

Annex

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GLOSSARY

Academic (pre-) vocational programmes: refer to programmes with a destination to higher education and a pre-vocational or vocational content orientation. See Annex A2.

Academic general programmes: refer to upper secondary programmes with a destination to higher education and a general content orientation. See Annex A2.

Academic programmes: refer to upper secondary programmes leading to higher education either with a general or with a (pre-)vocational content orientation (ISCED 3A programmes).

Career guidance: refers to services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. It includes a wide range of activities. For example activities within schools to help students clarify career goals and understand the world of work; personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work force re-entry; computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training. It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed.

Class period: the length of time each lesson runs for on a normal day. Some classes may run for ‘double periods’ or even more, but the class period refers to the basic unit of time used to break up the teaching day.

Comprehensive academic providers: refer to providers offering programmes which can lead to higher education, including both general and (pre-)vocational programmes. See Table A2.4 in Annex 2, in the report ‘*Completing the Foundation for Lifelong Learning - An OECD Survey of Upper Secondary Schools*’.

Computers: in this study they are defined as computers capable of supporting other multimedia equipment such as a CD-ROM or a soundcard and which are used for educational purposes in the school. Computers used only for recreation purposes are excluded.

Educational purpose: computer use for educational purpose includes any activity related to the functioning of the school including teaching and learning, the use of computers in school management, educational planning and evaluation.

Formal feedback: refers to written reports which are addressed to school principals or to the manager of an unit within the school but not to individual teachers.

Full-time equivalent: the calculation of the number of teachers as full-time equivalent (FTE) attempts to estimate the total amount of available teacher working time in the unit of a full-time teacher’s statutory teaching (working) hours. In this study, a part-time teacher was calculated as 0.5 full-time teacher to calculate full-time equivalents.

Full-time teacher: a teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete school year is classified as a full-time teacher.

Fully qualified teacher: refers to teachers who have fulfilled all the training requirements for teaching a certain subject at the upper secondary level according to the qualification requirements of the country and further meets all other administrative requirements to fill a permanent post in the school.

General programmes: refer to programmes that 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. Less than 25 per cent of the programme content is classified as vocational or technical.

General providers: refer to providers offering only general programmes. See Table A2.4 in Annex 2 in the report 'Completing the Foundation for Lifelong Learning - An OECD Survey of Upper Secondary Schools'.

Head counts: refer to the method of calculation indicating how the number of individuals is counted. See also *full-time equivalents*.

Information and communication technology (ICT): represents the set of activities and technologies that fall into the union of information technology referring to the electronic display, processing and storage of information and communication technology.

International Standard Classification of Education (ISCED): the International Standard Classification of Education (ISCED-97) is used to define education programmes by level, destination and content. For details on ISCED 1997 and how it is implemented see *Classifying Educational Programmes: Manual For ISCED-97 Implementation in OECD Countries* (Paris, 1999).

Internet: refers to an electronic communications network that connects computer networks and organisational computer facilities around the world.

Intranet: refers to a local area network of computers linked by cable, which can communicate directly with other devices in the network. See also *local area network*.

Local area network (LAN): refers to a network of personal computers in a small area (as an office) that are linked by cable, can communicate directly with other devices in the network and can share resources. See also *Intranet*.

Management personnel (non teaching): professional personnel who is responsible for school management/administration. It includes principals, assistant principals and other management staff with similar responsibilities. It does not include receptionists, secretaries, clerks and other staff who support the administrative activities of the school. Management personnel with part-time teaching duties should be pro-rated (*i.e.*, classified in the category where he/she spends the large part of the statutory working time).

Metropolitan area: a large city with over more than 1 000 000 inhabitants with the surrounding settlements well integrated in the urban (public) transportation system.

Non-academic (pre-)vocational programmes: refer to ISCED 3B and 3C programmes with a pre-vocational or vocational content orientation. See Annex 2.

Non-academic general programmes: refers to ISCED 3B and 3C programmes with a general content orientation. See Annex A2.

Other comprehensive providers: refer to providers offering programmes with different destinations and different content orientation. See Annex 2 in the report ‘*Completing the Foundation for Lifelong Learning - An OECD Survey of Upper Secondary Schools*’.

Other support personnel: according to the UOE definition this category includes all personnel who supports the administration and management of the school and the personnel who support the maintenance and operation of schools, the transportation of student, school security and food services operations. Included are receptionists, secretaries, typists, bookkeepers, clerks, masons, carpenters, electricians, locksmiths, maintenance repairers, painters, paperhangers, plasterers, plumbers, vehicle mechanics, bus drivers, construction workers, gardeners, groundskeepers, cooks, custodians, security guards, etc. See also *support personnel*.

Part-time teacher: a teacher employed for less than 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete school year is classified as a part-time teacher.

Pre-vocational programmes: refer to programmes with at least 25 per cent of vocational content, which are designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical programmes. Successful completion of such programmes does not lead to a labour-market relevant vocational or technical qualification.

(Pre-)vocational providers: refer to providers offering prevocational and/or vocational programmes but no general programmes. See Annex 2 in the report ‘*Completing the Foundation for Lifelong Learning - An OECD Survey of Upper Secondary Schools*’.

Privately managed institution: an institution is classified as privately managed if it is controlled and managed by a non-governmental organisation (*i.e.*, a Church, Trade Union or business enterprise), or if its Governing Board consists mostly of members not selected by a public agency.

Professional development: any activity which develops an individual’s skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection, collaborative development of new approaches, as well as formal courses.

Professional personnel: includes school management personnel, teachers and professional support personnel. See also *school management personnel*, *teacher* and *professional support personnel*.

Professional support personnel: includes, for example, guidance counsellors, librarians, psychologists, nurses, social workers, speech therapists

Programme: is a set of (related) subjects or modules put together with known combination and sequencing rules, generally lasting for more than one year of study (some examples should be provided with regard to the country in question). In the ISUSS study, it refers to the programmes listed in the ISCED implementation for a given country.

Publicly managed institution: an institution is classified as publicly managed if it is controlled and managed directly by a public education authority or agency or; is controlled and managed either by a government agency directly or by a governing body (Council, Committee, etc.), most of whose members are appointed by a public authority or elected by public franchise.

School: in this publication it refers to “school site” *i.e.*, the education unit where service is provided. In the majority of cases school and school site is the same. However, in some countries a school can be a larger administrative entity comprising several school sites, each of which has a teaching staff allocated to that particular school site.

School management personnel: includes the principal and deputy principals. See also *professional personnel*.

School site: see also *school*.

Support personnel: includes teacher aids and other support personnel. See also *teacher aid* and *other support personnel*.

Teacher aid: refers to non-professional personnel who provide instruction or support teachers in providing instruction.

Teacher: refers to classroom teachers directly involved in instructional practice. See also *professional personnel*.

Temporary teacher: refers to a teacher who has no tenure, or a person employed for a fixed term not longer than one school year.

Upper secondary education (ISCED 3): corresponds to the final stage of secondary education in most OECD countries. 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 programmes may directly give access to tertiary type A programmes (3A programmes), or to tertiary type B programmes (3B programmes), or to other ISCED 3 programmes or the labour market (3C programmes). See also International Standard Classification of Education (ISCED).

Vocational programmes: prepare participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.

World Wide Web (WWW): the World Wide Web is a part of the Internet designed to allow easier navigation of the network through the use of graphical user interfaces and hypertext links between different addresses.

