

Education at a Glance

OECD Indicators 2006

Annex 3: Sources, methods and technical notes

Chapter D: The learning environment and organisation of schools

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CHAPTER D: THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS

INDICATOR D1: Total intended instruction time

■ General notes

Methodology

Instruction time in Indicator D1 refers to intended instruction timed based on policy documents (*e.g.* curricula) in countries where a formal policy exists. In countries, where such formal policies do not exist, the number of hours was estimated from survey data. Data are based on countries' responses to questionnaire CURR 1 of the system level annual data collection of INES Network C Survey of Teachers and the Curriculum. Data were collected on classroom sessions per year in public institutions, by subject in the modal grades of students age 7 to 15 for the referenced school year 2003/2004. Hours lost when schools were closed for festivities and celebrations, such as national holidays, were excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

List of study areas (subjects) used in the questionnaire:

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.

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry.

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.

Modern foreign languages: languages different from the language of instruction

Technology: orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technology

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework.

Physical education: physical education, gymnastics, dance, health

Religion: religion, history of religions, religion culture, ethics

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).

Other: Subjects that cannot be classified under one of the above headings.

■ Notes on specific countries

Coverage

Austria: For 11 to 14-year-olds a weighted mean of the general secondary school (Hauptschule) and the lower branch of the academic secondary schools (AHS) was calculated on basis of the distribution of the students enrolled in these two programmes. For the typical program of the 15 year-olds the upper branch of the general academic schools was used. For the least demanding program of the 15 year-olds the pre-vocational year at secondary schools was taken under consideration.

Modern foreign languages, for 7- and 8-year-olds: 32 classroom sessions per year are devoted to “modern foreign languages” and are integrated into other subjects (except reading and writing own language). Practical and vocational skills for 7- to 10-year-olds: 10 classroom sessions per year are devoted to “behaviour in traffic” and are integrated into other subjects. Modern foreign languages for 15-year-olds: in some schools Latin can be chosen additionally to a modern language.

Czech Republic: Optional subjects may be introduced in grade 7, but must be included in grades 8 and 9. Each optional subject is taught for at least one semester. They include foreign languages, conversation in a foreign language, computer science, technical education, technical drawing, introduction to economics and accounting, seminar from social sciences, seminar and practical work from geography, seminar and practical work from natural sciences, administrative services and home economics. This list of optional subjects may be extended by the school head in accordance with the facilities and staffing available at the school and the interests of the pupils, as long as they observe the Basic Educational Standard.

Denmark: Modern foreign languages: English is compulsory for all students from grade 3 on. For grades 7, 8 and 9 (13 to 15-year-olds) it is compulsory to choose German or French if students are going to have access to general upper secondary education. Only 10 per cent of these students do not choose German or French. In that case it is compulsory to choose another subject.

England: *Other* includes: PSHE (Personal, Social and Health Education), Citizenship, Sex and Relationships.

Finland: Science includes geography. Physical education includes health. Practical and vocational skills include student counselling and home economics. Optional language is possible in the 5th and 6th class (11 and 12-year-olds). At the upper stage (13-year-olds and up) schools may provide the following subjects as elective subjects (non-compulsory curriculum): applied and advanced studies in common subjects, interdisciplinary modules, languages and subjects related to information technology. These elective subjects are not defined by the national time allocation. They have a total maximum however, but as it is not possible to give an estimation as they are coded as 'm' in the tables.

Greece: For students aged 10 and 11 years, *Other* includes the subject 'civil education' (one hour per week). For students aged 12, 13, 14 and 15, *Other* includes the subjects ancient Greek literature (Grade 7: four hours per week, Grade 8: four hours per week, Grade 9: four hours per week, Grade 10: four hours per week), civil education (Grade 9: two hours per week) and domestic economics (Grade 7: one hour per week, Grade 8: two hours per week).

Hungary: Geography is divided between science and social studies.

Iceland: All 15-year-olds are following the mainstream program in compulsory education so there is no entry in the 'Age 15 minimum required programme' column.

Ireland: The curriculum for primary schools is an integrated curriculum and envisages an integrated learning experience for children. The learning experiences organised for children should facilitate cross-curricular activity. To assist schools in planning the implementation of the curriculum, a time framework is suggested that allocates a minimum time to each of the curriculum areas. Four hours each day must be set aside for secular instruction. A period of two hours per week of 'discretionary time' is allowed in order to accommodate different school needs and circumstances, and to provide for the differing aptitudes and abilities of the pupils. This is included under 'compulsory flexible curriculum'.

Time allocation is based on the following weekly framework for a 36.6-week school year in primary education: English (4.5 hours), Irish (3 hours), mathematics (3 hours), social, environment and scientific education (3 hours, divided between Science and Social Sciences), social, personal and health education (0.5 hours, included in *Other*), physical education (1 hour), arts education (3 hours), discretionary curriculum time (2 hours), religious education (2.5 hours), assembly/ roll call (2.5 hours, included in *Other*) and small breaks (0.8 hours, included in *Other*). Total 25.8 hours. Recreation (typically 2.5 hours) is not included in the curriculum tables.

The whole curriculum in primary education is obligatory for all pupils except those with special educational needs. Learning support measures are available for such pupils. Children are granted exemption from religious instruction at the request of their parents or guardians. The figures on 'Other' include social, personal and health education, assembly time, roll call and small breaks.

The Curriculum for the 12-to-15-year-olds age group consists of compulsory subjects and approved subjects. The compulsory subjects are Irish, English, mathematics and social studies (includes history, geography and civic, social and political Education). In Tables D1.2a and D1.2b (available on the internet only for 2005), the total compulsory part of the curriculum includes English and Irish,

mathematics and social studies (history, geography, and civics, social and political education). Students must also take two subjects from the following list of approved subjects: Latin, Greek, Spanish, Italian, French, German, science, technology, home economics, music, art/craft/design, materials technology, metalwork, technical graphics, business studies, typewriting and environmental studies. In practice, most schools offer and take three rather than two of the above list of approved subjects. Because most students take science and at least one foreign language from the list of approved subjects, these two subjects have been entered in the data as compulsory subjects and the third subject taken by most students has been entered under non-compulsory curriculum. It is intended that religion and physical education should form part of the curriculum in all schools. There are no regulations governing the precise amount of time to be spent each year on teaching the individual subjects of the curriculum.

Italy: In primary education, schools and teachers have a large flexibility in the curriculum table. Religion is optional for students. In lower secondary education, within the 30 lesson periods per week, Religion is optional but followed by most students.

Japan: In elementary schools 2nd grade (7 years old) Life study is divided into “science” and “social studies”. “Technology” consists of the technology field in the subject technology/ home economics in lower secondary school 1st-3rd grade (12 to 14-year-olds). “Arts” consists of music and craft (in elementary school) or music and fine art (in secondary school). “Other” consists of home economics (in elementary school 5th-6th grade; 10 to 11-year-olds), home economic field (as part of technology / home economics), moral education, class activities in special activities and period of integrated study.

Korea: The data reflect the education curriculum implemented in 2004. For 7-year-olds, only the total amount of annual instruction time is reported because the national education curriculum was designed to be interdisciplinary for this age group, which makes it very hard to partition the total instruction hours by subject matters except reading, writing and literature and mathematics.

Luxembourg: The mother tongue of the students is the Luxembourg language (Letzebuergesch). This language is also used and taught in pre-primary education. From Primary education onwards, the language of instruction is German, whereas French is taught as a foreign language. In primary education 1 hour per week is spent on Luxembourg language (Letzebuergesch). ‘Reading, writing and literature’ includes both Letzebuergesch and German, although in Luxembourg German is considered to be a foreign language.

Netherlands: The duration of one classroom session may vary in primary education (*i.e.* for students aged 9 to 11).

Norway: Although the compulsory curriculum is shown in Table D1.2 (available on the internet only for 2005) as entirely core, there is in practice some flexibility for schools *i.e.* for pupils aged 6 to 12, 38 lessons are compulsory flexible curriculum and for the lower secondary stage 152 lessons are compulsory flexible curriculum.

Poland: “Geography” is covered by “Science”.

Portugal: Grades 5 and 6 (10 and 11-year-olds): The time allocated to ‘Reading, writing and literature’, ‘Social Sciences’ and ‘Foreign Languages’, as well as the time allocated to ‘Mathematics’ and ‘Science’ is flexible and depends on the priorities schools define. E.g. in grade 5 the number of class sessions can range from 70.4 to 88 in Math and from 35.2 to 52.8 in Science.

Grade 9 (14-year-olds): In the compulsory flexible curriculum students can choose between a 2nd Foreign Language, Technology Education or Musical Education.

Grade 10 (15-year-olds in typical programme): In the compulsory flexible curriculum students in the Humanistic and Arts branches can choose between Mathematics and Quantitative Methods.

Religion: This school year, the option between Religion and Social and Personal Development was compulsory in grades 9 and 10 (typical programme). In the other grades it was attended on a volunteer basis.

Scotland: In primary schools, 15 per cent of instruction time is allocated to environmental studies, which refers to science, social subjects (history, modern studies etc.), technical education and home economics. Fifteen per cent of instruction time is allocated to ‘expressive arts’, which refers to music, art, physical education and drama. Other categories contain personal and social development and health education. In lower secondary education, 30 per cent of instruction time is allocated to environmental studies, 15 per cent of instruction time is allocated to ‘expressive arts’ and 15 per cent of time is allocated to ‘Religious and Moral Education’

Spain: ‘Reading, writing and reading’ includes both Spanish language and the language of the community, in those communities with another official language besides the Spanish.

For all age groups, the category ‘Other’ refers to the subject matter ‘Tutorial’; it consists of a class where the tutor teacher can work with the group in a wide variety of aspects as those related to social skills, class climate, effective study techniques, career counselling, civics, drugs prevention, etc. according to a plan designed together with the Department of Counselling.

The non-compulsory curriculum consists of a non-compulsory elective subject that students are entitled to above the compulsory hours of teaching. This possibility is negligible in all Autonomous Communities.

15-year-old students in the typical programme must choose two subjects out of Natural Sciences, Plastic and Visual Arts, Music and Technology. As it is a students’ choice, the time devoted to this subjects was considered as compulsory flexible curriculum.

The less demanding programme for 15-year-olds consists of the same programme with the same objectives as for the general students but with some relevant adaptations of the curriculum contents and methodology and smaller groups. It is devoted to those students who have presented learning difficulties or problems to follow the normal classes. The possibilities to choose among the different subjects of the compulsory core curriculum are higher, being this decision made by the teachers. This programmes lead to the same certification as the regular programme.

Interpretation

Australia: The non-compulsory curriculum estimate should be taken as a minimum. Non-compulsory activities are more likely to be instigated by individual schools than regional bodies. The Australian States and Territories education systems have for some time moved to an outcomes-based system, and therefore the flexible part of the curriculum has increased, while the compulsory core subject times have decreased. The data included in the “Compulsory Core Curriculum” are indicative only.

Austria: Considering the distribution of the different subjects within the compulsory curriculum the figures can be seen as typical (schools have some flexibility). However, the total sum of the compulsory curriculum must not be exceeded and is therefore a maximum. For the non-compulsory curriculum the figures can be considered as typical (electives and remedial courses).

Belgium (Flemish Community): In the Flemish Community of Belgium, the government prescribes the attainment targets that must be strived for and reached by the majority of pupils in the level and the discipline they are in. The teaching methods, the curricula and the timetables are the responsibility of the organising bodies of the schools. The curricula, however, have to include the (subject-related) attainment targets whilst timetables in secondary education must respect a basic training composed of a certain number of general subjects. This part of the study package, the common part, is equal for all pupils of the same year. In addition, pupils can select several specific subjects, depending on line of study; this is the optional part.

The hours spent on the (compulsory/not compulsory) subjects are not specified but the time allocated must be sufficient to meet curriculum requirements. It is therefore not possible to provide data concerning the curriculum.

Number of lesson periods (of 50 minutes each) per week: Pre-primary and primary (up to 11-year-olds): 28. Secondary (12-year-olds and up): 33.8.

Age 15 years in minimum required programme: the law of 29 June 1983 relating to compulsory education provided for the creation of part-time vocational secondary education (DBSO). In DBSO, the timetable is reduced to 14.8 lesson periods of 50 minutes weekly (social-general/technical/vocational training). Part-time secondary education is provided by Centres for Part-time Vocational Education (Centra voor Deeltijds Beroepsonderwijs), of which there are 46 in the Flemish Community. They are linked to secondary schools that offer technical and vocational education. Pupils can also attend courses organised by the Flemish Institute for Entrepreneurship (Vlaams Instituut voor Zelfstandig Ondernemen) (VIZO). From the age of at least 15 years old on, young people may enter an apprenticeship contract with an employer-instructor. The student gets the opportunity to learn the profession in the day-to-day practice of the enterprise, four days a week. The apprentice spends the fifth day in a VIZO training centre, where the pupil obtains an additional vocational training and a general and social education course.

Belgium (French Community): In primary education, teaching is organised in cycles of two to three years of which each is characterized by competences to work or study. Every provider has autonomy outside of the hours reserved for physical training, religion or to a foreign language.

Age 15 typical programme: the indicated number of hours corresponds to the obligatory maximum periods.

Czech Republic: The number of lessons for all subjects and their organisation in grades 6 to 9 (11 to 14-year-olds) is determined by the school head in agreement with the teachers so that all subjects in the curriculum are taught in the given year. The minimum number of lessons per subject must be respected, as well as the stipulated number of lessons per week.

Age 15 in typical programme (grade 10): School heads are allowed to deviate from the official documents. They may alter their curriculum observing certain rules, usually by no more than 10 per cent of the total number of hours. The curriculum in individual subjects may be altered by up to 30 per

cent of the total number of teaching hours. Schools may form their own curricula that can be used after an approval by the Ministry of Education.

Age 15 years in least demanding programme (grade 10): in vocational educational programmes, pupils learn 26 lessons per week (total 1004.4 hours in this year), including 18 work-based learning lessons per week. The work-based lessons are excluded from the instruction time in Table D1.1.

Denmark: The minimum number of lessons for each grade is regulated by law, but not the number of lessons for each subject, which is decided at the municipal level. The breakdown of figures in the table follows the national guidelines for the distribution of lessons. The national guidelines are made for the public schools (Folkeskolen) but generally speaking the guidelines are followed also by the private schools.

From school year 2003/2004 to school year 2005/2006 the number of lesson periods will be gradually increased, for grades 1, 2 and 3 respectively. Compared to school year 2002/2003, in school year 2003/2004, 1 further lesson a week (=30 hours a year) in Danish and 1 further lesson in Mathematics has been introduced for grade 1 (7-year-olds)

Finland: National regulations define the minimum number of hours of instruction for compulsory subjects at the lower and upper stages of comprehensive school. Within these limits schools decide themselves how to distribute them during the six years at the lower stage and three years at the upper stage. The upper three years of the comprehensive school curriculum include a considerable amount of flexibility in the form of elective subjects.

France: For 2003/2004, there is a new compulsory core curriculum for CM1 students (9-year-olds), as follow-up on the new curriculum for 8-year-olds in 2002/2003.

Greece: The figures on instruction time are derived from estimates of the average duration of one classroom session. For 15-year-olds the total number of compulsory, flexible and intended instruction hours per year is available. The first grade of upper secondary education (at the age of 15-year-olds) is a grade of programme orientation, which will generally include lessons with total duration of 30 instructional hours per week and optional lessons as well. From the optional lessons the student is obliged to choose one two-hour duration lesson per week. That is, the students of the first grade of upper secondary education will attend compulsory lessons which will have 32 hours duration per week. Additionally, every student, if s/he wants, can attend one more two-hour lesson per week of his choice (Ministerial Decision Γ2/5410/27-12-2000 and Γ2/4685/7-9-2001).

Hungary: The National Core Curriculum 1995 and the Decree on Frame Curriculum 2000 were in force simultaneously in the reference year (Frame Curricula are only recommended from 2002 on). In 2003 new (also recommended). Frame Curricula were introduced for grades 5, 9 and 10 (11, 15 and 16-year-olds respectively).

Iceland: 10 years of compulsory schooling, starting at age 6.

Israel: The data in Table D1.1 of last years' EAG (EAG 2005) were wrong. They should have been multiplied by 0.75.

Italy: Although data on total numbers of hours and on non-compulsory curriculum are different from the data reported in previous years, the situation did not change. This is only caused by a different translation from a more complex system to the simplified tables as reported by the OECD.

Netherlands: 40 per cent of 14- and 15-year-olds follow vocational education. These students were excluded.

New Zealand: In New Zealand all decisions about the allocation of time for curriculum (national or local curriculum) is decided at the level of the individual school, and this information is not collected centrally.

The national curriculum is specified through seven learning area statements. State and state integrated schools are required to provide programmes of learning based on the statements of all students in years 1-10. However how the schools do this is not prescribed either in terms of time allocations or programme/timetable arrangements.

In Year 11 (typically aged 15), 12 and 13 there is no compulsory curriculum. Generally students will set their own policies concerning compulsory subjects. These are typically English (or te Reo Maori) and mathematics and in many cases science and physical education.

Poland: The curriculum for the first 3 years in primary school is an integrated curriculum. The school is obliged to provide 54 sessions (each session is 45 minutes) plus 6 sessions of religion in a 3 year instruction period. The teachers allocate the number of hours per particular study area. Compulsory flexible curriculum is at the discretion of the head teacher.

All 15-year-olds follow the mainstream programme in compulsory education.

Portugal: The curricular reform of lower secondary education in 2002/2003 addresses grades 7 and 8 (12 and 13-year-olds). A new curriculum was designed, new priorities were set and time was re-allocated in a different way. Data applies to schools providing the regular curricula irrespective to their types.

Scotland: It is impossible to calculate the number of class sessions undertaken by students at each stage every year, as this is not prescribed in any documentation. It is up to individual schools and educational authorities how they divide their lessons. Guidance is provided on the minimum percentage of the curriculum that should be given to subject areas. In primary education this is 20% language, 15% mathematics, 15% environmental studies, 15% expressive arts, 15% religious and moral education and 20% left for flexibility. For lower secondary schools, the guidance is 20% language, 10% mathematics, 30% environmental studies, society, science and technology, 15% expressive arts, 5% religious and moral education and 20% left for flexibility.

Spain: Through official regulations, the Ministry of Education establishes the national minimum core curriculum, which must be implemented in the Autonomous Communities (55-65 % of instruction time). The rest up to 100 per cent of instruction time is regulated by each Autonomous Community, according to their own priorities. The foreign language in the first two years of primary education has been experimentally introduced in some Autonomous Communities. Regarding lower secondary education, the Ministry of Education changed the national minimum core curriculum by the end of the year 2000, which made the Autonomous Communities reorganize their own timetables in order to incorporate the changes at national level.

Sweden: Intended instruction time per year for each school subject as well as the duration of one classroom session is not regulated nationally in Sweden, but decided on locally. The data on Sweden has been estimated (for more details see the methodology section).

Methodology

Australia: The data are based on weighted averages of State and Territory responses, which derive the data from relevant industry awards. The weights are based on the number of public school enrolments for each State or Territory. For the duration of one class session, missing data are excluded from the calculation and weights are based on States or Territories who responded to the particular question. For curriculum estimates are based on a weighted average of all States/Territories.

Austria: One year is calculated as 37 weeks of instruction (37 weeks = 38 weeks minus 6 days schools are closed for festivities).

Belgium (French Community): The data concern the schools financed by the French Community. Private teaching or teaching organised by international institutions is not included.

England: Data are collected in a National Sample Survey, the Monitoring Curriculum and Assessment Project, Autumn 2003, Spring 2004

France: Data are based on national statistics.

Finland: All the figures are estimates based on theoretical average.

Germany: Data are based on weighted means.

Greece: The number of lessons is based on 40 teaching weeks in primary education and 38 teaching weeks in secondary education (ISCED 2 and 3).

Iceland: Number of lessons per week multiplied by 35 weeks. Minimum numbers of sessions and weeks according to law and regulations.

Ireland: In primary education, the duration of one lesson may vary. The average lesson unit is of 30 minutes duration. In lower secondary education, the allocation of instruction time represents an estimation of what is the general practice in schools, based on an average individual class unit of 40 minutes duration. The yearly figures are calculated with reference to the Rules and Programme for Secondary Schools and on an estimate of their application in a typical school of 700/800 students. The flexible compulsory part of the curriculum is calculated by assuming that all schools offer two additional subjects from the list of approved subjects and allocate four teaching periods of 40 minutes to each of these subjects.

For purposes of this data collection, the total compulsory part of the curriculum includes English and Irish, Mathematics, Social Studies (History, Geography, and Civics, Social and Political Education. Schools, which are administered by Vocational Education Committees, may substitute one or more practical subjects for History and Geography as part of the core curriculum.

A major review of the curriculum of the curriculum by the Statutory Curriculum and Assessment Board has been ongoing for almost ten years. New and revised syllabi have been adopted and are gradually introduced following in-service training programs.

Israel: Only official education is included.

Italy: In primary education the data reported are based on 33 weeks per year and 27 hours per week, which optimally may be extended with 3 hours per week for a foreign language in the first cycle. Timetables are based on 33 weeks/year and 30 hours/week in the second cycle. In most schools the weekly hours are spread over 6 week days, in others over 5 week days. Some schools offer a timetable called ‘tempo pieno’, which is based on 40 hours a week spread over 5 week days, but which includes transport and canteen services. These schools are attended by 23 per cent of the students and are not included in the reported curriculum tables.

In lower secondary education, the data reported are based on 33 weeks per year and 30 hours per week. In some schools the weekly hours are spread over 5 week days, in others over 6 week days. Some schools offer a timetable called ‘tempo prolungato’, which is based on 36-40 hours a week and includes canteen service. These schools are attended by 29 per cent of the students and are not included in the reported curriculum tables.

For upper secondary education, it is not possible to estimate the exact number of hours as students are allowed to choose among various school types.

Japan: The instruction time allocated for “Compulsory flexible curriculum” for 12-to-14-year-olds can be decided by each school in the allowable range specified by Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 2002). The instruction time for “Compulsory flexible curriculum” for 12-to-14-year-olds is an average of the minimum and maximum hours.

The instruction time allocated for “special activities” other than “class activities” is estimated from survey data this year since it is not specified in the courses of study and schools can allocate appropriate instruction time.

Instruction time for the period of integrated study for lower secondary school 1st-3rd grade (12 to 14-year-olds) is an average of the minimum and maximum hours.

Poland: The number of class sessions by grade per week was calculated on the basis of a 3 year instruction period for each subject. There are such 3 year instruction periods regulations for grades 1-3 of primary education, grades 4-6 of primary education and grades 1-3 of lower secondary education.

Portugal: The number of classroom sessions per year was calculated on a basis of 35.2 weeks of intended instruction time, except for the students aged 15 (attending the least demanding programme), where 37 compulsory weeks were considered.

Spain: All figures represent averages of the number of hours per year devoted to each subject in each Autonomous Community in 2003/2004, weighted by the number of students in each Community in the respective ISCED level. In the Autonomous Communities of Navarra and the Basque Country, there are different educational “models” depending on the dominating teaching language. In these models the number of hours devoted to Spanish language and the Basque language vary, and consequently, so

do the number of hours for some other subjects. Here the models in which the majority of students participate are considered.

Sweden: Intended instruction time per year for each school subject is not regulated nationally and the duration of one classroom session may vary. It is decided locally. Thus, intended instruction time for students aged 7 to 15 has been estimated by dividing the total number of hours per required school subject over the nine years of compulsory education. This may mean that in a given year, the intended instruction time for certain school subjects may be overestimated (*e.g.* reading and writing in Mother tongue or in Arts) and underestimated in other grades and subjects (*e.g.* science).

Turkey: The data presented are the average of social specified subject programmes and science specified subject programmes for 10th grade.

Sources and references

Indicator D1- Instruction time: sources and references

Country	Source and reference period
Australia	State and Territory Education Departments. <i>Year:2004. Age reference is 30/06/04</i>
Austria	Law or policy document based on law ("Lehrplan"). <i>School year: 2003/2004.</i>
Belgium (Fl.)	Decrees and resolutions. <i>School year: 2003/2004.</i>
Belgium (Fr.)	Circulaire no 65 (horaire des élèves et des enseignants) - Décret de la Communauté française du 13 juillet 1998, Directives pour l'année scolaire 2003-2004 : organisation, stuctures, encadrement, Ministère de la Communauté française, Direction générale de l'enseignement obligatoire. <i>School year: 2003/2004.</i>
Czech Republic	Curriculum specification documents, National statistics (data on enrolments). <i>School year: 2003/2004.</i>
Denmark	Act on the <i>folkeskole</i> . <i>School year: 2003/2004.</i>
England	Monitoring Curriculum and Assessment Project. <i>School year: 2003/2004</i> Basic Education Act (1998/628); Decree (1998/852); The Council of State Decision (1993/834) on the comprehensive school distribution of lesson hours; National Board of Education: Framework Curriculum for the Comprehensive school (1994); Ministry of Education: Education in Finland, Basic Education. <i>School year: 2003/2004.</i>
Finland	
France	Law and policy documents based on law. <i>School year: 2003/2004.</i>
Germany	Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. <i>School year: 2003/2004.</i>
Greece	Law and policy documents (data based on formal arrangements). <i>School year: 2003/2004.</i>
Hungary	Public Education Act 1993, The Amendment of the Public Education Act 1996, 1999, 28/2000. Ministerial decree on the Frame Curriculum., 10/2003. <i>School year: 2003/2004.</i>
Iceland	Act on Compulsory Education no. 66/1995 and Regulation on Enforcement of National Curriculum in Compulsory Schools no. 43/1996. <i>School year: 2003/2004</i>
Ireland	Department of Education and Science statistical reports and circulars; Primary School Curriculum – Introduction; Rules and programme for Secondary Schools. <i>School year: 2003/2004.</i>
Israel	Data are based on formal arrangements, by the Ministry of Education. <i>School year 20032-2004.</i>
Italy ¹	Law and policy documents based on law. Testo Unico, D.lgs n. 297 of 14.4.1994. <i>School year: 2003-2004.</i>
Japan	Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 2002), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 2002, Ministry of Education, Science, Sports and Culture. <i>School year: 2003/2004.</i>
Korea	The 7th Primary School Curriculum (1997), by the Ministry of Education. <i>School year: 2004.</i>
Luxembourg	Ministry of Education. Plan d'Etudes, Horaires et Programmes. <i>School year: 2003/2004.</i>
Mexico	Law and policy documents based on law. Secretaría de Educación Pública, Normas de inscripción, reinscripción, regularización y certificación para escuelas primarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2002/2003, Agosto 2002, México. Secretaría de Educación Pública, Normas de inscripción, reinscripción, regularización y certificación para escuelas secundarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2000-20001, Agosto 2000, México. <i>School year: 2003/2004.</i>
Netherlands	Primary education is based on empirical data (PRIMA cohort) and lower secondary education is based on law (WVO). <i>School year: 2003/2004.</i>
New Zealand	<i>School year: 2004.</i>
Norway	The Curriculum for the 10-year compulsory school in Norway. <i>School year: 2003/2004.</i>
Poland	Laws and regulations. <i>School year 2003-2004.</i>

Portugal	Law/Policy document: i) Despacho Conjunto nº 25/SERE/SEAM/88, Despacho Normativo nº 24/2000, Despacho nº 12 110/2000, Despacho nº 13 859/2002 - Organization of the School Year; ii) Decreto-Lei nº 286/89, Basic and Secondary National Curricula Decreto-Lei 6/2001 (Reform of basic education), Despacho 13 779/2001, Despacho Conjunto 665/2001 (10 th grade vocational programme). <i>School year: 2003/2004.</i>
Scotland	The structure and balance of the Curriculum 5-14. Curriculum Design for the Secondary Stages: Guidelines for schools. <i>School year: 2003/2004.</i> The national Royal Decrees establishing the national core curriculum are: Royal Decree 1006/1991, of June 14 th , which sets the minimum core curriculum for primary education, Royal decree 3473/2000, of December 29 th , which modifies the Royal Decree 1007/1991, of June 14 th , which sets the minimum core curriculum for lower secondary education. Each Autonomous Community publishes, in the respective bulletins, their own official regulations regarding instruction time in primary and lower secondary education based on the above-mentioned Royal Decrees. In 2002 was approved the ORGANIC LAW 10/2002, of December 23 rd , for the Quality of Education (LOCE), which modifies the past ORGANIC LAE 1/1990, of October 3 rd , of the General Ordination of the Educational System (LOGSE). Nevertheless, this law was quickly paralysed by the new administration in government in May 2004, although it has been partially implemented by some Autonomous Communities. <i>School year: 2003/2004.</i>
Spain	Law or policy document based on law (data on formal arrangements). <i>School year: 2003/2004.</i>
Sweden	Regulations of Primary Education Institutions, 1992; Primary School Lesson Table weekly, 1998; General High Schools Lesson Tables weekly, 1998; Instructions and Regulations of Secondary Education, 2002 Institutions. <i>School year: 2003/2004.</i>
Turkey	

INDICATOR D2: Average class size and ratio of students to teaching staff

■ General notes

Methodology

The ratio of students to teaching staff is calculated by dividing student numbers in full-time equivalents by the number of teaching staff in full-time equivalents. Teaching staff refers to professional personnel directly involved in teaching students (and whose primary function is teaching) but excludes Teachers' aides and teaching/research assistants.

■ Notes on specific countries

Coverage

Austria: Data on trainers in the work-based element of combined school and work-based programmes are not available. Therefore the number of students in combined school and work-based programmes is converted using a factor of 0.3 in the calculation of the ratio of students to teaching staff.

Belgium: Data concerning personnel working in secondary education refer to all secondary education (including personnel from ISCED levels 2 and 3) and post-secondary non-tertiary education (ISCED level 4). In the case of personnel working in "hogescholenonderwijs" (non-university tertiary education) it is not possible to make a distinction between type 5A and type 5B programmes (in both the Flemish and French Communities). However, all "hogescholenonderwijs" personnel are included in the total for higher education.

Data exclude students and teachers from the German-speaking Community whose distribution by level of education is not possible. Data relating to the French Community exclude teachers and students from social advancement education that are not reported in ISCED levels 2, 3 and 5.

Finland: Upper secondary education *includes* teachers in all vocational and technical programmes. Teachers at post-secondary non-tertiary and tertiary-type B levels (ISCED 4 and 5B), and teachers in vocational programmes at tertiary-type A level (ISCED 5A), are included in upper secondary education. However, the number of tertiary-type A and B students in these programmes is negligible.

Germany: As data on the work-based element of combined school and work-based programmes are not available, the number of students in combined school and work-based programmes is converted using a factor of 0.4 (e.g. [Dual System](#)) in the calculation of the ratio of students to teaching staff. [The factor of 0.4 corresponds to the share of the week usually spent at school.](#)

[Data on teaching staff for Vocational Academies \(ISCED 5B\) are not available.](#) Data on advanced research programmes (ISCED 6) are not included in Table D2.2.

Iceland: Students in multi-grade classes are included but were excluded previously to EAG 2005.

Ireland: Programmes at lower secondary, upper secondary and post-secondary non-tertiary levels are generally provided in the same institutions (*i.e.* secondary schools) and are taught by personnel who teach at more than one level and in many cases at all three levels. It is therefore not feasible to provide a breakdown for teachers by level of education. Thus, the distribution of teachers by age group in upper secondary education *includes* teachers in lower secondary and post-secondary non-tertiary education.

Italy: Teaching staff *excludes* teachers working in regional vocational education (Formazione professionale regionale) and those in tertiary type-B private institutions. The coverage of personnel in ISCED level 5B programmes has increased by 95% in comparison to previous year, leading to a decrease of the student to teaching staff ratio at this level of about 40%.

Mexico: In the ratio of students to teaching staff in table D2.2, teaching staff includes instructional personnel whose primary function is teaching, whereas in EAG 2004, it also included personnel whose primary function is not teaching but have some teaching responsibilities - at least 0.25 FTE (only their teaching activities where included). This change has led to a decrease of the teaching staff included in the ratio as in Mexico, management personnel in rural schools have teaching responsibilities too. As a consequence, the ratio increased by 27%.

Norway: The breakdown of classroom teachers between ISCED levels 1 and 2 is estimated (67.8 % are distributed to ISCED 1 and the remaining 32.2 % are distributed to ISCED 2). This estimation results in the same values at ISCED levels 1 and 2 for the age distribution of teachers (table D6.1) and the gender distribution of teachers (table D6.2).

Portugal: As in EAG 2005, class size in table D2.1 excludes data from the regions Azores and Madeira

Sweden: Data on class sizes are not collected on a national level in Sweden.

Switzerland: The breakdown of teachers working at more than one level of education between ISCED levels 0, 1, 2, 3 and 4 has been estimated on the basis of the distribution of students enrolled in these levels of education. For cantons which did not deliver data for the school year 2003/04, the number of missing teachers and full-time equivalents are estimated on the basis of the cantonal ratio students/teachers' full-time equivalents calculated at the end of the 90's (*i.e.* last known ratios).

For *pre-primary* education, the estimated teachers amount to 24% of the total. The estimated full-time equivalents amount to 24% of the total.

For *primary* education, the estimated teachers amount to 18% of the total. The estimated full-time equivalents amount to 22% of the total.

For *lower secondary* education, the estimated teachers amount to 16% of the total. The estimated full-time equivalents amount to 23% of the total.

For *upper secondary* education (general programmes), the estimated teachers amount to 30% of the total. The estimated full-time equivalents amount to 26% of the total.

Special education teachers are not included.

United Kingdom: Students to teaching staff ratios at secondary level only refer to secondary general education. Upper secondary vocational (further education) student data are based on a "whole-year

count” (of students enrolled at any point in the year). Students enrolled for only part of the year, on “short courses” lasting a few weeks or months, are included in the further education student count. Including these students would distort calculations of students to teaching staff ratios at secondary level.

INDICATOR D3: Teachers' salaries

■ General notes

The indicator draws on data from the system level data collection of Network C on Teachers and the Curriculum datasheets

CURR 3: Annual statutory teacher compensation by level of education, programme orientation and number of years and level of teaching experience

CURR 4: Years to grow from minimum to maximum salary, by level of education and programme

CURR 5: Criteria for additional bonuses in public institutions

■ Notes on specific countries

■ Table D3.1

Coverage and methodology

Australia: The data are based on weighted averages of State and Territory responses, which derive the data from relevant industry awards. The weights are based on the number of public school enrolments for each State or Territory. Weights are based on States or Territories who responded to the particular question.

Austria: At the beginning of their service Austrian teachers are allocated to remuneration or pay groups on the basis of their level of qualifications. For Austrian teachers six different remuneration groups are stipulated which differ in the level of compensation. To obtain reasonable figures, weighted means were determined for the respective ISCED-levels using the distribution of teachers on the existing remuneration groups. For teachers with maximum qualifications only the highest possible pay group was considered.

To obtain figures for the school year 2003/2004 weighted means of the 2003 and 2004 salaries were calculated ($1/3 * \text{salary } 2003 + 2/3 * \text{salary } 2004$).

Belgium (French and Flemish Communities): PPP and GDP per capita for the whole Belgium have been used for calculations relating to both the French Community and the Flemish Community.

Belgium (Flemish Community): The Flemish Community decided not to include the 'haard- en standplaatsvergoeding' ('home and local allowance') in the gross salaries. These allowances are awarded under certain conditions if the index-linked gross salary does not exceed a fixed sum. Only the index-linked gross salaries of teachers in pre-primary, primary and lower secondary education at the beginning of their teaching careers are below the fixed sum. Consequently, only those teachers can receive a 'haard- en standplaatsvergoeding'

Belgium (French community): The salaries are calculated on the basis of the scales which are applied at the beginning of the school year. Additional amounts for holiday and end of year allowances are included.

Czech Republic: Average instead of maximum amount is given for additional bonuses.

Denmark: Data on salaries include the teacher's contribution to the pension fund, deducted by the employer, which is 5.4 per cent of the salary. The employer's contribution to the teachers' pension, which is 10.8 per cent of the salary, is excluded. In addition to the salary, which is given in accordance with the general salary scale as a part of the collective agreements, each teacher can have – and often will have – personal bonuses given and decided on at the school level or by the local authorities. In accordance with the collective agreements, the personal bonuses have increased as a portion of the total salary of teachers.

England: Teachers can get different types of bonus and in different combinations so it is not possible to give a typical bonus or even a meaningful maximum. The various types of bonus are as follows: for working in inner London, £3417 (there are smaller amounts for outer London and the so-called London fringe); the maximum management allowance is £10,572; there is recruitment and retention allowance of £5415 and £3312 for teaching special needs children. Obviously few beginning teachers would get all these. For teachers at the top of the main pay scale there is, in addition, an "upper pay scale" where access and progress up the scale are partly dependent on performance rather than being automatic. The upper pay scale starts at £28,668 and goes up to £33,150. Most teachers at the top of the main pay scale get some type of management allowance so the 15 yrs/top of scale are lower than most teachers would receive in practice. Also, almost all teachers who are at the top of the main scale do move to the upper scale.

Qualified classroom teachers start on a six-point main scale and normally move yearly to the next point on the scale. On reaching the top of the main scale teachers may apply for access to the 3-point upper scale. If they succeeded, as most teachers do, they would move up this scale every two years to the next point. So teachers reach the top of the main scale after 5 years and those teachers admitted to the upper scale need at least another 5 years (1+2+2), for at least 10 years in total to reach the top of the upper scale. The reported data on 'years to grow from minimum to maximum salary' refer to the main scale only.

Germany: The data are based on weighted averages. The salary has decreased because extra payments (vacation payment, Christmas allowance) have been reduced.

Greece: According to the Reform Act 2470/1997 salaries at various ISCED levels are the same from 1 January, 2000 onwards.

Hungary: Data are averages based on a yearly survey. The survey on teachers' earnings covers all institutions in the public sector. The survey covers all employees in educational institutions maintained by municipality, and it is also representative of employees in institutions belonging directly to the central administration (Ministry). As the overwhelming majority of public educational institutions belong to municipalities the "sample" is nearly 100 per cent for the public sector. Following the nearly 50 per cent average increase in the scheduled wages in September 2002, reflected in data for calendar year 2003 included in last years' report, there were no scheduled wage increases in 2004.

Iceland: Salary per month multiplied by 12. Not including any bonuses or possible extra payments. All figures are based on basic salaries only, in accordance with the salary scales in the wage contracts for appropriate unions in January 2001. Additional bonuses can vary.

Ireland: Teachers with 2 years full-time pre-service training start on the first point of a 25-point scale, those with 3 years full-time training on the 2nd point (typical for ISCED 0 and 1); those with 4 years full-time training on the 3rd point (typical for ISCED 2 and 3 teachers who require a 1-year professional course on top of a 3-year primary degree to be eligible for appointment as a teacher).

There is no difference between minimum and maximum levels of training/qualifications in the common basic scale used for teachers across ISCED levels 0-3 inclusive. Qualifications held that exceed the minimum required for eligibility to be recognised as a teacher are compensated for as additional bonuses to base salaries of which only 2 from a menu may be held simultaneously at one time.

Israel: Salary data do not include reimbursed expenses for administrative responsibilities, salary for counselling, incentive payments or salary as a special education teacher or a teacher of gifted pupils. Teachers who have a Ph.D. degree are included in the maximum qualifications category. The salaries provided do not include a reduction of the work load due to age, level of education or supplementary payments to teachers preparing students for matriculation exams. Salary related to in-service training included in the category "Maximum additional bonuses to base salary".

Italy: The minimum level of training for ISCED 3 means that teachers have "upper secondary school diploma" and they are assistants in laboratories, etc. (in Italian: insegnanti tecnico-pratici)

Additional bonuses are calculated per hour and for activities outside the official teaching time. The amount per hour is €28 for teaching activities.

Japan: The gross annual salaries include a general bonus, equivalent to 4.4 months' salary.

Luxembourg: The salaries include a 13th month bonus salary. Pre-primary and primary teachers are in the same category of salaries. Lower and upper secondary teachers are in the same category of salaries. Maximum qualifications are considered as "typical" and minimum level of training refers to starting teachers. The salaries after 15 years of experience are based on estimated averages.

As salaries are a result of combined in-service training years and age, the number of years to grow from minimum to maximum salary is undefined. An average value might be 20 to 25 years.

Mexico: Bonuses are included in the gross salary amounts. For ISCED 0 and ISCED 1 the salaries correspond to 40 hours per week. For ISCED 2 the salaries correspond to 25 hours per week.

Netherlands: The salaries include the monthly salary, the 8% holiday allowance and 4.17% + € 100 single payment at the end of the year. Teachers at top of salary scale get € 306 gratification, which is also included in the reported salaries. It is possible for the School Board to deviate from this pattern: a teacher can get an extra increment, during the career, or at the top of the scale.

New Zealand: Additional 'bonuses' are calculated on the basis of the maximum additional salary available under the terms of the relevant employment agreement. The additional bonuses for teachers

include a notional maximum of 6 units for primary and 9 units for secondary based on a review of the highest number of units allocated to individual teachers in the respective sectors.

Poland: The basic salary does not depend only on the level of education, but is determined on the basis of educational qualification and professional experience. The data on teachers' salaries don't include any bonuses or additional payments. Additional bonuses are granted by local self-government entities (school governing authority).

Teachers with basic qualifications (of all levels of education) need a minimum of 10 years to reach the maximum salary which depends on teachers' professional qualifications. There are four grades of teacher professional classification. To be promoted (and thus to get a salary increase) the teacher is obliged to fulfil specific requirements: to undertake teaching practice (9-33 months), to get a positive assessment of his/her professional skills and achievements and to pass an exam before the appointed board.

Portugal: Annual salaries comprise 14 equal payments: four months plus Christmas in 2003 + eight months plus Summer Holidays in 2004. The salary amounts are lower than the reported amounts for the previous year, because for the previous year the amounts referred to classroom teachers who hold Principal duties as well, and not merely classroom teachers.

Scotland: Salaries of unpromoted primary and secondary teachers are contained on a common scale, which is why the salaries for the two sectors are the same. Salary increments do not depend on training. The figure of £28,707 is the maximum point on the common scale: there are no additional incremental points beyond this figure.

Teachers in Scotland are on a seven-point incremental salary scale (Points 0-6). Teachers start on point 0 and remain on this salary point until the completion of their probationary period. This is normally one academic session, although it can take longer. Assuming a teacher completes his probation within the normal timescale, it would take a teacher starting on point 0 of the scale 6 years to reach the maximum.

Spain: Since 2001, every Autonomous Community in Spain establishes its teachers' salaries and pays salaries to teachers from their own Community Budget. They do this within the basic general guidelines for teachers' salaries given in the National General Budget, which set the common base salaries and 'trienios' for all civil servants at different professional levels all over the country. Apart from the base salary, there are "general" and "teaching" salary supplements whose amounts vary in the different Autonomous Communities in such a way that the variations in final teachers' salaries between the different Communities are, in many cases, quite substantial.

For the salaries in public education, the average teachers' salaries for Spain have been calculated as weighted means of the salaries in the different Autonomous Communities according to the number of teachers in each Community by level of education. The salary for lower secondary teachers is a weighted mean of the Autonomous Communities and also of primary and secondary education teachers because some primary education teachers also teach at the first two years of lower secondary education (25 per cent of teachers teaching in lower secondary education are primary education teachers). Calculation method: Salary at lower secondary education = (salary of primary education teachers teaching at ISCED 2 * 0.25) + (salary of lower and upper secondary teachers * 0.75).

The gross annual salaries include the end-of-year and holiday bonuses and – deviating from the definition as used by the OECD – it includes also the employers' contribution to retirement as well as social insurance programmes.

Sweden: The figures reported are actual average salaries. Data on “maximum qualifications” are not available for Sweden. Data are not reliable enough to be reported yet due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

Comments on years from minimum to maximum salary: No data available on a national level since salaries are regulated in local agreements and on an individual basis.

Switzerland: Teacher with minimum level of training and 15 years of experience: the available data refer to the 11th year of experience, not to the 15th

Special education teachers are not included.

Data are weighted national averages of cantonal data. For Cantons which did not provide data for the school year 2003/2004, the number of full-time teachers is estimated on the basis of the cantonal ratio ‘students/ full-time equivalent of a teacher’ calculated at the end of the 90’s (i.e. last known ratios).

Turkey: Salaries calculation based on Law and Regulation. In addition, because of the differences in salaries between classroom teachers (1-5 grade) and subject matter teachers (6-8 grade) in primary education, a weighted mean is calculated for primary education.

United States: Data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15 or 16 years of experience, in order to have larger sample sizes and more robust estimates.

Comment on years to grow from minimum to maximum salary: Salary schedules are set at the school district level. There are about 15,000 districts in the Unites States. There is no single pattern for the amount of time it takes to achieve the maximum salary.

Comments on additional bonuses: Bonuses are not uniform as each school district can set these separately. Education and years of experience are built into the salary schedule and 93 per cent of school districts have a salary schedule.

Interpretation

New Zealand: Schools are not divided into lower and upper secondary. Primary school is from Year 1 to 8 and secondary school is from year 9 to 13. Data for lower secondary education are the average of primary education and upper secondary education.

In New Zealand, any teacher who has been teaching for 15 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes a teacher to progress to the maximum salary step is dependent upon their

qualifications. Teachers with a Bachelors' degree or higher could progress to a new maximum step from February 2003.

The number of years to grow from minimum to maximum salary is based on the assumption that there is an annual progression of one step a year on the salary scale from the entry at step 6 to step 14, introduced in February 2003. In practice the progression is subject to attestation against national professional standards.

Spain: Besides the “general” and “teaching” salary supplements, there are two other supplements related to the number of years of experience:

i) ‘Trienios’ - a small salary supplement added to the salary of teachers after every three-year period. In pre-primary and primary education the maximum years of experience is 43 (teachers beginning their career at 22), *i.e.* 14 trienios. In lower and upper secondary education, due to a longer initial training requirements, a maximum experience of 41 years is possible (teachers starting their career at 24), *i.e.* 13 trienios.

ii) ‘Sexenios’ - salary supplements added after each six-year period and related to the in-service training (a minimum of 100 hours of officially recognized in-service training activities). Typically, all teachers fulfil this in-service requirement to be awarded with a ‘sexenio’. A maximum of 5 sexenios can be received. The ‘sexenios’ don’t exist in all Autonomous Communities (*i.e.* not in Basque Country, Navarra and the Canary Islands).

No salary supplements for higher qualified teachers exist in pre-primary and primary education. In lower and upper secondary education, teachers with the ‘catedrático condition’ receive a salary supplement. ‘Catedráticos’ were formerly a distinct teacher level with the same qualifications but higher entry requirements. Since 1990, the ‘catedrático condition’ refers to a specific in-service attained qualification which entails a salary supplement for the rest of a teacher’s career. Only about 15 per cent of the teachers have the ‘catedrático condition’.

Two types of teachers teach at the lower secondary level: secondary education teachers and primary education teachers (25 per cent of the teachers in the first two years of lower secondary education). Secondary education teachers teach at both lower and upper secondary education, having the same pre-service and in-service training requirements and also receiving the same salaries.

Years to grow from minimum to maximum salary: In primary education it is assumed that teachers can start their professional career at age 22 and therefore accumulate a maximum of 14 ‘trienios’ (salary supplement after every three-year period) in 42 years till the retirement age at 65. In general secondary education the initial training requirements are higher, so teachers can start their professional career at age 24, being able to accumulate a maximum of 13 ‘trienios’ in 39 years.

Bonuses: Teachers in the Canary Islands, Balearic Islands, and Spanish North African cities (Ceuta and Melilla) receive an additional supplement to their salary as location allowances. Teachers in non-capital Canary Islands and Spanish North African cities also receive an extra three-year bonus (apart from the general three-year supplement, Ceuta and Melilla (pre-primary and primary education). As all teachers working in the mentioned areas receive these supplements, they were considered as a regular part of the salary of these teachers and, therefore, they were taken into consideration to calculate the national average salaries.

The figures for ‘maximum additional bonuses’ correspond to those bonuses received by teachers in Ceuta and Melilla, which are the highest in the country. These teachers represent only 0.48 per cent of the teachers in primary education and 0.40% in secondary education. Teachers in the position of Head of Department (general secondary education) receive a bonus of € 752.51 per year. This bonus has also been taken into consideration for the calculation of the ‘maximum additional bonuses’ to the base salary.

The criteria for additional bonuses are mostly the same in all Autonomous Communities (except for the location allowances and the family status), but the amount of the bonuses varies among Communities.

Sweden: A “starting teacher” has been interpreted as teachers having worked for 1-2 years. “Minimum level of training” has been interpreted as teachers with pedagogical qualifications. “Top of salary scale” has been interpreted as teachers belonging to the 90th percentile, which means that 10 per cent of the teachers have higher or the same salary as the 90th percentile. “Typical qualifications” has been interpreted as teachers with minimum level of training, *i.e.* fully qualified teachers with pedagogical education. The data for 2003 (reported in EAG 2005 and EAG 2006) are not directly comparable with the data provided for 2001, since the specifications of data have been changed in order to allow for better alignment to the data being asked for by OECD.

Switzerland: The methodology has changed compared to last year’s data reporting. Teachers working at different levels of education are attributed to one particular level of education according to the number of students. In addition to this, the methodology used for the computation of the data 2004 for secondary education has been adapted. Therefore comparisons between the 2004 figures and data reported before are no longer possible.

Turkey: The additional teaching hour salary per week for preparation and planning duties is not included in the gross salary.

United States: Because salary schedules in the U.S. are set up by degree level as well as by years of experience, the salary for a beginning teacher with a bachelor’s and no experience is the same for primary as for secondary teachers. But secondary teachers in the U.S. are more likely to have a master’s degree as a beginning teacher than are primary teachers. The maximum salary for teachers with minimum credentials does not make sense in the United States, since, over teacher’s careers, they are expected to attain at least a master’s degree, if they do not start out with one. Few teachers end their career with only a bachelor’s degree, which is the minimum credential.

■ **Table D3.2- Criteria for adjustments to base salary**

Interpretation

Australia

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with higher than minimum qualifications may have a higher starting salary. For example teachers with a post graduate qualification are likely to start on a higher pay schedule. A longer duration of initial training (*i.e.* 5 years rather than 4 years) may result in a higher commencing salary.

Holding an initial educational qualification in multiple subjects: One state/territory indicated that a local authority may provide extra pay under this criterion

Successful completion of professional development activities: One state/territory indicated that a local authority may provide extra bonus under this criterion.

Outstanding performance in teaching: One state/territory rewards teachers for exemplary practice.

Management responsibilities in addition to teaching duties: Management responsibilities may be associated with promotion. Specific management positions may have associated extra payments or bonus type payments.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Remuneration varies by State and Territory, with some regions granting higher increments or commencing salaries due to postgraduate qualifications, industry or practical experience.

Teaching students with special education needs: Allowance in special school or special students in a regular school.

Teaching more classes or hours than required by full-time contract: Additional time and classes are handled in a number of ways by states and territories. For extended hours/classes the teacher can be compensated by either extra payment of salary or the teacher may agree to extended hours of duty as time in lieu. School teachers involved in rostered after hours student supervision may also receive an annual allowance to compensate for additional duties.

Special activities: One state/territory provides allowances for special activities.

Special tasks: Teacher university education commonly requires successful in-school experience to complete their qualifications. The training teacher may either be paid on a daily or annual allowance either by the universities supervising the student. Home School Liaison Officers and Aboriginal Student Liaison Officers receive additional recreation leave to compensate for after hours work and travel time. Annual allowances may be paid to teachers who take on additional welfare responsibilities, *e.g.* year advisors and supervisors of female staff.

Teaching in a disadvantaged, remote or high cost area: Allowance given mainly for teaching in schools that are considered remote or isolated. Occasionally allowances are given for teaching in difficult to staff schools.

Family status: Some family allowance due to remote areas.

Other Experienced Teacher or Senior Teacher: On achieving prescribed number of years teaching a teacher may apply to become Experience or Senior Teacher.

Austria

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: In a limited number of subjects different scales may apply depending on the level of educational qualification.

Holding an initial educational qualification in multiple subjects: the multiple subject qualification is a standard requirement.

Management responsibilities in addition to teaching duties: Appointments to management positions are decided by the regional or national authorities depending on the type of school involved; the appointee has a statutory right to a reduction of the teaching load (or exemption from teaching obligation) and to an allowance depending on the salary scale, seniority and the size of the school (with a supplement for long term exercise of the function). Teachers entrusted with more limited administrative or coordinating functions are remunerated by a flat rate compensation or a reduction of teaching load which are fixed centrally and apply whenever such a function is assigned (normally by the principal). There is a certain pool of extra pay (flat rate remuneration) for extra duties available for assignment by the principal. For specific projects the Ministry for Education, Science and Culture may grant a reduction of the teaching load.

Outstanding performance in teaching: Outstanding performance or involvement in a particular successful project may be rewarded with a lump sum bonus if means are available.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Statutory bonus for regular over time teaching assignments and for substituting for absent colleagues.

Special activities (e.g. sports and drama clubs, homework clubs, Summer school etc.): Statutory bonus only for specific out of school activities complementing the curriculum.

Special tasks (e.g. training student teachers, guidance counselling): Statutory allowance for training student teachers.

Family status (e.g. married, number of children): Statutory allowance for each dependent child.

Age (independent of years of teaching experience): Supplement to the allowance for principals for long-term exercise of the function.

Other: Some other criteria exist, *i.e.* statutory allowance for teaching classes with pupils of different grades, statutory allowance for teaching pupils of different performance groups and statutory bonus for special counselling duties.

Belgium (Flemish Community)

Holding a higher than minimum level of teacher certification or training obtained during professional life (this specific bonus is integrated for the first time in this category; in previous editions of EAG, the bonuses covered here have been integrated in the category “other”): There are specific bonuses for teachers who have a specific diploma (for instance Diploma of Higher Educational Studies or a Certificate of Advanced Educational Studies).

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The hours achieved above the maximum hours of a duty are paid in the same way as the hours within the duty. This regulation applies only on the total number of periods allocated by the Flemish Community for funding purposes. The school head or the group of school divides the total number of periods allocated for funding purposes among the teaching staff. This regulation applies to all the teachers of secondary education and those of primary education with a duty of education at home (Flemish parliament act of 8 June 2000 laying down various urgent measures concerning the teaching profession).

Other (Family status combined with gross salary): The Flemish Community decided not to include the ‘*haard- en standplaatsvergoeding*’ (‘home and local allowance’) in the gross salaries. These allowances are awarded under certain conditions if the index-linked gross salary does not exceed a fixed sum. Only the index-linked gross salaries of teachers in pre-primary, primary and lower secondary education at the beginning of their teaching careers are below the fixed sum. Consequently, only those teachers receive a ‘*haard- en standplaatsvergoeding*’.

Other (Special status of Brussels Capital): Teachers working in primary education in the bilingual area Brussels Capital may receive a bonus. In order to receive this bonus they need to have a specific certificate concerning a profound knowledge of the compulsory second language, French, in primary education. This bonus is € 565.10 a year. This bonus was implemented for the first time in September 2002.

Other (Specific diploma or certificate in special education): Teachers with a specific diploma or certificate who have a teaching job in the special education receive a bonus.

Belgium (French Community)

Special tasks: The French Community grants an allowance to the teachers who welcome trainees of the Schools of Formation of the Teachers. The concerned schools must have concluded a contract of collaboration.

Other: The French Community provides young teachers with a supplementary allowance (allowance of home or residence) according to the family situation provided that his gross income doesn't pass a fixed sum.

Czech Republic

Reaching high scores in the qualification examination: No official examination system is used in Czech Republic.

Management responsibilities in addition to teaching duties: This bonus is awarded to deputy school principal. Law states the range of the amount of this bonus, however only as a range.

Teaching students with special educational needs: This bonus is paid to teachers of special classes within regular schools.

Teaching more classes or hours than required by full-time contract: Law dictates the amount of this bonus.

Age: The head teacher decides if a single bonus is awarded to a teacher when he/she reaches 50 years-of-age or retires.

Denmark

Management responsibilities in addition to teaching duties: Teachers' teaching hours will be reduced and sometimes an extra payment over the period of work will be given for serving as a member of the school-management team.

England

Outstanding performance in teaching: It is possible, though very unusual, to "double jump" points on the main scale, for excellence.

Teaching courses in a particular field: In the sense that schools can pay recruitment and retention allowances for scarce subject skills though few do.

Teaching in a disadvantaged, remote or high cost area: There are nationally agreed supplements for London. Schools can pay recruitment and retention supplements in disadvantaged areas (but in other areas too).

Finland

Outstanding performance in teaching: According to the General Agreement, the local authorities and education providers have an opportunity to encourage individual teachers in their work by personal cash bonuses on the basis of individual professional proficiency and performance at work (e.g. exceptional cooperation skills, special responsibility and other locally regulated criteria).

Germany

Management responsibilities in addition to teaching duties: Teachers with management responsibilities can enter a higher salary group or receive allowances as part of the basic salary.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Bonuses are awarded only for teaching more hours.

Family status: Family allowance is included in the salary. The family allowance varies according to the salary group and the family circumstances of the civil servant (e.g. married and widowed civil servants without children fall under level 1, while married and widowed teachers with one child fall under level 2).

Age: The basic salary depends on the salary group and the seniority grade. The seniority grade is based on the age of the teacher at the time that he/she became a civil servant, with the teacher's training period also being taken into account.

Note: Teachers are entitled to have a reduction in the number of periods for performing certain duties, such as administrative work in the case of head teachers or their deputies. The number of periods is also reduced for members of staff carrying out special tasks, such as teacher training, preparation of timetables and running of libraries.

Greece

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: All teachers must have acquired a university degree, with the exception of some categories of teachers in Technological and Vocational Schools (TEE-ISCED 3) in which they may have degrees from Technological Education Establishments (ISCED 5B).

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): There is a salary adjustment for teachers with a master's degree or Ph.D. If a teacher has a master's degree s/he takes an additional benefit of € 352 per year and if s/he has a Ph.D degree s/he takes € 634 per year.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): There is overtime compensation when a teacher teaches more hours than required in a normal situation.

Special tasks: Teachers receive additional bonuses for teaching seminars or training programmes, depending on the time and the subject.

Teaching in a disadvantaged, remote or high cost area (location allowance): There are three categories of location allowances for teachers in Greece. (a) Disadvantaged regions of category B: € 387 per year (b) Disadvantaged regions of category A: € 528 per year and (c) Disadvantaged and borderland regions: € 880 per year.

Family status: Teachers receive additional bonuses, depending on marital status and the number of children: marriage € 423 per year, first child € 211 per year, second child € 211 per year, third child € 423 per year, fourth child € 563 per year and above the fifth child € 880 per year.

Hungary

Successful completion of professional development activities: Participation in in-service training is compulsory for teachers once every seven years. Teachers who have met this requirement can increase by one category in the salary scale a year earlier.

Management responsibilities in addition to teaching duties: Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category.

Outstanding performance in teaching: This additional bonus is awarded only for the definite period of time.

Teaching courses in a particular field: This additional bonus is awarded only for the definite period of time.

Teaching students with special educational needs (in regular schools): Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category.

Special activities: This additional bonus is awarded only for the definite period of time.

Special tasks: Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category.

Teaching in a disadvantaged, remote or high cost area (location allowance): The local authorities ensure the sum of money for the additional bonus within the framework defined by the central budget.

Other (non-compulsory adjustments, e.g. catching up, teaching in merged class, dormitory teachers): Teachers are entitled to this additional bonus by the Government Decree (138/1992.). However, the school principals take a decision about the amount of additional bonuses within the given financial category.

Other: (Financial aid for purchasing professional literature).

Iceland

All applicable criteria: The level of decision depends on the ISCED level. In general, decisions at ISCED levels 0, 1 and 2 are generally made by local or regional authorities, while decisions at ISCED level 3 are generally made by the national authority.

Ireland

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: All teachers have a common basic salary scale; point of entry is determined by number of years training.

Management responsibilities in addition to teaching duties: Additional payments are paid to principals, deputy principals, holders of posts of responsibility (assistant principals, special duties teachers).

Holding a higher than minimum level of teacher certification or training obtained during professional life: Extra payments are made for additional academic qualifications, e.g. a Master's or doctorate degree.

Teaching in a disadvantaged, remote or high cost area (location allowance): Payable to teachers in Gealtacht (Irish speaking) districts and on offshore islands.

Other (long service): 35 years of service = 10 years at maximum of the scale.

Italy

Management responsibilities in addition to teaching duties: Criteria are decided by the teaching staff in each school.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): According to the Teacher National Collective Contract.

Special activities (e.g. sports and drama clubs, homework clubs, Summer school etc.): Criteria are decided by the teaching staff in each school.

Special tasks (e.g. training student teachers, guidance counselling.): Criteria are decided by the teaching staff in each school.

Teaching in a disadvantaged, remote or high cost area: According to the Teacher National Collective Contract.

Family status: According to the Teacher National Collective Contract.

Japan

Management responsibilities in addition to teaching duties: An allowance of 200 yen per day is allocated to chief teachers, who are in charge of management.

Teaching students with special educational needs: This allowance is allocated to teachers who are in charge of special classes or who work in Special Education Schools (about 6 per cent of salary).

Special activities: This allowance is allocated to teachers who take emergency work in case of disaster (3 200 yen/time).

Teaching in a disadvantaged, remote or high cost area (location allowance): Allowances are paid to teachers living in areas with a high cost of living.

Family status: This allowance is allocated to teachers with dependants.

Other: All teachers receive an allowance, which is equivalent to 4.40 months' salary, an allowance for teaching more classes or hours than required (about 4 per cent of their salary), and an allowance for teaching in compulsory education (about 3.5 per cent of their salary).

An allowance is available for teachers who commute from a distance over 2 km or remote area work or take posts in a city that is more than 60 km from home; a housing allowance is provided to teachers if their rent is more than 12 000 yen; an allowance is allocated to the teachers of multi-grade classes; a cold area allowance is provided, an allowance is provided to teachers on day and night duty, an allowance is allocated to the high school teachers who are in charge of industrial education of agriculture, fisheries, industry and merchant vessel; and an allowance is allocated to the high school teachers who are in charge of day/evening and correspondence education. The amount of allowance for each of the latter two conditions is 10 per cent of the salary.

Mexico

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Primary and lower secondary education: Teachers receive additional bonuses for academic level, or the maximum level of studies attained by the teacher, and seniority, or the years of performance in the Basic Education teaching service. Upper secondary education: Bonuses are based on the academic grade of the Program of Evaluation and Allocation of the Stimulus to the Educational Performance.

Reaching high scores in the qualification examination: Primary and lower secondary education: This corresponds to the knowledge required by the teacher to perform his/her duties. It is evaluated by means of an instrument designed and applied by educational authorities. Upper secondary education: Performance programme

Successful completion of professional development activities: Primary and lower secondary education: This corresponds to the knowledge required by the teacher to perform his/her duties. It is evaluated by means of an instrument designed and applied by educational authorities.

Management responsibilities in addition to teaching duties: Upper secondary education: Management Position Compensation.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Primary and lower secondary education: Additional bonuses are provided for completing modernisation courses and professional development, which are run at state and national levels. Upper secondary education: Teacher promotion process.

Outstanding performance in teaching: Primary and lower secondary education: Bonuses to teachers are based on evaluations of learning achievement of students in the class or subject. Upper secondary education: Bonuses are based on the academic grade of the Program of Evaluation and Allocation of the Stimulus to the Educational Performance...

Teaching courses in a particular field: Upper secondary education: Linked courses, courses imparted from teachers to other teachers. Long distance education programme (Master degree of basic sciences).

Teacher more classes or hours than required: Upper secondary education: Working hours on Saturday or Sunday.

Special tasks: Upper secondary education: The bonuses are based on special tutorials, instruction assessment of teachers of partial time and on the factor of dedication to teaching. The last one is part of the Program of Evaluation and Allocation of the Stimulus to the Educational Performance.

Teaching in a disadvantaged, remote or high cost area: at primary and lower secondary education, additional bonuses are provided for teachers that work in areas of low development in the country.

Other: Primary and lower secondary education: Remuneration are provided for teachers involved in educational support, which refers to the research, updating and material preparation activities that contribute to improving the teaching-learning process and procedures.

Netherlands

Teaching students with special educational needs (in regular schools): These teachers are placed on a higher salary scale in primary education.

New Zealand

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Higher starting salaries are available to teachers with higher than the minimum required level of teacher training qualification.

Management responsibilities in addition to teaching duties: Schools are able to allocate a certain number of "units" dependent upon size and level of the school to recognise management responsibilities. Each unit is worth \$3000 p.a. (as at 5/2/2004) to the teacher. Teachers can receive a multiple number of units.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Teachers who improve their qualifications may be entitled to progress to a higher qualifications maximum salary. Teachers in upper secondary education (and some primary teachers) can receive the Service Increment Allowance under some circumstances if they have improved their qualifications since entering the service.

Outstanding performance in teaching: Units may be awarded to reward individual teachers for performance.

Teaching courses in a particular field: Teachers of an approved Māori language immersion programme, who teach a minimum of 31 per cent of their classes in Te Reo Māori, are entitled to the Maori Immersion Teacher Allowance of 1 unit (\$3000).

Teaching students with special educational needs: Designated teachers of students with special educational needs may receive the Special Duties Increment Allowance at the value of one salary step (variable) or \$995 p.a. when the teacher is at their qualification maximum.

Special activities: Teachers may be awarded one or more Units in recognition of their undertaking specific activities related to extra-curricular or pastoral duties.

Special tasks: An associate teacher allowance is available to primary teachers (\$5.160 per week) or to secondary teachers (\$3.19 per hour) who are responsible for overseeing trainee teachers on placement. A Careers Adviser Allowance (\$1054 p.a.) is payable to secondary teachers appointed as a careers adviser.

Teaching in a disadvantaged, remote or high cost area (location allowance): A location allowance (up to \$3032 p.a.) is available to primary teachers employed in remote schools. The Staffing Incentive Allowance (\$966 p.a. in Secondary/ \$995 in Primary) is available to teachers in schools able to demonstrate difficulties in attracting staff.

Other: Teachers in Normal or Model Schools (*i.e.* primary schools that have a relationship to a specific teacher--training provider) are eligible for the Normal School Allowance \$1636 p.a.

N.B. Some allowances are available under the terms of the national employment agreements, but eligibility relates to (school) level decisions.

Norway

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers can gain one or more increments.

Management responsibilities in addition to teaching duties: Teachers may gain one or more increments and obtain a reduction in working hours, for example as a main teacher for a class. Local authorities can give additional bonuses for example for coordinators in special education needs.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Teachers may gain one or more increments.

Teaching more classes or hours than required by full-time contract: Teachers are paid at an hourly rate.

Special tasks: Teachers who are training student teachers are given a reduction in teaching hours.

Teaching in a disadvantaged, remote or high cost area (location allowance): Teachers in certain areas, particularly in northern Norway, receive a fixed amount in addition to their salary.

Poland

Other bonuses: Motivation bonus.

Portugal

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers' career is structured in ten levels. Undergraduate teachers begin their career in level one, while graduate teachers begin in level three.

Successful completion of professional development activities: Teachers must complete a certain amount of professional development credits in order to progress in their careers.

Management responsibilities in addition to teaching duties: While in position, principals receive an increase in salary, whereas educational guidance managers (heads of curriculum departments, class tutors' co-ordinators and tutors) receive a reduction of their teaching time. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

Holding a higher than minimum level of teacher certification or training obtained during professional life: In addition to the requirement of a university degree, a master's degree adds a bonus corresponding to four years of career progression; a doctorate adds a bonus corresponding to 6 years of career progression.

Outstanding performance in teaching: After 15 years of teaching and after receiving an appraisal of 'good' by the school, teachers may apply for a special appraisal of their *curriculum vitae* and receive an increase of two years in their career progression. However, teachers apply seldom to this bonus possibility.

Teaching students with special educational needs (in regular schools): Teachers holding a certified qualification in special needs teaching are rewarded with a bonus corresponding to one year in their career progression, when teaching special needs children. Very often, they have a reduction in the teaching time.

Teaching more classes or hours than required by full-time contract: Teachers are paid extra for the classes/hours taught beyond teachers' statutory working time. In general, this situation occurs due to the difference between individual teaching load and the curriculum hours to teach. The first extra hour is paid 25 per cent above the cost of the ordinary hour and each of the following extra hours is paid 50 per cent above the ordinary one.

Special activities: Teachers in charge of school non-curricular activities can be given a reduction in the teaching time. The School Pedagogic Council defines the criteria for the distribution of the global time credit among the teachers in charge of these activities.

Special tasks: Teachers responsible for teacher training receive a salary increase and a reduction in teaching time.

Family status: Family status is not specific to teachers, but corresponds to a social allowance to every family with children.

N.B. Bonuses are given on a monthly basis and they are supposed to last for the whole school year.

Scotland

Holding a higher than minimum level of teacher certification or training obtained during professional life: August 2003 saw the introduction of the Chartered Teacher Programme. A qualification-based grade of teacher categorisation which awards additional salary increments if teachers undertake voluntary study modules and developmental activities, in addition to their contractual hours of Professional Development. A salary increment is awarded for every second module completed. Previous learning and experience can be accredited.

Teaching in a disadvantaged, remote or high cost area (location allowance): Within the Scheme of Salaries and Conditions of Service document for teachers employed in education authority schools, there is provision for such allowances to be made in respect of remote schools and distant islands. These figures are updated by the Scottish Negotiating Committee for Teachers (SNCT) and set out in SNCT Circulars. With reference to Part 5 of the Scheme the annual allowances payable under the following headings are:

(a) Remote schools: £918 per annum or £1,716 per annum

(b) Distant Islands: £1,479 per annum

A distant island is any of the Orkney Islands, of the Shetland Islands, or of the Outer Hebrides and the islands of Colonsay, Tiree, Coll, Muck, Eigg, Rhum, Canna and Soay.

Spain

Successful completion of professional development activities: For public schools' teachers a supplement called 'sexenio' does exist. It is a salary supplement added after each period of six years of experience and related to in-service training (teachers must complete 100 hours of in-service training courses recognized by the educational administration during each six-year period to receive this supplement). Typically, all teachers fulfil this requirement to be awarded with a 'sexenio', so that these supplements were computed to calculate the statutory salaries. A maximum of five sexenios are recognized.

Management responsibilities in addition to teaching duties: In lower and upper secondary education there is a Head in each Didactical Department. In case there is a teacher with a recognized senior teaching position ("Catedrático condition") he/she is the Head of the Department. In case there are more than a "catedrático", the Department may suggest to the school principal one of these teachers to be the Head but, in any case, the school principal makes the definitive nomination and the high local education authority makes the final decision. In case there is not any teacher with the "catedrático condition" in a certain Department, any of the other teachers can become Head of Department (usually teachers rotate in this position). All the Department Heads receive a fixed salary supplement during the time they have that responsibility. The standard duration of each 'mandate' as Department Head is four years. In primary education any teacher can be the co-ordinator of the teachers in the cycle, and this position can also be awarded with any salary supplement.

Special tasks: In some communities the schools are allowed to designate a teacher for the coordination of ICT. Teachers with this responsibility receive a salary supplement. In some communities, such as the North African Spanish cities (Ceuta and Melilla), tutorial duties entitle for a small supplement too.

Teaching in a disadvantaged, remote or high cost area: These location allowances are a fixed amount paid to all teachers in Canary Islands, Balearic Islands and North African cities (Ceuta and Melilla). Location allowances are sometimes paid also to teachers in some rural schools or working with disadvantaged population (itinerary population, immigrants...).

Family status: Only in the Autonomous Community of Navarra teachers receive a salary supplement when they are married or have children or handicapped children. The teachers in this Community represent 1.48 per cent of the total in primary education and 1.33 per cent in secondary education.

Note: The criteria for additional bonuses are the same in all the Autonomous Communities (except for the location allowances and the family status), but the amounts of the bonuses vary among Communities.

Sweden

In Sweden, teachers are awarded individual salaries and there is no fixed salary scale. Additional bonuses in the true sense of the concept are rare and difficult to isolate because of the individual setting of salaries.

Switzerland

Management responsibilities in addition to teaching duties: This criterion does not apply in all cantons.

Teaching students with special educational needs (in regular schools): This criterion does not apply in all cantons.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This criterion does not apply in all cantons.

Special activities: This criterion does not apply in all cantons.

Special tasks: This criterion does not apply in all cantons.

Family status: This criterion applies in all cantons.

Note: The salary scale - determined by the years of experience - is not applied. Teachers receive less than the base salary for a given number of years of experience. This criterion does not concern all cantons (temporary measure).

Turkey

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: A teacher who holds a Master's or PhD qualification from any department of the faculty of education is placed on the upper degree of the first-year salary scale. In addition, teachers with a master's degree are awarded an additional 25 per cent per teaching hour if they teach additional hours, and an extra 40 per cent per teaching hour for teachers with a PhD.

Successful completion of professional development activities: A teacher reaching a level (A, B, C) from National Public Staff Foreign Language Exam gets additional bonus according to the level.

Outstanding performance in teaching: Teachers who achieve high levels of success in their profession are evaluated by the Provincial Directorate of National Education and by the Ministry, and are awarded an additional bonus.

Teaching more classes or hours than required by full-time contract: Teachers must teach more hours than that which is stated in the full-time contract if it is required by the school administration. Any additional teaching hours are paid to the teachers per teaching hour/lesson hour.

Special activities: In grades six to eight in primary and secondary education, teachers are paid for three additional teaching hours if involved in special activities.

Special tasks: Teacher trainers are paid per teaching hour if appointed as a lecturer in courses or seminars, although these take place outside of education and training time.

Teaching in a disadvantaged, remote or high cost area (location allowance): Additional bonuses are paid to teachers working in areas that have been given priority with regard to development.

Family status: An additional bonus is paid to a teacher if the teachers' wife or husband is unemployed or has children (maximum of two children who are less than 18-year-olds).

Other: A teacher who doesn't live in a flat belonging to government takes contribution to live in a rented flat monthly.

United States

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a master's degree or Ph.D. would have higher base salaries than teachers with a bachelor's degree.

Management responsibilities in addition to teaching duties: This concerns additional duties as specified in a contract.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Master's degree rather than bachelor's degree, or additional graduate credits beyond master's degree, or a Ph.D. degree.

Outstanding performance in teaching: Achieving the National Board for Professional Teaching Standards certification or for increase in student achievement test scores.

Teaching courses in a particular field: Based on determination of subjects that are in teaching shortage.

Teaching students with special educational needs Based on determination of special education areas that are in teaching shortage.

Special activities: Additional activities may, but not always, be specified for additional pay in contracts. For example, coaching a sports team or summer school duty are usually paid; while club sponsors are not.

Teaching in a disadvantaged, remote or high cost area: Depends upon designation of teaching shortage area.

Sources and references

Indicator D3- Teachers' salaries: Sources and references

Country	Sources	Reference period
Australia	Data are sourced from the respective State and Territory education departments.	<i>Teacher compensation:</i> 2004 <i>Age reference:</i> 30/06/2004.

Austria	Legal documents (statutory pay schemes).	School year 2003/2004.
Belgium (Flemish Community)	Education Department, Ministry of the Flemish Community.	School year 2003-2004.
Belgium (French Community)	Entreprise publique des Technologies Nouvelle de l'Informatique et de la Communication (ETNIC)	School year 2003-2004.
Czech Republic	Institute for Information on Education; Government decree.	School year 2003-2004.
Denmark	Collective agreements with teacher-unions.	2004
England	National pay agreement (pay scales).	January 2004.
Finland	<i>Teacher compensation:</i> Statistics Finland, salaries of Teachers in the Municipal sector. Total data base <i>Bonuses:</i> General agreement for teachers 2003-2004.	October 2004.
France	Nature of Law and policy documents based on law, national statistics.	School year 2003-2004.
Germany	Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. Nature of Law and policy documents based on law, national statistics.	School year 2003-2004.
Greece	<i>Teacher compensation:</i> Salary Reform Act 2470/1997. <i>Years to grow from minimum to maximum salary:</i> Nature of Law and policy documents (data on formal arrangements).	Fiscal Year 2003 (1 January to 31 December). School Year 2003-2004.
Hungary	<i>Teacher compensation:</i> Annual statistical survey on individual earnings, carried out in May each year <i>Years to grow from minimum to maximum salary:</i> Act XXXIII on Public Employees 1992. <i>Additional bonuses:</i> Public Education Act 1993, Act XXXIII on Public Employees 1992, 138/1992 Government Decree.	2004.
Iceland	Wage contracts in effect 01.01.2001: a) between the Icelandic Teachers' Union (pre-primary school teachers) and the Wage Committee of Municipalities, b) between the Icelandic Teachers' Union (compulsory school teachers) and the Wage Committee of Municipalities, c) between the Icelandic Teachers' Union (upper secondary school teachers) and the State.	2003/2004.
Ireland	Department of Education and Science payroll/salary agreements and circulars.	2003/2004.
Israel	Ministry of education. Data are based on formal arrangements	2003/2004.
Italy	<i>Salaries:</i> C.C.N.L. Comparto Scuola 2002-2005. <i>Bonuses:</i> Teacher National Collective Contract 2002-2005, DPR 275/1999	2004.
Japan		School year 2003/2004.
Korea	1) The presidential degree of public servant compensation and allowance, 2) the reference for compilation of the national budget.	2004
Luxembourg	<i>Salaries:</i> Ministry of Education, service du Personnel, Ministry of Education, service administratif	2003/2004.
Mexico	Teacher salaries were calculated on information from the Secretariat of Public Education.	School year 2003/2004.
Netherlands	<i>Salaries:</i> Publicatie: Financiële arbeidsvoorwaarden per 1 maart 2003. Ministerie van OCenW. <i>Bonuses:</i> Rechtspositiebesluit Onderwijs	1 January, 2004
New Zealand	Relevant National Employment Agreements: Secondary Teachers Collective Employment Contract 2002; Primary Teachers Collective Employment Contract 2002.	1 January 2004
Norway	Agreements between government and the Teachers' unions.	2003/2004
Poland	Law and regulations (after the last stage of teachers' salary reform).	School year 2003/2004.
Portugal	<i>Salaries:</i> Gabinete de Gestão Financiera do Ministério de Educação (Office for Financial Management). <i>Additional bonuses:</i> Office for Financial Management, Law/policy document: Decreto-Lei nº 139-A/90 and Decreto-Lei nº 1/98 – Teachers' Career Statute; Decreto Regulamentar nº 10/99.	School year 2003/2004.
Scotland	<i>Salaries:</i> The 2001 teachers agreement: "Teaching Profession for the 21 st Century" <i>Bonuses:</i> Circulars SNCT/27 and SNCT/29 issued by Scottish Negotiating Committee for Teachers.	School year 2003/2004.
Spain	Official Bulletins and salary tables provided by the Education Departments of the Autonomous Communities.	2003/2004.

Sweden	<p><i>Salaries:</i> Data on actual teacher salaries are reported. The main source is the Register of Teachers managed by Statistics Sweden (SCB), combined with other data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual. Teachers on ISCED level 0 were not included in the register in 1999. Therefore the data on this level are not as reliable as for the other ISCED levels.</p> <p><i>Bonuses:</i> Communications with Teachers' unions and the Swedish Association of Local Authorities.</p>	<p>Salaries: 2003. Bonuses: 2003/2004.</p>
Switzerland	<p>i) Lehrkräftestatistik, Bundesamt für Statistik, ii) LCH Dachverband Schweizer Lehrerinnen und Lehrer.</p> <p><i>Nature of sources:</i> i) National statistics (data on populations), ii) law or policy documents (data on formal arrangements).</p>	<p>i) 2003/2004, ii) 2004.</p>
Turkey	<p>The Law Numbered 657 of Public Staff - MNE Fundamental Principals Related to Salaried Teaching Hours of Teachers and Administrators.</p>	<p>School year 2003/2004.</p>
United States	<p>2003/2004 Schools and Staffing Survey; Public school teacher questionnaire. (sample survey of self-administered questionnaires to a representative sample of public school teachers)</p>	<p>School year 2003-2004.</p>

INDICATOR D4: Teachers teaching and working time

■ General note

The indicator draws on data from the annual system level data collection of Network C on Teachers and the curriculum, data sheet

CURR 2: Teaching and working time of teachers by level of education

Interpretation

Austria: From the beginning of the school year 2001/02 a new legal framework was introduced for teachers employed by the Länder (compulsory school system), which defines not only the teaching time but also the total working time on a yearly basis. Teachers working for the federal state (advanced schools) still work on the basis of a legally defined weekly teaching time only.

Belgium (Flemish Community): Only hours of teaching are formally set. The additional non-teaching hours within the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Teaching time consists of a minimum of 24 and a maximum of 27 lessons per week in pre-primary and primary education, 22 to 24 lessons per week in lower secondary education, 21 to 23 lessons in the first two years of upper secondary education, and 20 to 22 lessons in the last two years of upper secondary education.

Teachers have a special statute, not comparable to civil servants.

Belgium (French Community): The data on teaching time refer to the maximum numbers of lessons of 50 minutes each: 28 lessons in pre-primary education and in primary education, 24 lessons in lower secondary education, and 22 lessons in upper secondary education (general subjects).

Czech Republic: The teaching duties of school principals and deputies are reduced according to school size and vary between 13 and 24 hours in pre-primary education, 5 to 16 lessons in primary and lower secondary education and 2 to 6 lessons in upper secondary education.

Teaching time and total working time of teachers is prescribed by law. Teachers' working time at school is determined by the school head and differs from school to school.

England: Statutory working hours comprise 1265 hours a year. Teachers are required to work 195 days a year, of which 190 must be spent in school and available to teach; the other 5 days (32.5 hours) are training days and can be worked in school or elsewhere. No statutory teaching hours or contact time is established on the national level.

Finland: Teaching and working time have been agreed in the Collective agreement for teachers.

Germany: The reported data refer to 15 Oct 2003. In most of the German Länder working time has increased beginning from 1 Feb 2004.

Greece: There is a reduction of teaching hours in line with years of service. When the teachers are appointed the teaching time is 21 teaching hours per week. After 6 years the teaching time is 19 teaching hours per week. After 12 years the teaching time is 18 teaching hours per week and finally after 20 years the teaching time is 16 teaching hours per week. However, the remaining hours of the working time of teachers' obligation have to be spent within school (The legislation is: Degree 1566/85 and 2413/96).

Iceland: For teachers in primary and lower secondary education there are 150 hours assigned for in-service education each year.

Ireland: Number of days a teacher teachers per annum: minimum length of school year for pre-primary and primary education = 183 days; for the school year for secondary education = 167 days. In actual terms, minimum = maximum.

Number of hours a teacher teaches per day: primary education: (5 hours 40 min). – (30 mins. recreation) = (5hrs 10 min) = 5.17 hrs; For pre-primary one hour less teaching is required, so 4.17 hrs. For secondary education 22 hours per week (maximum) is required = 4.4 teaching hours on average per day

Working time at school: In pre-primary and primary education all teachers are required to be in attendance for full pupil day of 5 hrs. 40 mins. and responsible for teaching and supervisory duties; teachers in pre-primary education use the additional one hour non-teaching time for classroom management and preparation activities.

Israel: Short breaks are included for all educational levels.

Italy: Instruction time and teachers' teaching time don't correspond: instruction time, *i.e.* time pupils attend lessons, is usually spread over 6 days per week, while teachers' teaching time is spread over 5 days per week.

The reported scheduled non-teaching time of 80 hours is the maximum time. The minimum is 40 hours.

Korea: There is no policy on how many hours teachers should teach in a week or a month or a year. The data on teaching time is based on the annual administrative data collection and refer to the time teachers usually teach per week during the school year. Teachers are civil servants and their working time is regulated within that framework. Whereas there are national regulations on the length of the school year and on the working hours of civil servants, which apply to teachers during the school year period, teachers work during the summer and winter vacations following self-regulated schedules of professional developmental training. These self-regulated schedules are excluded from the figures.

Mexico: In upper secondary education different kinds of services exist with different organizations of teaching time and working time. The data refer to averages: teaching time per day varies from 4.0 – 6.5 hours with a mean of 4.9 and a standard deviation of 1.1; working time at school varies from 692 to 1600 hours per year with a mean of 971 and a standard deviation of 422.

Netherlands: School boards for secondary education have a large degree of autonomy on decision making, including on teaching time. An increasing number of secondary schools have introduced a maximum number of 750 clock hours per year for teaching. Almost all schools now have this

maximum. This has been interpreted as 180 days a year with an average of 5 class sessions of 50 minutes each per day. This is less than before. The total working time is regulated on the national level.

A teacher can work more hours than a full-time appointment, with a maximum of 120 per cent of a full-time appointment and a corresponding higher salary.

Portugal: Pre-school and first cycle primary school teachers (students aged 6-9 years) have a teaching load of 25 hours per week, while second cycle primary school teachers and the first two grades of lower secondary school teachers (students aged 10-11 years and 12-13 years, respectively) have twelve 90 minute-sessions and the third grade of lower secondary school teachers and upper secondary school teachers (grades 9 and higher; students aged 14 years and more) twenty 50 minutes sessions. In upper secondary education, teachers who teach 12th grade students have less teaching weeks, due to national examinations.

Primary school teachers (first cycle, grades 1-4) usually supervise students' breaks by turns, according to the schools' internal regulations.

Concerning teachers' scheduled teaching time for lower secondary education, the reported data of 18.75 hours per week refers to grades 7 and 8 (students aged 12-13). In grade 9, teachers teach 18.33 hours per week, i.e. 645 hours per annum.

Teachers in lower- and upper secondary education who have a reduced teaching time (due to their age, number of years in the career, appointment to a position, etc.) have their teaching schedule distributed over four days a week very often. Due to this, their daily working load may be above the calculated mean.

The calculation of the number of instruction days was based on the intended 176 days of instruction for pre-primary, primary and lower and upper secondary education and 166 days for upper secondary education 12th grade. In the least demanding upper secondary education programme, it is compulsory that teachers fulfil the statutory amount of time allocated to each subject, which requires 37 working weeks. The total working hours per annum was calculated on a basis of 223 working days, common for all education levels.

Scotland: The school is open for 39 working weeks per year, but each teacher undertakes 5 days of in-service training per year. A 35-hour working week for all teachers was introduced in August 2001, as set in the Teachers Agreement "A Teaching Profession for the 21st Century". The agreement also set out a phased reduction in the maximum class contact time to 22.5 hours per week by 2006, equalised across all sectors. In school year 2003/2004, the maximum class contact time in Primary, Secondary and Special education is 25 hours, 23.5 hours and 22.5 hours respectively. There is no distinction between upper and lower secondary.

During the phasing period, the class contact commitment of a teacher will be complemented by an allowance, no less than one third of the teacher's actual class contact time, of personal time for preparation and correction. The use of remaining time, that is, beyond class contact commitment and preparation and correction time, is subject to agreement at school level. It will include, for example, activities such as parents meetings, staff meetings, formal assessment and additional supervised pupil activities.

All tasks which do not require the teacher to be on school premises can be carried out a time and a place the teacher's choosing, giving appropriate notification to line management.

Spain: In 2002 was approved the ORGANIC LAW 10/2002, of December 23rd, for the Quality of Education (LOCE), which modifies the past ORGANIC LAW 1/1990, of October 3rd, of the General Ordination of the Educational System (LOGSE). The new law establishes a general new calendar for the Education, raising the number of days that a teacher teaches per annum in lower secondary education up to the same amount of days than in primary education. This regulation has not affected anyway the total number of class sessions per year, due to the fact that these sessions were already de facto above the educational legislation.

Sweden: Working time is regulated in formal agreements between the Swedish Association of Local Authorities and teachers' unions. There may be local agreements that differ from this, especially in "förskoleklassen", which is the last year of the pre-primary school. The usual agreement for "förskoleklassen" is the same as the national agreement for primary schools.

Coverage and methodology

Australia: Data are based on weighted average State and Territory responses, which derive the data from relevant industry awards. The weights are based on the number of public school teachers for each State or Territory. Missing data are excluded from the calculation and weights are based on States or Territories who responded.

Austria: Teaching time: For all the teachers at different educational levels the teaching time is defined in legal documents. But it has to be noted that the legal frameworks for teachers at the compulsory school system and for teachers at the medium and advanced schools are different. For the first group the teaching time (but also the total working time) is defined on a yearly basis. The teachers of the other group are employed on the basis of a weekly defined teaching time (but there is no total working time defined). In primary education only teachers of the first group can be found. In secondary education both systems occur. Therefore a weighted mean was calculated on the basis of the distribution of the teachers on the two systems.

Working time at school: In neither of the two systems is the working time at school defined.

Total working time: The total working time is only defined for teachers working in the compulsory school system. As this applies to 100% of the teachers in primary education the respective figure is given. In lower secondary education, both systems can be found but more than 75% of the teachers work at compulsory schools (Hauptschulen). Therefore, the total working time is given at this level. Also in upper secondary education the two systems apply. However, only a very small minority of the teachers at this level work according to a legally defined total working time. Thus code "a" is the most appropriate option.

Belgium (Flemish Community): *Primary education:* Teaching time consists of minimum 24 and maximum 27 lessons of 50 minutes per week. The school assignment consists of maximum 26 hours (60 minutes) per week. Teaching time = (maximum lesson hours (22.5 * 60 minutes) * (37 teaching weeks – 1.33 weeks of festivities = 35.67 weeks). *Lower secondary education:* Teaching time consists of minimum 22 and maximum 24 lessons of 50 minutes per week. Teaching time is calculated as the (maximum lesson hours (20* 60 minutes) * (37 teaching weeks – 1.11 week of festivities). *Upper*

secondary programmes (general programmes): Teaching time consists of minimum 21 and maximum 23 lesson hours (50 minutes) per week in the first two years of general upper secondary education (the so called 'second stage'). In the last two years ('third stage') teaching time consists of minimum 20 and maximum 22 lesson hours (50 minutes) per week. The numbers 21/23 in the second stage become 20/22 when the person involved has at least a half assignment in the third stage. The average maximum assignment is 22.5 hours per week (50 minutes) * (37 teaching weeks – 1.11 week for festivities).

The number of days a teacher teaches per week has been reported as 4.5 days, whereas it has been reported as 5 days in previous years (in the French Community, the reported number of days a teacher teaches per week is 5, which explains the difference comparing both Communities). This concerns only a more realistic description of the situation because no real changes have taken place. Consequently the number of days a teacher teaches per annum is lower than before, although the number of hours a teacher teaches per year did only change marginally, because of a different number of days the school is closed for festivities.

Czech Republic: Teaching duties are set in number of lessons per week. The duration of one lesson is 45 minutes, except for pre-primary education, where it is 60 minutes.

For pre-primary education, it is 31 lessons per week.

For primary education it is 22 lessons per week, with exception of teachers that teach 1st class (20-22 lessons per week). Short breaks are added to this for the computation of the teaching time.

For lower secondary education the formal teaching duty is 21 lessons, but the actual teaching duty is usually higher. For upper secondary general education the formal teaching duty is 20 lessons per week, but the actual teaching duty is usually higher. For lower- and upper secondary education an estimate of the actual teaching time is reported.

Denmark: The data are estimated by the Ministry of Finance in cooperation with the Ministry of Education based on collective agreements for the teachers and on national statistics.

Finland: Based on legislation the schools are closed for festivities 3 days per year if the festivities are not on Saturday or Sunday. In 2003/2004 the school was closed because of that for only one day. (Note: In previous years the days closed for festivities have not been reported).

The number of hours a teacher teaches per annum is an average of the minimum and maximum amount and does not describe the real situation of all teachers. There is great variation between teachers according to the subject they are teaching. Teaching time in lower secondary education varies between 513 – 684 hours and in upper secondary education between 456 – 655.5 hours per annum. In addition teachers make on average 3 - 4 extra hours per week and for joint planning teachers use much more hours than is stated in the collective agreement.

Germany: Data are based on computation of weighed means.

Greece: According to the legislation every teacher (in pre-primary, primary and secondary education) must work 37.5 working hours per week and must teach 25 teaching hours per week for (pre-) primary education and 21 teaching hours per week for secondary education. The examinations period (about 2

weeks for lower and upper secondary education), Christmas and Easter holidays (about 4 weeks), are not included in the number of weeks of instruction.

Italy: Regions have some flexibility on the closure of schools for holidays and festivities. Therefore the number of days closed for festivities have been calculated in the number of weeks a teacher teaches per annum. The number of 33 weeks corresponds to an estimated average based on legislation, which foresees a minimum of 200 days of instruction per year for schools where instruction time is spread over 6 days/week. As teaching time is spread over 5 days/week for full time teachers and time pupils attend lessons (instruction time) is mostly spread over 6 days/week, the number of teaching days/weeks has been coded as missing.

Japan: In the 1st grade of primary education a teacher teaches 34 weeks per annum.

Number of hours a teacher teaches per annum is derived from the number of hours a teacher teaches per week according to the 'Survey Report on School Teachers' plus an additional number of hours for moral education and special activities (class activities). Short breaks are not included in teaching time. The number of days a teacher teaches per annum is estimated from survey data as 200 days. In order to preserve consistency between the regulated number of days a teacher teaches per week and the number of weeks a teacher teaches per annum, this indicator has been coded as missing ('m').

Statutory working time includes periods of school holidays/vacations.

Korea: Since there is no formal policy on how many hours teachers should teach in a week or a month or a year, the data on teaching time was prepared on the basis of the annual administrative data collection which was designed for the entire teaching staff in Korea and refers to the actual time teachers usually teach per week during the school year.

For the working hours of teachers, only the working hours during the school year were included. The calculation of working hours during the school year was based on the national regulations on the length of the school year and the working hours of civil servants, which apply to teachers during this period. The working hours during the summer and winter vacations was excluded because teachers work on the self-regulated schedules of professional developmental training during this period, making it very hard to estimate the exact working time in this period.

New Zealand: Data reported are based on the translation of the number of half-days on which schools are required by law to be open for instruction. One half day represents 2.5 hours (under the Education Act a half-day is a minimum of 2 hours, but in practice it is usually 2.5 hours). Schools are closed on public holidays ('festivities') so these are not included as days on which the school is open for instruction.

Twenty-five hours per week is the most common number of timetabled hours for teachers - though it is up to individual school boards to develop school and teacher timetables and they do not have to be based on a 25-hour week.

There is no data available on the number of non-teaching hours.

New Zealand schools are not divided into lower and upper secondary - primary school is from Year 1 - 8 and secondary school is from years 9-13. Therefore the midpoint between primary and upper secondary has been used for lower secondary data.

Poland: Only hours of teaching are formally set, and do not depend on the level of education. The daily teaching hours are set at the school level. There are no regulations regarding lesson preparation, corrections, assignments and tests, etc. At each level of education teachers are required to work 40 hours a week.

At each level of education the breaks are counted as teaching time because the teachers are responsible for the class.

Scotland: The figures shown are approximations based on the assumption that teachers teach for close to their maximum number of hours, as specified in the Teachers Agreement “A Teaching Profession for the 21st Century”.

Slovak Republic: In primary education, teaching time includes 15 minutes before the lesson begins plus two short 5 minutes breaks during which the teacher is in the classroom and supervises the students. The civil servants’ working time was calculated for teachers at the secondary level.

There were only 2 public holidays, all other public holidays are as a rule prolonged by an additional few days for students, and according to the national legislation, they are considered as school holidays.

Spain: Teachers of all levels are required to be at school for 30 hours per week from September 1st to June 30th (excluding the holiday periods and the days the schools are closed for festivities); in total, 38 weeks per year. Calculation of working time: 38 weeks * 37.5 hours per week= 1425 working hours per year.

The information provided is based on the general national regulations. The Autonomous Communities may have made some adaptations to these regulations for their own teachers.

Sweden: See the text on Sweden under the heading “Interpretation”.

Turkey: For primary education, the information provided is a weighted mean of classroom teachers’ teaching time and subject teachers’ teaching time for the number of hours a teacher teaches per day. As primary education is continuous in Turkey and it also includes lower secondary education, 6, 7 and 8th grade teachers (*i.e.* math, science etc.) who are not classroom teachers but subject teachers.

United States: The data are based on a sample survey that is representative of each state in the United States and of each type of private school. The data reported in the 2003-04 survey are for self-reported hours worked per week and instructional hours per week. In each case, the hours per week were multiplied by the typical number of instructional weeks per year. A direct question on instructional hours taught was added in the 2003/2004 SASS. For previous EAG reports, the data did not come from a direct question about the number of instructional hours: rather, time spent on lunch or planning was subtracted from the total hours required to work each week, and that was multiplied by the typical number of instructional hours per year. The new data show fewer hours per year than the previous data but there should not be any inference made that this was due to a major change in instructional practices. Rather, the 2003-04 data are based on a more direct measure of teachers’ instructional time and may take into account the amount of non-instructional time in the school week more accurately than the previous estimates.

*Sources and reference period***Indicator D4- Teachers' teaching and working time:
Sources and references**

Country	Source	Reference period
Australia	Respective State and Territory education departments.	
Austria	Legal documents.	School year 2003/2004.
Belgium (Flemish Community)	Decrees and resolutions.	School year 2003/2004.
Belgium (French Community)	Décret de la Communauté française du 13/07/98.	School year 2003/2004.
Czech Republic	Government decree.	School year 2003/2004.
Denmark	Kvalitet i uddannelsessystemet, Finansministeriet 1998.	1997.
England	National pay agreements. No statutory regulation.	
Finland	Basic Education Act (1998/628). Collective agreement for teachers (based on legislation).	School year 2003/2004.
France	Nature of the sources: Law and policy document based on law; national statistics.	School year 2003/2004.
Germany	Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.	School year 2003/2004
Greece	Law and policy documents based on law, data on formal arrangements.	School year 2003/2004.
Hungary	Public Education Act 1993; The Amendment of the Public Education Act 1996., Act XXXIII of 1992 on Public Employees; The order of the school year 200//02, Act XXXIII. Of 12992 on Public Employees.	School year 2003/2004.
Iceland	Wage contracts in effect 01.01.2001: a) between the Icelandic Teachers' Union (pre-primary school teachers) and the Wage Committee of Municipalities, b) between the Icelandic Teachers' Union (compulsory school teachers) and the Wage Committee of Municipalities, c) between the Icelandic Teachers' Union (upper secondary school teachers) and the State.	School year 2003/2004.
Ireland	Department of Education and Science circulars; Primary Curriculum – Introduction.	School year 2003/2004.
Israel	Ministry of Education, data based on formal arrangements	School year 2003/2004
Italy	Teacher National Collective Contract.	School year 2003/2004.
Japan	Number of weeks a teachers teaches per annum: Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 2002), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 2002), and Kotogakko-Gakushu-Shido-Yoryo (The Course of Study in Upper Secondary Schools 1989), Ministry of Education, Culture, Sports, Science and Technology. Civil servants' working time: Law concerning Working Hours and Leave of Absence of Employees in the Regular Service.	School year 2003/2004.
Korea	Ministry of Education & Human Resources Development Republic of Korea & Korean Educational Development Institute (2004). Statistical Yearbook of Education/ Korean Educational Statistics Database System.	2004.
Luxembourg	Ministry of Education, Horaires et Programmes.	School year 2003/2004.
Mexico	Teaching time: Secretaría de Educación Pública (SEP), Calendario escolar 2003-2004, Agosto 2003, México.	School year 2003/2004.
Netherlands	CAO, decentralised per school board.	School year 2003/2004.

New Zealand	Education Act 1989, Secondary Teachers' Collective Agreement 2002, Primary Teachers' Collective Agreement 2002.	School year 2004.
Norway	Agreement between the Ministry of Education and the Teachers' Unions on working hours and teaching conditions.	School year 2003/2004.
Poland	Teaching and working time are based on law and regulations.	School year 2003/2004.
Portugal	Law/Policy document: i) Decreto-Lei nº 139-A/90 and Decreto-Lei nº 1/98- Teachers' Career Statute; ii) Despacho nº 13781/2001 - Teachers'schedule (ISCED 1 grades 5 and 6, ISCED 2/3), iii) Despacho Normativo nº 24/2000, Despacho nº 12 110/2000, Despacho nº 10 317/2001 - Organization of the Schoolyear; 1v) Decreto-Lei 100/99 , Decreto-Lei nº 157/2001- public servants' holidays.	School year 2003/2004.
Scotland	The 2001 Teachers Agreement "A Teaching Profession for the 21st Century".	School year 2003/2004.
Spain	RESOLUTION of April 27, 1995 of the Secretary of State for the Public Administration, giving instructions about the working time and time schedules of the civil servants of the National General Administration (National Official Bulletin, May 10, 1995). // ORDERS of June 29, 1994, giving instructions which regulate the organization and functioning of pre-primary, primary and secondary education schools (National Official Bulletin, July 5, 1994). // ORDER of February 29, 1996, which modifies the Orders of June 29, 1994. (National Official Bulletin, March 9, 1996). // ORGANIC LAW 10/2002, of December 23 rd , for the Quality of Education (LOCE), which modifies ORGANIC LAW 1/1990, of October 3 rd , of the General Ordination of the Educational System (LOGSE).	School year 2003/2004.
Sweden	Collective agreement between the Swedish Association of Local Authorities and teachers' unions.	School year 2003/2004
Turkey	Working Calendar for Formal and Non-Formal Educational Institutions, 2002; Regulations Related Secondary Education, 1983; Regulations Related Primary Education Institutions, 1992; Regulations Related Pre-Primary Education Institutions, 1999, The Law Numbered 657 of Public Staff, MNE Fundamental Principals Related to Salaried Teaching Hours of Teachers and Administrators.	School year 2003/2004.
United States	Schools and Staffing Survey 2003/2004, Teacher questionnaire data	School year 2003/2004.

INDICATOR D5: Access to and use of ICT

■ General note

The reported figures are taken from Figures 2.8, 2.9, and 3.2 of the report *Are students ready for a technology rich world? What PISA Studies Tell Us* (OECD, 2006). Questions relating to ICT were an option in PISA 2003. All OECD countries except for France, Luxembourg, Netherlands, Norway and Spain participated in this option.

For more information on the methodology involved in the survey, please see the above report or the *PISA 2003 Technical Report* (OECD 2005). PISA data are also available on the PISA website: www.pisa.oecd.org.

■ Notes on specific countries

INDICATOR D6: Teachers' age and gender and staff employed in education

■ **General note**

Data on age and gender derive from the UOE Questionnaire 2005, reference year 2003/2004. Characteristics are measured as the percentage of teachers in each of the five age groups, by level of education. Data for 1998 included in Table D6.3 derive from the UOE Questionnaire 2001 and refer to the school year 1997/1998. **This indicator is only available from the website www.oecd.org/edu/eag2006 and is not published in the printed book**

■ **Notes on specific countries**

See notes on indicator D2.