

OECD-INES NETWORK C

2002 Data Collection on Education Systems

Teachers and the Curriculum

Definitions, Explanations, and Instructions

2002

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0. INTRODUCTION

0.1 OBJECTIVES OF THE SURVEY

The 2002 Network C Teachers and the Curriculum Survey is an electronic questionnaire which encompasses the following key areas in educational statistics.

- Compulsory and non-compulsory intended instruction for students (CURR1)
- Teachers working and teaching time (CURR 2)
- Annual statutory teacher compensation (CURR 3, CURR 4 and CURR 5)
- Pre-service teacher training (CURR6)

The **objectives** of this series of six electronic questionnaires, which were developed from previous Network C Teachers and the Curriculum surveys and similar surveys subsequently carried out by the OECD Secretariat for the World Education Indicators project, are:

- to create a set of data collection instruments which are fully harmonised with the UNESCO-OECD-EUROSTAT Data Collection;
- to develop a database on Teachers and the Curriculum, which includes data reported by OECD Member countries via Network C and also by countries participating in the World Education Indicators Project; and
- to use these data to create a series of indicators in the annual editions of Education at a Glance on teachers' salaries, students' instruction time and teachers' working time and pre-service teacher education.

0.2 MAJOR CHANGES IN THE 2002 SURVEY ON TEACHERS AND THE CURRICULUM

0.2.1 THE SCOPE OF THE SURVEY

The survey focuses on full-time students and full-time classroom teachers in pre-primary, primary, lower secondary and upper secondary levels, which are defined in ISCED{ XE "ISCED classification" } categories as ISCED 0, ISCED 1, ISCED 2 and ISCED 3 (general education), in public institutions. The columns on private institutions are dropped in the 2002 survey.

0.2.2 THE MEASUREMENT OF INSTRUCTION TIME

Three new age cohorts (Age 7, 8, and 15) are included in the measurement of instruction time { XE "instruction time" } in order to cover most of compulsory education. For the 15-year-olds, because in many countries students at this age are in widely different programs, it is requested to estimate both the typical instruction time and the instruction time for the least demanding program.

Compulsory curriculum{ XE "curriculum:compulsory curriculum" } is measured as the study time prescribed at the national level both for schools to offer and students to attend. The measurement of the time devoted to specific study areas (subjects) focuses on the minimum common core rather than on the average time spent on study areas, since the data sources (policy documents) do not allow more precise measurement.

Typical instruction time { XE "instruction time:typical instruction time" } refers to the programme in which most 15-year-olds are. The instruction time { XE "instruction time:least demanding programme" } for the least demanding program refers to programs stipulated for students who drop out of mainstream programs before completing compulsory education and continue only until the end of mandatory school age.

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0.2.3 THE MEASUREMENT OF TEACHER COMPENSATION

Teacher compensation is measured at three points of a teacher's career: at the start, after 15 years of experience (mid-career) and at the top of the salary scale to assess how teaching experience affects teachers' basic income. Qualification is another basic factor influencing salaries. A new element in this year's assessment is the measurement of mid-career salaries of teachers with maximum qualifications. Together with the data on salaries with minimum qualifications and typical qualifications, these new data will allow us to estimate the influence of qualifications on teacher income. With the additional information on pre-service teacher training this might lead to a better indicator on teacher compensation.

0.2.4 THE MEASUREMENT OF TEACHING AND WORKING TIME

In the 2002 survey the data collection tables of the 2001 Survey CURR 2 'Duration a full-time teacher teaches{ XE "teaching time" }' and CURR 7 'Teachers' working time{ XE "teachers' working time" } in public institutions' are combined in CURR 2 'Teachers' teaching and working time'.

In the 2002 survey three types of fixed working time specifications are used: 1) teachers' scheduled working time at school, i.e. the working time teachers are supposed to be at school including teaching time and non-teaching time, 2) total working time in hours per annum, in case and 3) statutory working time of public employees { XE "statutory working time of public employees" } or civil servants.

0.2.5 THE MEASUREMENT OF PRE-SERVICE TEACHER TRAINING

The questionnaire on pre-service teacher training { XE "pre-service teacher training" } and qualification is the electronic version of the quick survey on pre-service teacher training published as an indicator in the 2000 edition in EAG. The data collection in the 2002 survey would serve the purpose of updating the indicator for the 2003 edition of EAG. Also, the database resulting from this collection will be published on-line.

The aim is to assess similarities and differences in teacher training and qualification requirements and licensing practices in the OECD countries. In order to monitor policy changes in this area, countries are also asked to estimate the proportion of the teacher stock holding qualifications and having different types of training.

0.3 TIMELINE

The data collection for the Network C system level indicators on teachers and the curriculum is organised by Network C according to the following timeline: { XE "timeline" }

September 5, 2002	Final questionnaires sent to Network C members
October 20, 2002	Completed questionnaires are sent to Twente
October 20, – November 20, 2002	Data cleaning and preparation of draft indicator calculations
November 22	Draft tables sent to countries
December 11-13	Discussion and approval of tables
December 15 – February 15, 2003	Drafting of indicators (text) and send out for first revision
March 1 –20, 2003	Revision of indicator text on written consultation with Network C members
March 20, 2003	Final tables sent to National Co-ordinators
March 20 – March 31 2003	Preparation of the final manuscript by OECD
April 2, 2003	Review of manuscript by the National Co-ordinators

All materials will require further improvement and cross-checking with other data. We will therefore depend on your continued co-operation with the Network C Secretariat, your own National Co-ordinator, and the OECD Secretariat. We would like to ask you for further comments and advice related to:

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- the adequacy of definitions and classifications for current and potential data uses and their conceptual coherence;
- problems that may arise from the implementation of the definitions in your national context;
- issues of data availability; and
- general design of the tables and the procedures for electronic data exchange.

0.4 CONTACT

All written inquiries concerning this part of the OECD-INES data collections should be sent to the University of Twente.

All inquiries concerning the electronic questionnaire can be directed to the OECD Secretariat.

Contact persons:

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1. GENERAL INSTRUCTIONS

1.1 SCOPE OF THE SURVEY

The survey focuses on full-time students and full-time classroom teachers in public institutions at pre-primary, primary, lower secondary and upper secondary levels, defined in ISCED{ XE "ISCED classification" } categories as ISCED 0, ISCED 1, ISCED 2 and ISCED 3, respectively. { XE "coverage of teacher and curriculum data" }

1.2 COLOUR CODING OF EXCEL WORKSHEETS

The questionnaire worksheets are colour coded to facilitate reading and checking.{ XE "colour coding" } Column and row references are provided in each questionnaire in **BLUE**. Rows are labelled **A1, A2, A3**, etc, while columns are numbered **1, 2, 3**, etc. All references to rows and columns provided in this manual will use this system of reference.

Countries should report ALL DATA in the WHITE cells.

All cells containing automatic calculations (i.e., sub-totals or totals) based on data provided in the white cells are shaded LIGHT YELLOW. These should only be filled in when countries CANNOT provide data in the white cells (e.g., when only the TOTAL amount is available).

All cells where countries should report data on the year of reference, data sources and methodologies as well as notes on interpretation are shaded LIGHT GREEN.

Unlike in the 2001 survey you are requested to enter all this information in comment boxes rather than in the cells containing figures or under the table itself. Make sure you use the ‘Edit Comment’ function in these green cells.

GREY cells should remain empty. They should not contain data or calculations.

1.3 REFERENCE YEAR OF DATA

All data should refer to the school year 2000/2001 and financial year 2000, if possible { XE "reference period" }. If it is not possible to provide data on school year 2000/2001 or financial year 2000, the year of reference of the data used should be provided. Please NOTE that the reference year should ALWAYS BE INDICATED in the comment box of the GREEN CELL “Reference year” on the upper right-hand side of EACH worksheet.

1.4 SOURCES OF DATA

References to data sources should be reported in the comment box of the GREEN CELL “Sources” on the upper right-hand side of EACH worksheet. { XE "data sources" }

PLEASE NOTE that this cell will be used to update the Annex describing data sources. You can copy your note on sources from last year’s data submission if they have not changed. Make sure you use the Edit Comment function in the green cell “Sources” so that your comment can be put directly into the OECD

on-line database. The data source should be given even if it is the same as it was in previous years. For standards of quoting publications or databases, please consult Education at a Glance 2001. It is envisaged that the content of the “Data sources” cell will be automatically loaded into the (electronic) publication.

It is important to indicate the type of source, reference to publication, publication date and publisher. Types of data sources include:

- law or policy document (data on formal arrangements);
- national statistics (data on populations);
- national budget accounts;
- national sample surveys;
- international sample survey;
- national registers, etc.

1.5 WHEN SHOULD METHODOLOGY BE REPORTED?

Even if no straightforward policy data are available on the national level, respondents are encouraged to give their best calculated estimate corresponding to the international data definitions. The methods used in the calculation of data should be reported { XE "data collection method" } in the comment box of the **GREEN CELL “Methodology”** on the upper right-hand side of EACH worksheet. Explanations on methodologies should be provided:

- *For computations of weighted means*{ XE "computation of weighted means" }. An average figure represents a *weighted mean* or *typical number*. In countries that comprise several states or provinces, for example, such a calculation is required;
- *For estimated data*{ XE "estimated data" }, where a country may collect no data on a variable but can create an estimate based on assumed relationships to other variables. For example, data may not be available at the national level, but can be aggregated from state or provincial figures;
- *For provisional data*{ XE "provisional data" }. For example, data may not be available for the year of the data collection but it may be possible to provide a provisional estimate on the basis of data from previous years; or
- *If there are discrepancies between the international data definitions and the national data definitions are applied.*{ XE "national data definitions" }

PLEASE NOTE that this cell will be used to update the Annex describing data sources. You can copy your note on methodology from last year’s data submission if they have not changed. Make sure you use the Edit Comment function in the green cell “Methodology” so that your comment can be put directly into the OECD on-line database. The data source should be given even if it is the same as it was in previous years. The methodology should be given even if it is the same as it was in previous years. For standards of writing formulae, please consult Education at a Glance 2001.

1.6 NOTES ON INTERPRETATION

Beside reporting the year of reference, sources, and methodology, two more types of additional information are available in the green cells: notes on interpretation of the data and required footnotes.

Notes on interpretation can be added to explain national policy that provides context to the data. { XE "notes on interpretation" } These explanatory notes help readers of the table to interpret comparative data. They can be complementary to what is available already in the Annex of the previous edition or a note on policy change.

Make sure you use the Edit Comment function in the comment box of the **green cell “Notes on interpretation”** so that your comment can be put directly into the OECD on-line database.

1.7 CODING OF MISSING DATA

There are four categories of codes that relate to missing data { XE "missing data coding" } in this data collection. A short description of all missing value codes also appears as a pull-down menu in the top left-hand corner of each table.

1.7.1 CATEGORY NOT APPLICABLE (A)

If a certain category or cell in the tables generically does not apply { XE "missing data coding: not applicable (A)" } to the educational system(s) in your country, then assign the code “a” to all cells referring to this category (or cross-classification of categories). This implies that data for these categories do not even hypothetically exist.

However, IF A CATEGORY APPLIES BUT THERE ARE NO DATA AVAILABLE, or if the data for this category are included in another category then DO NOT USE THIS CODE.

1.7.2 DATA INCLUDED IN OTHER CATEGORIES (X)

Sometimes certain data are included in other categories of the tables { XE "missing data coding: data included in other categories (X)" }. Most frequently this occurs in situations where data are not available for certain sub-categories and can be provided for sub-totals or totals only. The target category may thereby be in another *row* of the table, in another *column* of the table, or in another *row and column*.

- When data are included in another *row*, use the **xr: row_number** if the data for this category are included in another row of the SAME column.
- When data are included in another *column*, use the **xc: column_number** if the data for this category are included in another column of the SAME row.
- Where data are included in the *sub-total*, then enter the code **x** into all of the corresponding cells.

PLEASE NOTE that if the same data apply to different categories (e.g. the same statutory gross salary applies to both ISCED 0 and ISCED 1 teachers), this is not a ‘missing data’ case and you should NOT apply the missing data code. Instead, repeat the data in all categories where they apply.

1.7.3 DATA NOT AVAILABLE (M)

When data are known to exist for certain categories but are not available { XE "missing data coding: data not available (M)" } to be reported, the code “m” should be assigned to the corresponding cells.

However, if the data for these classification categories are included in other categories of the tables or in the corresponding row- and column-totals, then do NOT use the code “m” but use one of the “x” codes instead.

1.7.4 MAGNITUDE NIL OR NEGLIGIBLE (N)

Where data are available but the magnitude is nil or negligible, { XE "missing data coding: magnitude nil or negligible" } then assign the code “n” to the corresponding cell. DO NOT USE THE VALUE 0 (ZERO) to indicate that a value is nil. If a category is not applicable, then do not use the code “n” but use the code “a” for “category not applicable” instead.

2. DEFINITIONS

2.1 USING THE UOE STANDARD DEFINITIONS AND METHODOLOGY

All indicators published in EAG have to meet the technical and methodological requirements of the UOE data collection { XE "UOE methodology" }. The UOE data collection is the common data collection of UNESCO, the OECD and EUROSTAT. The definitions and methodologies developed for UOE are used by all three of these international organisations and are also harmonised with other international classification systems. Therefore, all definitions and classifications used in UOE are to be used in the same way in this questionnaire. A brief summary is given of the key concepts used in this questionnaire.

2.2 CURRICULUM

2.2.1 INTENDED CURRICULUM

Intended curriculum { XE "curriculum:intended curriculum" } refers to the estimated (average) time devoted to study areas, which can be prescribed at a school, local or national level. The intended curriculum is embodied in textbooks, curriculum guides, the content of examinations, and in policies, regulations and other official statements generated to direct the educational system. The intended curriculum comprises both compulsory and non-compulsory parts of the curriculum.

2.2.2 NATIONAL CURRICULUM

The *national curriculum* { XE "curriculum:national curriculum" } is usually a document describing the common goals, objectives and quality and/or content criteria of a national school system. This document may take the form of standards (defined objectives and achievement criteria at given levels of education and in specific subjects of study areas) without actual time allocation or mention of subjects. It may also resemble a timetable (specified number of periods for each subject and in each grade by program). It may also indicate the extent to which decisions on curriculum content and final time allocation can be made on the local or school level.

2.2.3 COMPULSORY CURRICULUM

The *compulsory curriculum* { XE "curriculum:compulsory curriculum" } refers to the amount and allocation of instruction time{ XE "instruction time" } that has to be provided in EVERY school and must be attended by ALL students. The compulsory curriculum is often specified in the national curriculum, which may describe the common core elements (goals, study areas, skills and skill levels, core content) to be included in all curricula within the country. However, subjects within the compulsory curriculum may vary according to the degree of flexibility **within** study areas and **across** study areas:

2.2.3.1 COMPULSORY CORE CURRICULUM

Compulsory core curriculum { XE "curriculum:compulsory core curriculum" } refers to the set of subjects or groups of subjects (study areas){ XE "study areas" } that are common to all students such as mathematics, science, social studies, mother tongue and, in some cases, a foreign language, which can be considered core study areas. Even if all core study areas must be studied by all students, choices may be made **within** the study area, for example there may be a choice between an integrated science subject or separate science subjects like biology or physics, or between foreign languages (e.g. French, or Italian, etc.). In some countries, local school systems or schools are to establish the subjects within the timeframe and compulsory study areas defined at the national level. In others, subjects and the time to be allocated to them are defined at the national level. However, in most countries some provision is made to define a common core curriculum.

2.2.3.2 COMPULSORY FLEXIBLE CURRICULUM

Compulsory flexible curriculum { XE "curriculum:compulsory flexible curriculum" } refers to the part of the compulsory curriculum where there is flexibility in time spent on a subject and/or a choice can be made **between** study areas. For example, a school may be able to choose between offering religious education, or more science, or art, but to offer one of these is considered compulsory within the compulsory time framework. Alternatively, a student may have choices between study areas within the flexible part of the compulsory curriculum. The compulsory flexible curriculum is part of the compulsory time frame for instruction from the point of view of the student.

2.2.4 NON-COMPULSORY CURRICULUM

The **non-compulsory curriculum** { XE "curriculum:non-compulsory curriculum" } refers to the average time students are entitled above the compulsory hours of teaching. These subjects often vary from school to school or from region to region, and may take the form of “non-compulsory elective” subjects.

2.2.5 TYPICAL INSTRUCTION TIME OF 15-YEAR-OLDS

Typical instruction time { XE "instruction time:typical instruction time" } in this data collection refers to the program in which most 15-year-olds are. This can be an ISCED 2 or an ISCED 3 program and in most countries it is a general program. If the system channels students into different program types at this age level, an estimation of the average instruction time may be necessary for the most important mainstream programs weighted by the proportion of students in the grade level where most 15-year-olds are. In case vocational programs are also calculated, in typical instruction time, only the school based part of the program should be included in the calculations.

The instruction time for the **least demanding program** { XE "instruction time:least demanding programme" } refers to programs stipulated for students who are least likely to continue studying beyond mandatory school age or beyond ISCED level 2. Such programs may or may not exist in a country depending on streaming and selection policies. In many countries students are offered the same amount of instruction time in all or most programs but there is flexibility in the choice of study areas or subjects. Often such choices have to be made quite early if programs are long and differ substantially.

2.3 GROSS DOMESTIC PRODUCT (GDP)

The Gross Domestic Product (GDP) { XE "GDP" } is equal to the total of the gross expenditure on the final uses of the domestic supply of goods and services valued at price to the purchaser minus the imports of goods and services. The GDP is expressed in ppp (purchase power parity) dollars (referring to the given reference year) in EAG tables.

2.4 INSTITUTIONS

2.4.1 PUBLIC INSTITUTION

An institution is classified as **public** { XE "public institution" } if it is:

- controlled and managed directly by a public education authority or agency, or
- controlled and managed either by a government agency directly or by a governing body (Council, Committee *etc.*), most of whose members are either appointed by a public authority or elected by public franchise.

2.5 ISCED-97 CLASSIFICATION OF LEVELS 0, 1, 2, 3, 4 AND 5

The levels of education in this data collection are defined with reference to the *1997 International Standard Classification of Education* (ISCED). ISCED { XE "ISCED classification" } classifies educational programs on the basis of their level (entrance requirements), destination (output criteria from the point of

view of higher levels of education), and programme content (from the point of view of qualification for certain types and fields of occupations). A short description of ISCED categories follows below. For details on ISCED-97 and how it is nationally implemented see also UOE 2001 MANUAL: DEFINITION, EXPLANATIONS AND INSTRUCTIONS{ XE "UOE methodology" }.

2.5.1 PROGRAMME LEVEL

The International Classification of Education classifies study programs by level { XE "ISCED classification:programme level" } in the following way:

2.5.1.1 ISCED 0 – PRE-PRIMARY EDUCATION

Pre-primary education{ XE "pre-primary education" } (ISCED 0) is defined as the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between the home and a school-based atmosphere. Programmes at this level are typically designed for children who are at least three years of age and no older than six years.

ISCED level 0 programmes should be centre or school-based, be designed to meet the educational and developmental needs of children at least three years of age, and have staff that are adequately trained (i.e. qualified) to provide an educational programme for the children.

2.5.1.2 ISCED 1 – PRIMARY EDUCATION

Primary education{ XE "primary education" } (ISCED 1) usually begins at age five, six or seven and lasts for four to six years (the mode of the OECD countries is six years). Programmes at the primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary programme before entering primary education. The boundary between pre-primary and primary education is typically the beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. It is common, however, for children to begin learning basic literacy and numeracy skills at the pre-primary level.

2.5.1.3 ISCED 2 – LOWER SECONDARY EDUCATION

Lower secondary education{ XE "lower secondary education" } (ISCED 2) generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation. Lower secondary education may either be “terminal” (i.e. preparing the students for entry directly into working life) and/or “preparatory” (i.e. preparing students for upper secondary education). This level usually consists of two to six years of schooling (the mode of OECD countries is three years).

2.5.1.4 ISCED 3 – UPPER SECONDARY EDUCATION

Upper secondary education{ XE "upper secondary education" } (ISCED 3) corresponds to the final stage of secondary education in most OECD countries. Instruction is often more organised along subject-matter lines than at ISCED level 2, and teachers typically need to have a higher level, and/or more subject-specific qualifications than at ISCED 2. The entrance age to this level is typically 15 or 16 years. There are substantial differences in the typical duration of ISCED 3 programmes both across and between countries, typically ranging from two to five years of schooling. ISCED 3 may either be “terminal” (i.e. preparing the students for entry directly into working life) and/or “preparatory” (i.e. preparing students for tertiary education).

2.5.1.5 ISCED 4 – POST SECONDARY NON TERTIARY PROGRAMMES (ISCED 4)

The typical entry requirement for post secondary non tertiary programmes{ XE "post secondary non tertiary programmes" } ISCED 4 programmes is successful completion of an ISCED 3A or 3B programme or a 3C programme with a cumulative duration comparable to a 3A or 3B programme. Typically ISCED 4 programmes are either vocational programmes or ‘bridging programmes’ between

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ISCED 3 and ISCED 5. Programmes at this level are sub-classified by destination (A, B, or C), and by programme orientation (G, P, or V).

2.5.1.6 ISCED 5 – FIRST STAGE OF TERTIARY EDUCATION (ISCED 5)

The curriculum of programmes at this level has a strong theoretical foundation, emphasising the liberal arts and sciences (history, philosophy, mathematics, etc.) or preparing students for professions with high skills requirements (e.g. medicine, engineering, architecture, etc.) The typical entry requirement for tertiary programmes is the successful completion of an ISCED 3A or 3B programme or a similar qualification at ISCED Level 4A or 4B. Programmes at ISCED Level 5 are classified as 5A programmes or 5B programmes along several criteria. Although no single criterion is a sufficient distinctive feature for classifying a tertiary programme as ISCED 5A or 5B, 5A programmes are generally longer and more theory based while 5B programmes are typically shorter and more practice and skills oriented.

2.5.2 PROGRAMME DESTINATION

According to the type of subsequent education or destination programmes { XE "ISCED classification:programme destination" } can be classified as

A – programmes designed to prepare students for direct access to the next level of education

B – programmes designed to prepare students for access to certain types of but not all programmes at the next level of education

C – programmes designed to prepare students for direct access to the labour market or other programmes at the same level of education.

ISCED 0 and ISCED 1 programmes are designed to enable students to follow the next level of education.

ISCED level 2 programmes are in some (but not many) countries sub-classified by destination, most programmes, however, prepare for ISCED level 3.

ISCED level 3 programmes are sub-classified according to the destination for which the programmes have been designed to prepare students.

2.5.2.1 ISCED 3A

Programmes at level 3A are designed to provide direct access to ISCED 5A.

2.5.2.2 ISCED 3B

Programmes at level 3B are designed to provide direct access to ISCED 5B programmes and/or to the labour market.

2.5.2.3 ISCED 3C

Programmes at level 3C are designed to prepare students for direct entry into the labour market, although they also provide access to ISCED 4 programmes or other ISCED 3 programmes. Upper secondary apprenticeship programmes would fall into this category unless the programme was primarily designed to prepare students to enter ISCED 5.

2.5.3 PROGRAMME ORIENTATION

Programmes at ISCED level { XE "ISCED classification:programme orientation" } 2, 3, and 4 may also be subdivided into three categories based on the degree to which the content of the programme is specifically oriented towards a specific class of occupations or trades and leads to a labour-market relevant qualification.

2.5.3.1 GENERAL PROGRAMMES

G – General programmes { XE "general programme" } are not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes.

2.5.3.2 PRE-VOCATIONAL OR PRE-TECHNICAL PROGRAMMES

P – Pre-vocational or pre-technical programmes { XE "pre-vocational programme" } are 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 such programmes does not lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content have to be vocational or technical.

2.5.3.3 VOCATIONAL OR TECHNICAL PROGRAMMES

V – Vocational or technical programmes { XE "vocational programme" } prepare participants for direct entry, without further training, into specific occupations. Successful completion of such programmes 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 provided in institutions that also offer general educational programmes.

2.6 PRE-SERVICE TRAINING

2.6.1 DURATION OF PRE-SERVICE TRAINING

The duration of pre-service training { XE "pre-service teacher training" } for new teachers refers to the typical number of full-time equivalent years of teacher training { XE "pre-service teacher training:duration" } required to become a fully qualified teacher according to the formal policy of the country. In systems where the teacher has to work before being fully qualified, these years of practice don't have to be included.

2.6.2 PARTS OF PRE-SERVICE STUDIES

Pre-service teacher training { XE "pre-service teacher training" } typically consists of three parts:

- **subject specific studies** { XE "pre-service teacher training:subject specific studies" } cover general studies and theoretical and in-depth studies of the subject(s) to be taught;
- **pedagogical studies** { XE "pre-service teacher training:pedagogical studies" } cover the theoretical foundations of education and teaching as well as studies of subject matter methodology and other education specific studies (e.g. education of special needs students, educational measurement, educational planning, etc.).
- **assisted teaching practice** { XE "pre-service teacher training:assisted teaching practice" } covers the teaching practice under the supervision of a teacher trainer which is required to obtain a teacher diploma. It does not include, however, post-qualification teaching practice required to become a licensed teacher (e.g. to be able to take a permanent post in public education). An important distinction may be that student teachers have typically partial responsibility or part time jobs (e.g. their teacher supervisor is responsible for the class). Typically student teachers are not salaried teachers even if they receive some allowance for the (usually part time) work they are doing at school. By contrast, teachers in their probation year(s) are typically salaried, fully qualified and have jobs of full responsibility.

2.6.3 THE STRUCTURE OF PRE-SERVICE TEACHER TRAINING

Pre-service teacher training is organised according to two models in most OECD countries:

- the *concurrent model* { XE "pre-service teacher training:concurrent model" } in which theoretical and practical training in education pedagogy is provided at the same time as study of the subject-matter
- the *consecutive model* { XE "pre-service teacher training:consecutive model" } in which theoretical and practical training follows the subject matter course. Under this model students usually first obtain a higher education degree (tertiary type A or B) in one or more subjects before they train in the theory and practice of education.

2.6.4 LICENSING PRACTICES

In a number of countries, teachers who have obtained a qualification sufficient for teaching may further need a licence to take on a permanent post in public education. Licensing { XE "teacher licensing" } typically involves a probation period { XE "teacher licensing:mandatory work experience" } of at least one school year and sometimes an (often competitive) examination { XE "teacher licensing:competitive examination" } as well. Such examinations may include in-depth interviews, observation of the candidate's teaching, or a portfolio with records of achievement and work experience.

In this survey two aspects of licensing are assessed: the length of eventual mandatory probation period and whether there is an additional licensing requirement in the form of a competitive examination.

2.7 PURCHASING POWER PARITIES (PPP)

Purchasing Power Parities (PPP): Purchasing Power Parities (PPP) { XE "PPP" } are the currency exchange rates that equalise the purchasing power of different currencies. This means that a given sum of money, when converted into different currencies at the PPP rates, will buy the same basket of goods and services in all countries. In other words, PPPs are the rates of currency conversion, which eliminate the differences in price levels among countries. Thus, when expenditure on GDP for different countries is converted into a common currency by means of PPPs, it is, in effect, expressed at the same set of international prices so that comparisons between countries reflect only differences in the volume of goods and services purchased.

2.8 TEACHER

2.8.1 CLASSROOM TEACHER

The term *teacher* { XE "teacher" }, as used in this manual, always refers to a *full-time classroom teacher* { XE "teacher:classroom teacher" }. A classroom teacher is defined as a person whose professional activity involves the planning, organisation, and conducting of group activities whereby students' knowledge, skills, and attitudes develop as stipulated by educational programmes.

For the purposes of this data collection, the category of classroom teacher **includes:**

- Professional personnel involved in direct student instruction;
- Special education teachers { XE "teacher:special education teacher" } and other teachers who work with students as a whole class in a regular classroom;
- Principals, vice-principals, chairpersons of departments, etc. whose duties include some amount of student instruction; and
- Teachers temporarily not at work (*e.g.* for reasons of illness or injury, maternity or parental leave, holiday or vacation).

For the purposes of this data collection, the category of classroom teachers **does NOT include:**

- Trainers of the “in-company-part” of apprenticeships in a dual system in vocational education;
- Special education teachers in special schools for students with learning difficulties or mental or physical disabilities; and
- Teachers’ aides and teachers’ assistants.

2.8.2 FULL-TIME TEACHER

The stipulation of *full-time* employment { XE "teacher:full-time teacher" } is usually based on “statutory hours { XE "statutory hours" }” or “normal or statutory working hours”, as opposed to actual or total working time or actual teaching time. A teacher employed for the normal or statutory number of hours of work is classified as a full-time teacher in the context of this survey. Part-time employment refers to individuals who have been employed to perform less than 90 per cent of the amount of statutory working hours required for a full-time teacher.

2.8.3 TEACHER QUALIFICATION

Minimum level of training { XE "teacher qualification:minimum level of training" } required to teach at a given ISCED level refers to the typical duration and type of training required to enter the profession. It does not include eventual further requirements to become a licensed teacher in the public school system like probation years.

Typical level of training { XE "teacher qualification:typical level of training" } refers to the level of qualification and training teachers typically have at a given ISCED level. There are always deviations: teachers may be overqualified or underqualified for the level where they teach. This is particularly the case in times of policy change (e.g. when the level of training requirement is raised or lowered).

Maximum qualification { XE "teacher qualification:maximum qualifications" } refers to the highest level of qualification recognised from the point of view of compensation.

2.9 TEACHERS’ SALARIES : GROSS STATUTORY SALARY, ADJUSTMENTS TO BASE SALARY AND ADDITIONAL BONUSES

The *annual gross statutory salary* { XE "salary:statutory gross salary" } is the sum of wages according to existing salary scales { XE "salary:salary scale" } including bonuses that constitute a regular part of the annual base salary, like a thirteenth month or holiday bonus. It is gross salary from the employee’s point of view, since it includes the part of social security contribution and pension scheme contribution that is paid by the employees (even if deducted by the employer). However, the employers’ premium for social security and pension is excluded.

Additional bonuses to base salary { XE "salary:additional bonuses" } refer to additional payments that teachers may acquire in addition to the amount received on the basis of educational qualification and experience (*salary scale*). These bonuses may be awarded for teaching in remote areas, for participating in school improvement projects or special activities or for excellence in teaching performance.

2.10 TEACHERS’ WORKING TIME: TEACHING AND NON-TEACHING TIME

2.10.1 TEACHERS’ WORKING TIME

In this data collection, *teachers’ specified working time* { XE "teachers’ working time" } refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays, according to the formal policy of that country. To account for non-specified working time in countries where teachers are also under the spell of other labour regulations (like regulations for public employees), the working time of the relevant part of the labour force is also measured (statutory working time of public employees) { XE "statutory working time of public employees" }.

Teachers' working time can be divided into teaching time and non-teaching time.

2.10.2 TEACHING TIME

Teaching time { XE "teaching time" } refers to the number of hours (60 minutes) a full-time teacher teaches a group or class of students according to the formal policy in that country per year.

Teaching time is calculated as the *net contact time for instruction*, i.e. { XE "teaching time:calculation of" } *excluding* both time allocated for breaks { XE "short breaks:exclusion of" } of ten minutes or more and days that the school is closed for holidays. To have a comparable measure of teaching time, teaching periods must be transformed into 60-minute periods (e.g., a 45-minute lesson = 0.75 hour).

The following formula is used to calculate hours of teaching time per year. { XE "teaching time:calculation of" }:

$$[(\text{Number of teaching days } \{ \text{XE "teaching time:teaching days" } \} \text{ per week} * \text{number of teaching weeks } \{ \text{XE "teaching time:teaching weeks" } \} \text{ per year}) - (\text{number of days that the school is closed for holidays})] * \text{Number of hours a teacher teaches per day (converted into 60-minute periods and excluding breaks of ten minutes or more duration)}.$$

An exception to the use of this formula is the calculation of teaching time at the pre-primary and primary level { XE "teaching time:at the primary level" }, where short breaks are to be *included* { XE "short breaks:inclusion of" } if the classroom teacher is responsible for the class during these breaks.

In cases where no specified compulsory teaching time is defined but a minimum or maximum limit is provided, the respondent should estimate the typical teacher's teaching time.

2.10.3 NON-TEACHING TIME

Non-teaching time { XE "teachers' working time:non-teaching time" } refers to the number of hours (60 minutes) a full-time teacher spends per year according to the formal policy in:

- *Teaching-related tasks*, { XE "teachers' working time:teaching related tasks" } such as lesson preparation, correction of assignments and tests, supervision activities, meetings on student reporting, annual exams, meetings with parents;
- *General school tasks* { XE "teachers' working time:general school tasks" }, such as providing student support, cultural activities, meetings, supervision of students during breaks and administrative tasks; and
- *Professional development activities* { XE "teachers' working time:professional development activities" }, such as observational visits to other schools, attending internal or external conferences, workshops or training.

Some of these activities may take place inside or outside of the school, depending on the formal policy in that country.

3. DATA COLLECTION TABLES: DESCRIPTIONS, EXPLANATIONS

The data collection tables covered by the 2002 OECD/INES Network C Data Collection Manual are the following:

- Table **CURR-1**: Number of classroom sessions{ XE "classroom session" } per year in public institutions{ XE "public institution" }, by subject and age of student.
- Table **CURR-2**: Teaching { XE "teaching time" }and working time of teachers, { XE "teachers' working time" } by level of education and programme orientation.
- Table **CURR-3**: Teacher compensation, { XE "teacher:compensation" } { XE "salary" } by level of education, programme orientation and number of years and level of teaching experience.
- Table **CURR-4**: Years to grow from minimum to maximum salary, by level of education and programme orientation
- Table **CURR-5**: Criteria for additional bonuses in public institutions.
- Table **CURR-6**: Pre-service training { XE "pre-service teacher training" } and licensing requirements for new teachers in public institutions.

3.1 CURR 1: THE MEASUREMENT OF STUDENT INSTRUCTION TIME

Student instruction time { XE "instruction time" } is measured as the study time prescribed at the national level both for schools to offer and students to attend. The measurement of the time devoted to specific study areas (subjects) focuses on the common core i.e. the estimated time that most students spend studying the subject rather than the maximum or average time spent on different study areas. In countries where the mandatory minimum time to be devoted to specific study areas is not specified at the national level or most students take more than the mandatory minimum in a given subject, an estimate of instruction time based on survey data or a weighted average based on regional policy documents may provide the best estimate of instruction time.

The timeframe for compulsory curriculum { XE "curriculum:compulsory curriculum" } refers to the compulsory required time of study on the national level. Within the compulsory curriculum the time to be spent on the minimum common core of subjects{ XE "curriculum:compulsory core curriculum" } (grouped under study areas) is distinguished. The rest of the compulsory study time refers to the flexible curriculum or compulsory electives{ XE "curriculum:compulsory flexible curriculum" } (again, at the national level). Instruction time over the compulsory timeframe (left to the decision of the school or the individual) is referred to as non-compulsory{ XE "curriculum:non-compulsory curriculum" } instruction time.

Table CURR1 collects data on the amount of instruction time devoted to subjects in public institutions, according to the compulsory and non-compulsory intended curriculum, for students aged 7 to 15 years for the school year 2000/2001.

The 15 years old age cohort has two columns (**columns 9 and 10**) accounting for the fact that in many countries students at this age are in widely different programs. The aim is to estimate the instruction time in programs where the majority of students are and to estimate the minimum amount of instruction in school for those students who are at school only because there is compulsory school attendance.

Instruction time in the *typical program* { XE "instruction time:typical programme" } where 15-year-olds study should be reported in **column 9**. If no estimation by subject area is possible because of the diversity of programmes, at least the total number of (compulsory and intended) instruction periods should be estimated. This should include instruction in school (both general and vocational) but not work-based learning.

Instruction time in the *least demanding programme* { XE "instruction time:least demanding programme" } which still satisfies compulsory education requirements should be reported in **column 10**. Notes on

interpretation concerning the arrangements for the least motivated students attending school only because it is compulsory and eventual statistics on the proportion of the age cohort in low demand programmes may be attached in the green cell for notes on interpretation.

The *typical ISCED level* corresponding to each student age cohort should be reported in **row S1**.

The *typical cumulative grade*{ XE "cumulative grade" } (e.g. Grade 7 or 8 for 13-year-olds) corresponding to each student age cohort should be reported in **row S2**. NOTE that the length of primary education and also the names of grades vary across countries. Therefore numbering of grades should start at the primary level (ISCED 1) and continue across ISCED levels to ensure comparability.

The *average duration of one classroom session*{ XE "classroom session" } in *minutes* (e.g. 45 minutes) for each age cohort should be reported in **row S3**. This is automatically converted into hours (e.g. 45 minutes is equal to 0.75 hours) in **row S4**.

If the average duration of one classroom session is not defined in your country, then **row S3** should be coded as "a", **row S4** should be coded as '1' and in **rows A1-A11** the number of hours should be entered instead of the number of classroom sessions.

The number of classroom sessions per year devoted to *compulsory core subjects*{ XE "curriculum:compulsory core curriculum" } for each age cohort should be reported in **rows A1 to A11**, where applicable.

The reported figures should refer to *study areas*{ XE "study areas" } for better comparability. Each of these may comprise one or more subjects as listed below.

NOTE that the *compulsory number of periods* should comprise the total of classes required within the study area, which is required of MOST students or ALMOST EVERY student. It should not include additional instruction time a student (or the school) may use to study a certain subject at the expense of the total compulsory instruction time. For example, if students can take an enriched maths course and that allows them to skip all foreign language classes, then the compulsory number of studying a foreign language is 0).

In case a compulsory subject clearly falls into two study areas (e.g. environment studies for 9-year-olds, which may include science and social studies), the respondent is asked to provide the best estimate of the distribution of time between the two study areas.

The *total for all compulsory core subjects* (number of classroom sessions per year) is calculated as the sum of **rows A1 to A11** in **row A12**.

Below are examples of subjects that can be classified within each of the *study areas*{ XE "study areas" } listed in Rows A1 to A11 in CURR1:

- **Row A1** *Reading, writing, and literature*: reading and writing, (and literature) in the mother tongue, reading and writing (and literature) in the language of instruction, reading and writing in the tongue of the country (region) as a second language (for non natives), language studies, public speaking, literature.
- **Row A2** *Mathematics*: mathematics, mathematics with statistics, geometry, algebra, etc.
- **Row A3** *Science*: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry.
- **Row A4** *Social studies*: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy.
- **Row A5** *Modern foreign languages*: foreign languages.

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- **Row A6 Technology:** orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technology
- **Row A7 Arts:** arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework.
- **Row A8 Physical education:** physical education, gymnastics, dance, health
- **Row A9 Religion:** religion, history of religions, religion culture, ethics
- **Row A10 Practical and vocational skills:** vocational skills (preparation for specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, sloyd (handicraft).
- **Row A11 Other:** Subjects that cannot be classified under one of the above headings.

The ***compulsory flexible curriculum***{ XE "curriculum:compulsory flexible curriculum" } is the amount of instruction time schools and/or students are allowed to use for more periods of the same subject or more subjects within or between study areas at the account of the compulsory instruction time. The compulsory flexible curriculum should be reported in **row A13** as the number of classroom sessions per year for each age cohort (or for the grade level where the majority of each age cohort is to be found).

It is often difficult to make a distinction between the compulsory core and the compulsory flexible curriculum. Whereas a substantial part of the curriculum may be declared to belong to the flexible part of the curriculum in the national document, in reality, lower level school authorities responsible for curriculum decisions are often supposed to follow the same principles of allocating time for study areas and, in reality, there is very little choice left to the school or the student. Similarly, schools may be strongly advised to follow guidelines concerning the desired time allocations even if the curriculum document does not declare compulsory time allocations. Please note that this table attempts to assess the time students typically spend studying various subjects rather than the decision making structure concerning curricula. Thus, respondents are encouraged to include hours in the compulsory core curriculum which they are fairly sure that all or most students are taught within any study area.

The ***total compulsory curriculum***{ XE "curriculum:compulsory curriculum" } (number of classroom sessions per year) is calculated in **row A14** as the sum of total compulsory core curriculum (**row A12**) and compulsory flexible curriculum (**row A13**).

The ***total non-compulsory curriculum***{ XE "curriculum:non-compulsory curriculum" } (number of classroom sessions per year) should be reported in **row A15**.

Non-compulsory curriculum is that which students are entitled to but are not required to take. If possible, respondents should estimate the amount of instruction time students, on the average, actually use above the compulsory instruction time.

The ***total intended instruction time***{ XE "instruction time" }, comprising both total compulsory and non-compulsory curriculum, is calculated as the sum of **rows A14** and **A15** in **row A16**.

Please note that white cells that contain no value should be filled with a missing data code{ XE "missing data coding" }.

3.2 CURR 2 – TEACHING AND WORKING TIME

Table CURR2 collects data on teaching time { XE "teaching time" } and teachers' working time { XE "teachers' working time" }.

The first block **rows A1 to A4** asks about the schedule of the school year to assess the number of days a teacher typically teaches.

The *number of days* a full-time classroom teacher teaches *per week* should be recorded in **row A1** (if necessary, please use decimals).

The *number of weeks* a full-time classroom teacher teaches *per annum* should be recorded in **row A2** (if necessary, please use decimals).

The number of days the school is formally closed for public holidays - for example, national days, Labour Day, and Thanksgiving - should be recorded in **row A3**. Please note that these days should only be counted if they fall within the school year and not if they coincide with periods of school holidays.

The total *number of days* a full-time classroom teacher is available for teaching students { XE "teaching time:teaching days" } *per annum*, according to formal policy (**row A4**), is calculated by multiplying the number of teaching days per week in **row A1** by the number of teaching weeks { XE "teaching time:teaching weeks" } per year **row A2** (*excluding* the number of days per school year that the school is closed for public holidays **row A3**).

Note that it is a desirable minimum requirement to complete row A4.

The second block asks about teaching time. Teaching time refers to the duration a full-time teacher teaches per year (reference year: school year 2000/2001 or 2001 in the Southern hemisphere) for ISCED levels 0 to 3 in public institutions.

The *number of hours* a full-time classroom teacher is required to teach { XE "teaching time" } students *per day* should be entered in **row A5**. In order to have a comparable measure of teaching time, please ensure that time allocated for breaks is EXCLUDED { XE "short breaks:exclusion of" } and that teaching periods are transformed into 60-minute periods (e.g., 45 minute lesson = 0.75 hours) { XE "teaching time:calculation of" }.

AT THE PRE-PRIMARY AND PRIMARY LEVEL "teaching time" { XE "teaching time:at the primary level" } should include short morning or afternoon breaks { XE "short breaks:inclusion of" } for students if these are spent with and under the guidance of the teacher who is responsible for other activities, but should not include lunch breaks or breaks unattended by the classroom teacher responsible for the class.

The *number of hours* a full-time classroom teacher is required to teach students *per week* in **row A6** is calculated by multiplying the number of days a teacher teaches per week (**row A1**) by the number of hours a teacher teaches per day (**row A5**).

Finally, the total *number of hours* a full-time classroom teacher is required to teach students *per annum* according to the formal policy is calculated in **row A7** by multiplying the number of days a teacher teaches per annum (**row A4**) by the number of hours a teacher teaches per day (**row A5**).

Note that it is a minimum requirement to complete row A7.

Rows A8, A9, A10 and A11 request information on concepts of teachers' working time, including teaching time { XE "teaching time" } and non-teaching time { XE "non-teaching time" } in public institutions for ISCED levels 0 to 3 in hours per year. Three types of concepts of reported working time are distinguished:

- *Teachers' scheduled working time at school* requirements (**row A8**), where teaching time and non-teaching time are specified to be completed by teachers at school;
- National concept of *total working time* requirements (**row A10**); and

- No national working time or teaching time concept, but the definition of teachers' working time may be subordinate to other labour regulations{ XE "other working time regulations" } (most often to regulations on public employees or civil servants). If this is the case, the average annual working hours defined for this larger category should be given (**row A11**).

Working time per year should be reported in one or more of the categories in which teachers of the given ISCED level most typically fall in the respondent's country. For example, in some countries, total working time and (minimum) working time at school are both specified. In such cases both **row A10** and **row A8** should be filled. In the case of federal states, where regulations are made at the state/Land level, the respondent may choose to give a weighted average in the row that best describes the country's situation.

Any relevant clarifications should be added in the comment box 'Notes on interpretation'.

In **columns 1 to 4**, **total working time**{ XE "teachers' working time" } should be specified for full-time teachers converted in hours per year for the relevant category for each ISCED level.

If working time is defined as a number of periods/hours per week in the respondent's country, the basis for calculation should be the same as above in Table CURR2, i.e. the number of teaching weeks{ XE "teaching time:teaching weeks" } net of the days of public holidays.

If working time is defined as the number of teaching periods per week{ XE "teaching time" }, for the calculation of working time, breaks between classes typically spent at school should be included i.e. *include* short breaks{ XE "short breaks:inclusion of" } (10 to 25 minute breaks) but *do not include* long breaks (lunch breaks).

If the time specified for teaching and non-teaching activities of teachers should be interpreted within the general working time regulations for civil servants or public employees, the respondent should still report the time specifically allocated for teaching (and, if applicable, non-teaching) time. However, the (average) annual number of working hours for the relevant group (e.g. public employees), *excluding* time for vacations and *holidays* should also be reported in **row A11**.

Please note that white cells that are not filled with figures should contain a missing data code { XE "missing data coding" }. Data should be repeated if they are the same at different ISCED levels. Do not use the missing data code X to refer to another cell for data.

3.3 CURR 3 - TEACHER COMPENSATION

Table CURR3 collects data on teacher compensation { XE "teacher:compensation" } by ISCED level and by the teacher's level of experience { XE "teacher:level of experience" }. The statutory gross salaries{ XE "salary:statutory gross salary" } are scheduled gross annual salaries of full-time classroom teachers based on teaching qualifications and length of teaching experience for the school year 2000/2001 for ISCED levels 0 to 3 in public institutions. Data should be provided in *national currency (do not use Euros yet!)*{ XE "national currency" }, which will be converted into US dollars at ppp (purchasing power parity){ XE "PPP" } rates by the OECD Secretariat.

The statutory gross salary{ XE "salary:starting salary" } per year of a full-time classroom teacher with the *minimum level of training* to be fully qualified at the *beginning of his or her teaching career* should be reported in **row A1**.

The maximum amount of additional bonuses that a teacher with the *minimum level of training* at the *beginning of his or her teaching career* may acquire *in addition to* his/her gross statutory salary should be reported in **row A2**. See CURR 5 for examples of criteria for additional bonuses.

Similarly, the mid-career salary, i.e. the statutory gross salary and the maximum additional bonuses of a full-time classroom teacher with the *minimum level of training* and *15 years of experience* { XE "salary:mid-career salary" } should be reported in **rows A3** and **A4**, respectively.

Likewise, the statutory gross salary and the additional bonuses of a full-time classroom teacher at the *top of the salary scale* { XE "salary:top salary minimum qualification" } with the *minimum level of training* should be reported in rows A5 and A6, respectively.

The statutory gross salary and the additional bonuses of a full-time classroom teacher at the *top of the salary scale* with *maximum qualifications* { XE "salary:top salary maximum qualification" } should be reported in rows A7 and A8, respectively.

Please note that white cells that are not filled with figures should contain a missing data code { XE "missing data coding" }. Data should be repeated if they are the same at different ISCED levels. Do not use the missing data code X to refer to another cell for data.

Finally, the statutory gross salary and the maximum additional bonuses of a full-time classroom teacher with *typical qualification* and with *maximum qualification after 15 years of experience* should be reported in rows A9 and A10, and rows A11 and A12, respectively.

3.4 CURR 4 - YEARS FROM MINIMUM TO MAXIMUM SALARY

Table CURR4 collects data on the *average number of years* it will take a full-time classroom teacher with minimum qualifications to grow from the minimum to the maximum salary for ISCED levels 0 to 3 in public institutions.

Please note that white cells that are not filled with figures should contain a missing data code { XE "missing data coding" }. Data should be repeated if they are the same at different ISCED levels. Do not use the missing data code X to refer to another cell for data.

Row A1 requests information on the *average number of years needed to reach the top of the salary scale* { XE "salary:salary scale" } for each of the ISCED levels 0, 1, 2, 3 general programmes in *public institutions*.

3.5 CURR 5 - CRITERIA FOR ADDITIONAL BONUSES

Table CURR5 collects data on the criteria for additional bonuses in public schools, i.e., adjustments to the base salary that are NOT due to years of teaching experience.

In **column 1**, indicate whether decision to award an additional bonus is made by the *head teacher/school principal (S)*, or the *local/regional authority (L)* or *national authority (N)*. If the particular additional bonus { XE "additional bonuses" } is not relevant in your country, write 'a' (not applicable) in the corresponding cell.

Any additional information or clarification regarding these criteria can be noted in the green cell 'Notes on interpretation'.

Please note that white cells that are not filled with figures should contain a missing data code { XE "missing data coding" }. Data should be repeated if they are the same at different ISCED levels. Do not use the missing data code X to refer to another cell for data.

3.6 CURR 6 – PRE-SERVICE TRAINING AND LICENSING REQUIREMENTS FOR NEW TEACHERS IN PUBLIC INSTITUTIONS

Table CURR6 collects information on the pre-service training requirements { XE "pre-service teacher training" } and the additional licensing requirements for new teachers in public institutions, i.e. the formal requirements as requested by law or other regulations at the reference date of the 1st January 2001. For each ISCED level (0,1,2,3) information on the type of educational qualification required to become a teacher today (e.g., ISCED 3, 5B, 5A) and the number of full-time equivalent years of teacher training should be reported, as well as the organisation of pre-service training, specifically whether or not professional training is consecutive or concurrent with subject matter instruction.

A specific block is foreseen for each of the ISCED levels 0, 1, 2, 3. At the ISCED 3 level (and in some countries where vocational programmes exist at the ISCED 2 level) different qualifications may be required of teachers of general subjects and teachers of vocational subjects. Therefore in the last two blocks a specific row is available for teachers in vocational subjects. If there are *different options* how to fulfil the pre-service training requirements for teaching at the same ISCED level, you are requested to specify each of the relevant routes in a separate row. For instance, to become a teacher at the same educational programme level, one person might choose to study at university while another person might choose a more pedagogically oriented training at a special school for teacher training. If there are more than three different options in your country, please do not hesitate to add additional rows. Note, however, that it is not necessary to specify options that apply only to exceptional cases and do not correspond to the common routes of teacher training (e.g. preparation for another field of activity first and later retraining to become a teacher). Please fill in the unused options (rows) with ‘a’ (not applicable).

If the same training option can be chosen by teacher candidates at different ISCED levels, repeat the data (by copying the relevant cells). It is sufficient to fully complete the corresponding row once and to refer to it at the other levels. For instance, if the pre-service training described as option 1 for ISCED 1 equally qualifies for teaching at level ISCED 2, in the block for ISCED 2, you only need to specify the type of school in column 1 and to add “see option 1, ISCED 1” as a note in column 1. However, you should fill in Column 2 to suggest the relevance of this type of training for the given ISCED level.

In **column 1** you are requested to specify the *name of the school or programme type* where the new teacher would typically be teaching at the ISCED level specified. There might be different types of schools or programmes for which pre-service training requirements are not identical. At the same time, there might be different routes to qualify for teaching at the same school or in the same programme. The same type of school can therefore be mentioned under different options. It would be important to mention in the ‘Notes for interpretation’ whether qualification distinctions are relevant for the school type or for the programme type within a school (or both).

Column 2 requests information on the *percentage of teachers at that ISCED level having followed the given training (reference year 2000/2001)*. Column 2 applies only if different teacher training programmes exist for the same schools or programme types within the ISCED level. In some cases a substantial percentage of the teacher force may have followed training programmes that were shorter or lower level than those currently available for teacher training. This happens, for example, when minimum training requirements are raised at the policy level or education institutions cease to offer lower level teacher training programs. In such cases only available teacher training programs should be listed and the estimated percentages of teachers who have a training equivalent to these. If the figures add up to less than 100 per cent, it will be assumed that the missing percentage refers to teachers who have less or lower level training than those who have followed the listed training programs.

Column 3 requests information on the *qualification to enter teacher training*, i.e. the required initial attainment level (according to the ISCED classification) to get admission to teacher training (e.g. ISCED 3A or ISCED 3A or 3B). While teacher training programmes start after completion of upper secondary

education in some countries, they start after completion of lower secondary education or even primary education in others (also depending on the ISCED level at which the future teacher will teach).

In **column 4**, please specify the cumulative *number of years of education* (ISCED 1 to 3) required for entry into a programme potentially leading to teacher qualification.

Column 5 requests information on whether the different parts of teacher training are followed *consecutively* { XE "pre-service teacher training:consecutive model" } or *concurrently* { XE "pre-service teacher training:concurrent model" }. The concurrent model implies that the pedagogical and practical training is provided at the same time as the subject matter, while in the consecutive structure the pedagogical and practical training follows the subject matter course. In the latter students usually first obtain a higher education degree (university or non-university) in one or more subjects before they enter the pedagogical and practical training.

Columns 5 to 10 refer to the *structure and duration of pre-service teacher training*. Typically, teacher training programmes consist of three parts:

- subject specific studies { XE "pre-service teacher training:subject specific studies" } (theoretical studies of the subject(s) to be taught)
- pedagogical studies, { XE "pre-service teacher training:pedagogical studies" } and (theoretical studies of how to teach)
- assisted teaching practice { XE "pre-service teacher training:assisted teaching practice" } (practical teaching under the supervision of a teacher trainer).

In **columns 6 to 9**, respondents are requested to specify the *typical duration* of each of these programme components in years, assuming full-time attendance to the corresponding course. If it is common to attend teacher training courses part time (e.g. while following other professional activities) the average duration needs to be adjusted accordingly. If subject specific studies, pedagogical studies, and/or teaching practice are attended concurrently (see explanation for column 5 above), respondents should estimate the duration of each component on the basis of the time allocation (or amount of required credits or courses) for each in the overall timetable of teacher candidates.

How to fill in columns 6 to 9?

For the consecutive model, please fill in the typical duration in years of:

- subject specific studies (1st phase consecutive model) = GSS (column 6),
- pedagogical studies (2nd phase consecutive model) = PS (column 8),
- teaching practice (2nd phase consecutive model) = TP (column 9)

For the concurrent model, please fill in the typical duration in years of:

- subject specific studies (concurrent model) = SS (column 7),
- pedagogical studies (concurrent model) = PS (column 8),
- teaching practice (concurrent model) = TP (column 9)

Please note that for teacher training programmes following the consecutive model columns 6, 8 and 9 should be filled, whereas for the concurrent model columns 7, 8, and 9 should be filled. Do not leave any of the three blank! If no assisted teaching practice is required, write 0 in the column.

The duration indicated in columns 6, 7, 8 and 9 should sum up to *The total duration of teacher training* is calculated in **Column 10** as the **sum of Columns 6, 8, and 9** or **Columns 7, 8, and 9** for the two training models respectively.

Please note that the cells which are not used should be marked with 'a' (does not apply). Only the rows in which a reference is made to another row in Column 1 may be left blank

Column 11 requests information on *teachers' final qualification level*. This corresponds to the highest educational attainment according to the ISCED classification (including the specification of sublevels A,B, or C) for each route of teacher training. E.g. ISCED level 5A corresponds to a theoretically-based tertiary level-programme (leading to a bachelor degree or equivalent) whereas 5B refers to more technical and occupationally specific programmes (leading to a vocational associate's degree).

Column 12 requests information on eventual mandatory work experience{ XE "teacher licensing:mandatory work experience" }, or further training to obtain licence. Examples are Germany and France. In Germany, for example, prospective teachers are required to work 18 - 24 months in a practical and professional training period (preparatory service) as part of their initial teacher training. In France, in secondary education, prospective teachers who already hold an academic degree (at the level of bachelor's or master's) are required to participate in pedagogical training for 1 or 2 years. The 2-year teacher-training programme is a special, intensive preparation where the student teacher takes responsibility for a class in a *lycée*. This option is intended for prospective teachers wishing to take the competitive examination { XE "teacher licensing:competitive examination" } for the higher level certification *Agrégation*.

If mandatory work experience of further training is relevant in your country please indicate the typical duration of these components in years, assuming full-time attendance. If it is common to attend these components part time (e.g. while following other professional activities) estimate the duration in full-time equivalent years.

If mandatory work experience of further training is not relevant in your country write 'a' (not applicable) in the corresponding cell.

In column 13, indicate whether a competitive examination is necessary to obtain a licence for teaching in public institutions (Yes) or not (No).

Pre-service teaching requirements have changed substantially in many countries over the years. While it is quite usual now to require a tertiary type degree from prospective teachers, this has not always been the case.

Column 14 requests information on the year at which the type of teacher training became a requirement to new entrants in the teaching profession for public education. Please indicate for each teacher training option (programme) when it was (or is to be) effective.

Any relevant clarifications should be added as *notes* concerning specific options. In particular, if there have been significant changes from the point of view of level or training, please indicate how this has affected the composition of the teacher force. Moreover, please indicate if the laws and regulations on which your information for this table is based, has changed recently (within the last two or three years) or is about to change. Do not hesitate to add any general observations you might wish to make in an additional note in the green cell 'Notes on interpretation'.

In addition to this questionnaire, PLEASE take notice of the Annex table of indicator D3 EAG 2000 and indicate the changes in red (or use track changes mode), so that this material can be used to interpret the data given in CURR 6.

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