRIES

23 August 2002

**Please complete as many of the enclosed Tables as possible, and
email the whole document to:**

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Due date: 16 December 2002

INFORMATION SHEET (*please complete*)

Country name:

Contact details of the person supplying the data:

Name:

Position:

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INTRODUCTION

This document contains a data request made to the countries participating in the OECD's *Attracting, Developing and Retaining Effective Teachers* activity. The data are being requested in order to:

- complement the information provided by the Country Background Report;
- contribute to the quantitative analysis to be carried out in the activity; and
- assist in identifying data gaps to guide future developmental work.

Only data that are not already available through the OECD's Indicators of National Education Systems (INES) project are being requested. It is recognised that the data supplied may not permit direct comparisons across countries.

It is appreciated that not all of the data being requested may be available for your country. We would ask that you identify such data gaps in responding to this request.

Countries are not expected to develop any new survey or data collection in order to respond to this request.

Countries are asked to use the attached Tables for providing the data. However, we understand that country-specific issues might require some Tables to be modified.

Countries are asked to follow as closely as possible the definitions and categories provided. Where these are not appropriate, please provide precise descriptions of the definitions and categories you have used, and indicate how they differ from those provided.

Countries are encouraged to appoint a Data Co-ordinator to facilitate communication with the Secretariat on this request and any related data matters.

All data provided will be treated confidentially, and will not be included in any publication without prior permission by countries.

Countries are welcome to use any of the data supplied in the preparation of their Country Background Report.

The current document should be sent by **16 December 2002**, in electronic form to: paulo.santiago@oecd.org and sabrina.leonarduzzi@oecd.org

Any supporting materials can be sent separately, or as attachments.

Any questions regarding this data request should be addressed to:

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We thank you for your co-operation.

GENERAL DEFINITIONS

Respondents are requested to observe the following definitions and conventions, which have been adopted by INES for the joint questionnaire of UNESCO, OECD and EUROSTAT (the UOE survey).

More detailed information on these general definitions and conventions is provided in *Education at a Glance, OECD Indicators 2001*.

Definitions of concepts not covered by the UOE survey are provided with the relevant Tables in this request.

Teachers

A teacher is defined as a person whose professional activity involves the transmission of knowledge, attitudes and skills that are stipulated to students enrolled in an educational programme. This definition does not depend on the qualification held by the teacher nor on the delivery mechanism. It is based on three concepts:

1. *activity*, thus excluding teachers without active teaching duties – although teachers temporarily not at work (e.g. for reasons of illness or injury, maternity or parental leave, holiday or vacation) are included;
2. *profession*, thus excluding people who work occasionally or in a voluntary capacity in educational institutions; and
3. *educational programme*, thus excluding people who provide services other than formal instruction to students (e.g. supervisors, activity organisers, etc.).

School principals, vice-principals and other administrators *without* teaching responsibilities in educational institutions, as well as teachers without active teaching responsibilities for students in educational institutions, are not classified as teachers for the purposes of this data request. School principals and others with some teaching responsibilities are classified as (*part-time*) teachers, even if they only teach for 10 per cent of their time.

In *vocational and technical education*, teachers of the “school element” of apprenticeships in a dual system are included in the definition. Trainers in the “in-company element” of a dual system are excluded.

Full-time and part-time teachers

The classification of educational personnel as “full-time” and “part-time” is based on a concept of *working time*. The stipulation of full-time employment is usually based on “statutory hours” or “normal or statutory working hours” (as opposed to actual or total working time or actual teaching time). Part-time employment refers to individuals who have been employed to perform less than the amount of statutory working hours required for a full-time employee.

A teacher who is employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over the period of a complete school year is classified as a *full-time teacher*. A teacher who is employed for less than 90 per cent of the normal or statutory number of hours of work for a full-time teacher over the period of a complete school year is classified as a *part-time teacher*.

Public and private schools

Schools are classified as either public or private according to whether a public agency or a private entity has the ultimate power to make decisions concerning the school’s affairs. In general, this is decided with reference to the power to determine the general activity of the school and to appoint the officers managing the school. The extent to which a school receives its funding from public or private sources does *not* determine the classification status of the school.

Special Needs Education

Special needs education is defined as an educational intervention designed to *address special educational needs*. It can take place either in special education schools or within regular schools through special classes and/or the provision of additional resources for regular classes.

Students with special educational needs are defined as students with disabilities – such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap - and students with learning difficulties and disadvantages arising primarily from socio-economic, cultural and/or linguistic factors. The interpretation of this concept may, however, vary across countries.

Special education schools are defined as separate settings, separately administered from regular or mainstream schools, which provide education for children with special educational needs.

Levels of Education/Educational Programmes

This data request focuses on education at the primary, lower secondary and upper secondary levels. These correspond to categories ISCED 1, ISCED 2 and ISCED 3 of the ISCED-97 classification:

- Primary education: ISCED 1;
- Lower Secondary Education: ISCED 2;
- Upper Secondary Education – General Programmes: ISCED 3-General;
- Upper Secondary Education – Vocational Education: ISCED 3-Pre-vocational/Pre-technical and ISCED 3-Vocational or technical.

Programmes at level ISCED 3 can be subdivided into three categories based on the degree to which the programme is specifically oriented towards a specific class of occupations or trades and leads to a labour-market relevant qualification:

- *General*: Education which is not designed explicitly to prepare participants for a specific class of occupations or for entry into further vocational or technical education programmes. Less than 25 percent of the programme content is vocational or technical.
- *Pre-vocational or pre-technical*: Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical education programmes. Successful completion of these programmes does not lead to a labour-market relevant vocational or technical qualification. At least 25 per cent of the programme content is vocational or technical.
- *Vocational or technical*: Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion leads to a labour-market relevant vocational qualification.

Vocational and technical programmes may be provided in special institutions offering only vocational and technical programmes, or in institutions that also offer academic and general educational programmes.

For the purpose of this data request, ISCED 3 *vocational education* includes both *pre-vocational/pre-technical* and *vocational/technical education*. Countries which include pre-vocational education with general education should add a note to that effect.

GUIDELINES FOR DATA PROVISION

Calculating averages

Most of the Tables are aimed at national-level data. In cases where the response on a specific data item differs for different parts of the country (e.g. states or provinces), or for different subgroups of teachers within an ISCED level, please provide an *average* figure for the country. An average figure represents a *weighted mean* or *typical value* for the variable concerned. In such instances, please indicate how the average was derived. If the data provided only cover a particular region or type of school, this should also be noted.

Missing data

The various reasons as to why there are no data in a particular instance need to be distinguished in the Tables. Four symbols are to be used to denote missing data.

- a* Data not applicable because the category does not apply;
- m* Data not available;
- n* Magnitude is either negligible or zero;
- x* Data included in another category/column of the table. A note explaining in what categories the data can be found should be included.

Years covered by the data

The tables generally request data for eight reference years: 1990; and each year from 1995 to 2001. This coverage is intended to provide sufficient length of data to identify trends, and sufficient detail on recent years for more extensive analysis.

The years concerned refer to the end of the school year. For instance, 2001 should be interpreted as the school year 2000/01 in those countries where the school year spans two calendar years.

Countries can deviate from the reference years if the same type of information is available for years other than those requested. This should be clearly indicated.

Supplementary information provided with each Table

At the foot of each Table you will find the following sections that are to be completed as appropriate.

Notes about the Country Data

Information to assist in interpreting the data provided should be provided in this section. Countries should use this section to describe variations from the definitions or categories provided. Country-specific definitions should be detailed, as should the reasons for missing data.

Sources of the Country Data

The sources or surveys of the data being reported should be included in this section. The sources should be described in sufficient detail to be cited if necessary.

Disaggregated Data and Related Studies

It would be appreciated if you could use this section to: (i) point out the existence of the same information at a more disaggregated level – for instance for different regions of the country or subject areas; and (ii) provide references for any studies or reports that have used the data reported in the table.

In addition, where data are not available on a systematic basis, we would be grateful if you could provide references of studies, reports or papers that could provide useful, although partial, information on the aspect being addressed. For instance, data on "Reasons for leaving the teaching profession" might not be available on a national basis over time, but some studies might address this issue for particular groups of teachers or years.

SUMMARY OF DATA PROVIDED

The data are being requested in four main areas: the supply and mobility of teachers; teacher vacancies, appointment and qualifications of teachers; union membership; and retirement age.

Once you have completed as many of the attached Tables as possible, please indicate in the following summary the extent to which your country has been able to supply the requested data. For each Table, place a ✓ in the relevant column.

Table number	Table title	Extent to which the data have been provided		
		All or most data provided	Some data provided	No data provided
1	Number of students entering initial teacher education programmes			
2	Number of graduates from initial teacher education programmes			
3	New teacher education graduates applying for teaching positions in public schools			
4	Numbers and origins of newly-appointed teachers in public schools			
5	Turnover rate - percentage of teachers leaving their current teaching position, public schools			
6	Destinations of teachers who leave their current teaching position, public schools			
7	Attrition rate - percentage of teachers who leave the teaching profession, public schools			
8	Reasons for leaving the teaching profession, public schools			
9	Teacher vacancies and appointments, public schools			
10	Percentage of fully qualified teachers, public schools			
11	Percentage of fully qualified teachers in subject taught, upper secondary education			
12	Percentage of teachers who are members of a teachers' union			
13	Retirement age of teachers, public schools, 2002			

Table 1: Number of students entering initial teacher education programmes

	Total - All types of initial teacher education programmes	Number of entering students by type of specialisation						Special needs education
		Primary and Secondary education	Primary education	Secondary education	By type of secondary education			
					Lower secondary education	Upper secondary: general education	Upper secondary: vocational education	
<i>Men</i>								
2001								
2000								
1999								
1998								
1997								
1996								
1995								
1990								
<i>Women</i>								
2001								
2000								
1999								
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<i>Persons</i>								
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Specific Notes for Table 1

Definition of initial teacher education

This Table refers to tertiary-level programmes designed to provide individuals with the initial qualifications required to teach in primary schools, secondary schools, or students with special needs. It excludes programmes (such as Master's degrees) that are taken by some teachers after they gain their initial qualification to become a teacher.

Broadly speaking, initial teacher education takes two main forms: a *concurrent model* where pedagogical and practical training for teaching occurs at the same time as general education in areas such as science; and a *consecutive model* where pedagogical and practical training for teaching occurs after general education. Under the concurrent model, students may qualify for (say) a Bachelor of Education (Science). Under the consecutive model, they may first qualify for (say) a Bachelor of Science, and then qualify for a Diploma of Education.

For the purposes of this table the following should be counted: (i) entering students in concurrent models of initial teacher education; and (ii) entering students in the elements of consecutive models that provide pedagogical and practical training for teaching (such as a Diploma of Education in the above example). If data are available on the proportions of entering students enrolled in the different types of initial teacher education programmes, this can be referred to in the *Disaggregated Data and Related Studies* section. Such data do not need to be supplied at this stage.

It is recognised that not all countries organise initial teacher education in the ways depicted here. If this is the case, please describe how initial teacher education is organised in your country and provide information similar to that requested in this Table.

Counting entering students

"Entering students" counted should be first-time beginners, that is, students enrolling for the first time in initial teacher education, as defined above. If data on first-time beginners in initial teacher education are not available, countries can provide data on first-year enrolments in initial teacher education. The scope of the data supplied should be noted under *Notes about the Country Data*.

The number of entering students should be reported on a head-count basis, i.e. with full-time and part-time students weighted equally.

Each student entering an initial teacher education programme should be counted only once in one of the columns under *type of specialisation*.

Type of specialisation

The columns that seek entering students by type of specialisation (e.g. *Primary education*) are intended to apply to initial teacher education programmes that are designed *principally* to qualify individuals to teach at that level.

The column *Primary and Secondary education* refers to programmes that qualify people to teach at *both* primary and secondary education levels.

The column *Secondary education* refers to programmes that qualify people to teach at *both* lower and upper levels of secondary education. This will commonly be the case in countries that do not have separate institutions for lower and upper secondary education. The three categories that distinguish different levels of secondary education (e.g. *Lower secondary education*) are intended to refer to people whose programme is designed *principally* to qualify them to teach at that level.

The column *Special needs education* refers to programmes that *principally* qualify people to teach students with special needs.

If your country also has data on initial teacher education that disaggregates the number of entering students by subject specialisation (e.g. Mathematics or Foreign Languages), please indicate the availability of such data in a note under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 2: Number of graduates from initial teacher education programmes

	Total graduates	Graduates by type of specialisation						
		Primary and Secondary education	Primary education	Secondary education	By type of secondary education			Special needs education
					Lower secondary education	Upper secondary: general education	Upper secondary: vocational education	
<i>Men</i>								
2001								
2000								
1999								
1998								
1997								
1996								
1995								
1990								
<i>Women</i>								
2001								
2000								
1999								
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<i>Persons</i>								
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Specific Notes for Table 2

Definition of initial teacher education

See the notes to Table 1.

Definition of a “graduate”

Graduates are those who were enrolled in the final year of a programme of initial teacher education and completed it successfully in the reference year. Each graduate should be counted only once in one of the columns under *type of specialisation*.

Type of specialisation

See the notes to Table 1. If your country also has data on initial teacher education that disaggregates graduates by subject specialisation (e.g. Mathematics or Foreign Languages), please indicate the availability of such data in a note under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

If your country has data on the completion rates of students who commence programmes of initial teacher education, this could be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data *(use more space if needed)*

Sources of the Country Data *(use more space if needed)*

Disaggregated Data and Related Studies *(use more space if needed)*

Table 3: New teacher education graduates applying for teaching positions in public schools

	Total graduates applying for teaching positions (%)	Percentage of graduates applying for teaching positions by type of specialisation						
		Primary and Secondary education	Primary education	Secondary education	By type of secondary education			Special needs education
					Lower secondary education	Upper secondary: general education	Upper secondary: vocational education	
<i>Men</i>								
2001								
2000								
1999								
1998								
1997								
1996								
1995								
1990								
<i>Women</i>								
2001								
2000								
1999								
1998								
1997								
1996								
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1990								
<i>Persons</i>								
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Specific Notes for Table 3

Definition of “New teacher education graduates applying for teaching positions in public schools”

This refers to the percentage of graduates of initial teacher education programmes (see the definition in Table 1) who applied for a teaching post to the relevant authorities in the public school system, within 12 months of having graduated. In calculating the percentages, the denominator is the number of graduates of initial teacher education, in the category concerned, in the reference year. Each graduate should be counted only once in one of the columns under *type of specialisation*.

Definition of a “graduate”

See the notes to Table 2.

Type of specialisation

See the notes to Table 1. The type of specialisation refers to the initial education programme, and not to the teaching position to which the graduate applies. If your country also has data that disaggregates graduates’ applications by subject matter specialisation (e.g. Mathematics, or Foreign Languages), please indicate the availability of such data by a note under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data *(use more space if needed)*

Sources of the Country Data *(use more space if needed)*

Disaggregated Data and Related Studies *(use more space if needed)*

Table 4: Numbers and origins of newly-appointed teachers in public schools

Table 4(a): Numbers and origins of newly-appointed teachers in public schools, primary education

	Total number of newly-appointed teachers	Beginning teachers		Teachers with some teaching experience		
		Graduated the previous year	Other beginning teachers	Teaching in a private school the previous year	Teaching overseas the previous year	Not teaching the previous year
<i>Men</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Women</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Persons</i>						
2001						
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1999						
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Specific Notes for Table 4(a)

Definition of a “newly-appointed teacher”

A newly-appointed teacher is defined as a teacher who was not teaching in a public school in the year before the reference year. A teacher who was working in the public school system on a short-term or temporary basis, and who converted to a long-term or permanent appointment in the reference year, would not be defined as a “newly-appointed teacher” for the purposes of the Table. Similarly, teachers who were on leave or had different responsibilities within a school and were appointed to a teaching position in the reference year should not be counted.

Beginning teacher

A beginning teacher is defined as a teacher who has not been employed as a teacher anywhere before, including in private schools or schools overseas. Two categories of beginning teacher are identified: those who graduated the year before the reference year from an initial teacher education programme (see Table 2); and other beginning teachers who graduated in earlier years, or who had some other origin.

Teachers with some teaching experience

These are teachers who are newly appointed to the public school system in the reference year and, as far as is known, have taught in schools before. Three categories of such teachers are identified: those who taught in a private school the previous year; those who taught overseas the previous year; and those who were not teaching the year before.

Full-time and part-time teachers

It is not necessary to distinguish full-time and part-time teachers in the table. However, if such data are available, this could be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data *(use more space if needed)*

Sources of the Country Data *(use more space if needed)*

Disaggregated Data and Related Studies *(use more space if needed)*

Table 4(b): Numbers and origins of newly-appointed teachers in public schools, secondary education

	Total number of newly-appointed teachers	Beginning teachers		Teachers with some teaching experience		
		Graduated the previous year	Other beginning teachers	Teaching in a private school the previous year	Teaching overseas the previous year	Not teaching the previous year
<i>Men</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Women</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Persons</i>						
2001						
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1990						

Specific Notes for Table 4(b)

For definitions of terms see the notes for Table 4(a).

Secondary education comprises lower secondary education, upper secondary (general education), and upper secondary (vocational education). Where countries have data on the numbers and origins of newly-appointed teachers to these different levels of secondary education, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 5: Turnover rate - percentage of teachers leaving their current teaching position, public schools

	Teacher turnover rate, all public schools	Teacher turnover rate by sector of public schools					
		Primary education	Secondary education	By type of secondary education			Special needs education
				Lower secondary education	Upper secondary: general education	Upper secondary: vocational education	
<i>Men</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Women</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Persons</i>							
2001							
2000							
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1998							
1997							
1996							
1995							
1990							

Specific Notes for Table 5

Definition of “turnover rate”

For the purposes of this table, the turnover rate is defined as the annual rate at which teachers leave their current teaching position in public schools. It includes:

- teachers who transfer to positions in other public schools;
- teachers who transfer to a teaching position in a private school or overseas;
- teachers who go on leave;
- teachers who retire;
- teachers who leave the teaching profession for other destinations.

A change of position within the *same* public school (e.g. obtaining a promotion to head of department) would *not* be classified as part of the turnover rate.

The turnover rate should be expressed as the percentage of teachers who leave their teaching position in public schools each year relative to all teachers in public schools in the reference year.

Full-time and part-time teachers

The Table is based on a head-count of teachers -- it is not necessary to distinguish full-time and part-time teachers. However, if such turnover data are available, this could be noted under *Disaggregated Data and Related Studies*.

Where countries have data on the turnover rate of teachers by main subject area (e.g. Mathematics), region of the country, or for private schools, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data *(use more space if needed)*

Sources of the Country Data *(use more space if needed)*

Disaggregated Data and Related Studies *(use more space if needed)*

Table 6: Destinations of teachers who leave their current teaching position, public schools

Table 6(a): Destinations of teachers who leave their current teaching position, public schools – primary education

	Total	Destinations of teachers who leave their current teaching position					
		Another public school	Private school	Teach overseas	On leave	Retirement	Other
<i>Men</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Women</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Persons</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							

Specific Notes for Table 6(a)

See the notes for Table 5.

The Table is based on a head-count of teachers -- it is not necessary to distinguish full-time and part-time teachers. However, if such destinations data are available, this could be noted under *Disaggregated Data and Related Studies*. The figure recorded in the *Total* column should correspond to the total number of teachers who leave their current teaching position for the reference year.

Where countries have data on the destinations of teachers who leave their current teaching position in private schools or by regions of the country, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 6(b): Destinations of teachers who leave their current teaching position, public schools - secondary education

	Total	Destinations of teachers who leave their current teaching position					
		Another public school	Private school	Teach overseas	On leave	Retirement	Other
<i>Men</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Women</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Persons</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							

Specific Notes for Table 6(b)

See the notes for Table 6(a).

Secondary education comprises lower secondary education, upper secondary (general education), and upper secondary (vocational education).

Where countries have data on the destinations of teachers who leave their current teaching position for these different levels of secondary education or by main subject area, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 7: Attrition rate - percentage of teachers who leave the teaching profession, public schools

	Teacher attrition rate, all public schools	Teacher attrition rate by sector of public schools					
		Primary education	Secondary education	By type of secondary education			Special needs education
				Lower secondary education	Upper secondary: general education	Upper secondary: vocational education	
<i>Men</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Women</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Persons</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							

Specific Notes for Table 7

Definition of “attrition rate”

For the purposes of this Table, the attrition rate is defined as the annual rate at which public school teachers leave the teaching profession altogether. It includes:

- teachers who retire;
- teachers who leave the teaching profession for employment in other occupations;
- teachers who leave the teaching profession for family or personal reasons;
- teachers who are dismissed;
- teachers who leave to teach overseas.

The definition of attrition rate excludes those public school teachers who obtain a position in another public school, or in a private school, or who go on leave from their position. Similarly, a change of position within the same public school (e.g. obtaining a promotion to head of department) would not be classified as part of the attrition rate.

The attrition rate should be expressed as the percentage of teachers in public schools who leave the teaching profession each year relative to all teachers in public schools in the reference year.

Full-time and part-time teachers

The Table is based on a head-count of teachers -- it is not necessary to distinguish full-time and part-time teachers. However, if such data are available, this could be noted under *Disaggregated Data and Related Studies*.

Where countries have data on the attrition rate of teachers by main subject area (e.g. Mathematics), region of the country, or for private schools, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data *(use more space if needed)*

Sources of the Country Data *(use more space if needed)*

Disaggregated Data and Related Studies *(use more space if needed)*

Table 8: Reasons for leaving the teaching profession, public schools

Table 8(a): Reasons for leaving the teaching profession, public schools – primary education

	Total	Reasons for leaving the teaching profession				
		Retirement	Pursue another job	Family or personal	School staffing action	Other
<i>Men</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Women</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Persons</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						

Specific Notes for Table 8(a)

Leaving the teaching profession is defined as covering the same categories as the *attrition rate* in Table 7. The column headings refer to the *main* reason given for leaving the teaching profession. People should only be counted in one column. The figure recorded in the *Total* column should correspond to the total number of teachers who leave the teaching profession in the reference year.

School staffing action refers to where individuals leave the teaching profession due to steps taken by school and/or system authorities, such as a dismissal or non-renewal of a contract.

The Table is based on a head-count of teachers -- it is not necessary to distinguish full-time and part-time teachers. However, if such data are available, this could be noted under *Disaggregated Data and Related Studies*.

Where countries have data on the reasons for leaving the teaching profession by region of the country or for private schools teachers, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (use more space if needed)

Sources of the Country Data (use more space if needed)

Disaggregated Data and Related Studies (use more space if needed)

Table 8(b): Reasons for leaving the teaching profession, public schools – secondary education

	Total	Reasons for leaving the teaching profession				
		Retirement	Pursue another job	Family or personal	School staffing action	Other
<i>Men</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Women</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Persons</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						

Specific Notes for Table 8(b)

See the notes for Table 8(a).

Secondary education comprises lower secondary education, upper secondary (general education), and upper secondary (vocational education). Where countries have data on the reasons for leaving the teaching profession for these different levels of secondary education or by main subject area, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 9: Teacher vacancies and appointments, public schools

	Number of vacancies available	Number of fully qualified teachers appointed to fill the vacancies	Number of teachers appointed to fill the vacancies who are not fully qualified	Number of available vacancies that remained unfilled
<i>Primary education</i>				
2001				
2000				
1999				
1998				
1997				
1996				
1995				
1990				
<i>Secondary education</i>				
2001				
2000				
1999				
1998				
1997				
1996				
1995				
1990				

Specific Notes for Table 9

This Table applies to countries where the appointment of public school teachers is made either at central level (e.g. through a national application process), or where prospective teachers apply directly to schools or local authorities. Please outline the process through which teachers apply and are appointed to teaching positions under *Notes about the Country Data*.

Number of vacancies available: this is defined as the total number of teaching positions advertised. Please specify the reference period used. Vacancies advertised for short-term or temporary positions should not be included.

Number of fully qualified teachers appointed to fill the vacancies: this refers to the number of teachers who are fully qualified teachers (see the definition for Table 10) who filled the vacancies available. Please indicate the reference period used.

Number of teachers appointed to fill the vacancies who are not fully qualified: this refers to the number of teachers who are not fully qualified teachers (see the definition for Table 10) who filled the vacancies available.

Number of available positions that remained unfilled: this refers to the number of vacancies available that are not filled after a given period of time (please specify this period). The number of advertised teaching vacancies that were withdrawn should be included in the total.

Secondary education comprises lower secondary education, upper secondary (general education), and upper secondary (vocational education).

If data are available by type of secondary education, by subject area (e.g. Mathematics), by region of the country, or for vacancies within the field of special education needs, please indicate under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 10: Percentage of fully qualified teachers, public schools

	All public schools	Percentage of fully qualified teachers by sector of public schools					
		Primary education	Secondary education	By type of secondary education			Special needs education
				Lower secondary education	Upper secondary: general education	Upper secondary: vocational education	
<i>Men</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Women</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							
<i>Persons</i>							
2001							
2000							
1999							
1998							
1997							
1996							
1995							
1990							

Specific Notes for Table 10

Fully qualified teacher

A fully qualified teacher is a teacher who meets the minimum qualifications set by educational authorities for employment as a public school teacher at the level of education concerned. These qualifications should be specified below under *Notes about the Country Data*. Where minimum qualifications have changed over time, and more experienced teachers lack the qualifications currently specified for newly-appointed teachers, this should be noted.

The Table is based on a head-count of teachers -- it is not necessary to distinguish full-time and part-time teachers. However, if such data are available, this could be noted under *Disaggregated Data and Related Studies*.

Where countries have data on the percentage of fully qualified teachers for private schools or by region of the country, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be supplied at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 11: Percentage of fully qualified teachers in subject taught, upper secondary education

	Percentage of fully qualified teachers in subject taught					
	Language of instruction	Mathematics	Sciences	Foreign languages	Information and computer technology	Vocational subjects
<i>Public schools</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Private schools</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						

Specific Notes for Table 11

Fully qualified teacher in subject taught

This refers to teachers who have the qualifications normally considered necessary to teach in the subject area concerned at the upper secondary level. This is related to the concept of "out-of-field teaching" – teachers' field of studies not matching in sufficient depth the subjects they teach. Please outline the normal qualification requirements in the subjects concerned under *Notes about the Country Data*.

Where countries possess data that provide equivalent information by other subject fields, region of country, or which disaggregates teachers by gender or full-time/part-time status, this can be noted under *Disaggregated Data and Related Studies*. Such data do not have to be provided at this stage.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)

Table 12: Percentage of teachers who are members of a teachers' union

	All schools	By sector of schools				
		Primary education	Secondary education	By type of secondary education		
				Lower secondary education	Upper secondary: general education	Upper secondary: vocational education
<i>Public schools</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						
<i>Private schools</i>						
2001						
2000						
1999						
1998						
1997						
1996						
1995						
1990						

Notes about the Country Data *(use more space if needed)*

Sources of the Country Data *(use more space if needed)*

Disaggregated Data and Related Studies *(use more space if needed)*

Table 13: Retirement age of teachers, public schools, 2002

	Primary education	Secondary education	By type of secondary education		
			Lower secondary education	Upper secondary: general education	Upper secondary: vocational education
Retirement age to obtain full benefits					
Early retirement: minimum age at which teachers can retire and obtain some benefits					
Actual average age of retirement					
Can teachers work in public schools beyond the retirement age?					

Where countries have retirement policies that distinguish between men and women teachers, this should be explained under *Notes about the Country Data*.

Notes about the Country Data (*use more space if needed*)

Sources of the Country Data (*use more space if needed*)

Disaggregated Data and Related Studies (*use more space if needed*)