Education at a Glance 2023 Sources, Methodologies and Technical Notes



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Foreword

This publication provides additional reference material for *Education at a Glance 2023*, the authoritative source for data on the state of education around the world. It provides guidance on the data and methodology used to calculate each indicator. It also contains references to the sources and specific notes for each country.

Education at a Glance 2023 Sources Methodologies and Technical Notes, was prepared within the Innovation and Measuring Progress Division of the OECD Directorate for Education and Skills under the responsibility of Tia Loukkola. The production of *Education at a Glance 2023* was led by Abel Schumann. It contains statistical and analytical contributions from Étienne Albiser, Alison Burke, Éric Charbonnier, Minne Chu, Umberto Damiani, Eugénie de Laubier, Elisa Duarte, Bruce Golding, Jaione González Yubero, Yanjun Guo, Corinne Heckmann, Lucie Huang, Viktoria Kis, Bernardo Mayorga, Simon Normandeau, Christopher Olivares, Eloïse Passaga, Giannina Rech, Gara Rojas González, Özge Özcan Sahin, Giovanni Maria Semeraro, Lou Turroques, Palwacha Watanyar, Choyi Whang and Hajar Sabrina Yassine. Marieke Vandeweyer provided feedback and advice on vocational education and training. Administrative support was provided by Eda Cabbar. Rachel Linden supported the editorial and production process. The development of the publication was steered by member countries through the INES Working Party and facilitated by the INES networks.

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Executive Summary

This publication is intended to provide guidance as to the methodology used during the data collection for each indicator of *Education at a Glance 2023*, the references to the sources and the specific notes for each country.

The publication follows the structure of the Education at a Glance 2023 as follows:

Chapter 1 provides the sources, methodologies and technical notes for Chapter A - *The output of educational institutions and the impact of learning* – which focuses on various outcomes of education, including: educational attainment; transition from education to work; adult education and learning; employment, unemployment and earnings; and social outcomes, such as perception of democracy, civic engagement or privacy of personal data on Internet. The chapter also includes information on the standard errors for data on educational attainment and labour market status and the actual earnings data per country.

Chapter 2 provides the sources, methodologies and technical notes for Chapter B - Access to education, participation and progression – and covers the full education system from early childhood to tertiary education. It provides information on the methodology used to calculate the indicators, as well as country-specific notes and sources of data collection on enrolment, new entrants and graduates.

Chapter 3 provides the sources, methodologies and technical notes for Chapter C - Financial resources invested in education – which offers a comprehensive and comparative analysis on education expenditure across OECD and partner countries, focusing on five aspects of educational spending: Financial resources invested in educational institutions, relative to the number of students (Indicator C1), and relative to national output (Indicator C2). The source of funds devoted to educational institutions (Indicator C3). Total public resources invested in education, both inside and outside educational institutions, relative to total government spending (Indicator C4). The factors that influence teachers' salary cost (Indicator C7).

The indicator on tuition fees of tertiary students and the public support they receive (Indicator C5) and the indicator on the nature of spending on education (Indicator C6) were not included in *Education at a Glance 2023* and therefore not covered in Chapter 3 either.

Chapter 4 provides the sources, methodologies and technical notes for Chapter D - Teachers, the learning environment and the organisation of schools – and focuses on instruction time in compulsory education (Indicator D1), salaries of teachers and school heads (Indicator D3), examinations and assessments of students (Indicator D6) and the characteristics of teachers in vocational programmes (Indicator D7). It provides information on the methodology used to calculate the indicator on student teacher ratio and class size, as well as country-specific notes and sources of data collection on personnel data.

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

1. Sources, methodologies and technical notes for Chapter A

List of indicators

- Indicator A1. To what level have adults studied?
- Indicator A2. Transition from education to work: Where are today's youth?
- Indicator A3. How does educational attainment affect participation in the labour market?
- Indicator A4. What are the earnings advantages from education?
- Indicator A5. What are the incentives to invest in education?
- Indicator A6. How are social outcomes related to education?
- Indicator A7. To what extent do adults participate in education and training?

Description

This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1]).

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StatLink https://stat.link/sxro2m

Indicator A1. To what level have adults studied?

Methodology

The educational attainment profiles for most countries are based on the percentage of the population that has completed a specific level of education. The International Standard Classification of Education (ISCED) is used to define the levels of education.

In *Education at a Glance* (EAG), ISCED 2011 is used to classify the levels of education. Unless data using national codes according to ISCED 2011 have been provided by countries, trend data on educational attainment are only available for the three aggregated levels of education. The linkage between ISCED-97 and ISCED 2011 for the three aggregated levels of education are the following:

- Below upper secondary education includes either the codes 0/1/2 if data are classified using ISCED 2011 or codes 0/1/2/3C short if data are classified using ISCED-97
- Upper secondary or post-secondary non-tertiary education includes either the codes 3/4 if data are classified using ISCED 2011 or codes 3/3C long/4 if data are classified using ISCED-97
- Tertiary education includes either the codes 5/6/7/8 if data are classified using ISCED 2011 or codes 5A/5B/6 if data are classified using ISCED-97

Table X3.A1.1 (see StatLink under Table 1.1) shows the educational attainment and ISCED mappings/codes for each country. It presents the national codes according to ISCED 2011 and shows the codes included in each level of education.

Notes on new methodology of the European Union Labour Force Survey (EU-LFS)

For European countries providing data from the EU-LFS there was a new LFS legislation in 2021 and Eurostat flag all 2021 LFS data with “b”, i.e. break in series, in particular for labour-market outcomes indicators. Information on the impacts of the new methodology is not available by the time Education at a Glance 2022 was released. For general information and country specific notes on the changes, please see the webpage from Eurostat.

Source

The OECD Network on labour market, economic and social outcomes of learning (LSO Network) compiles the data from the national Labour Force Surveys (LFS) for Tables A1.1, A1.2 and A1.3 on educational attainment. Data for table A1.4 on recent graduates were extracted from EU-LFS for all countries participating in this survey by Eurostat.

- For tables with trend data, the European Union LFS (EU-LFS) has been used for Denmark, Estonia and Latvia for the years 2000, 2005 and 2010.
- Data for China, India, Indonesia and Saudi Arabia were taken from the ILO database, https://www.ilo.org/global/statistics-and-databases/lang--en/index.htm (accessed on 22 May 2023).

Specific reliability and confidentiality thresholds by country have been applied**.** The reliability and confidentiality thresholds are either applied to unweighted data (respondents) or weighted data (population):

- Reliability thresholds refer to sample limits to the statistical precision of the indicator that implies that data are either not published or flagged as having a reduced reliability. Reliability thresholds have been applied to the denominator of the indicator. A minimum threshold of 30 respondents for unweighted data have been applied to the denominator.
- Data may be omitted due to confidentiality reasons. The respective confidentiality threshold has been applied to the numerator of the indicator. A minimum threshold of 3 respondents for unweighted data have been applied to the numerator.

Table X3.A1.2 (see StatLink under Table 1.1) summarises the metadata by country.

Notes on specific countries

Austria

ISCED 0-2 includes ISCED 3c short from 2006 onwards (measured as successful attainment of intermediate technical and vocational school shorter than two years), 2004 and 2005 ISCED 3c short covers also intermediate technical and vocational schools of a duration of two years. For 2004 and 2005 ISCED 3c short is therefore reported as upper level.

Due to the reclassification of a programme spanning levels data published from *Education at a Glance 2015* on are not directly comparable with data published on previous editions of *Education at a Glance*. The qualification acquired upon successful completion of higher technical and vocational colleges is allocated in ISCED 2011 to ISCED level 5; under ISCED 1997 the same qualification was reported on ISCED level 4 but earmarked as equivalent to tertiary education.

Belgium

A break in time series occurred in 2017 as the Belgian LFS has undergone a major reform in 2017 with the introduction of a 2(2)2 panel design, the introduction of mixed mode data collection, the introduction of the wave approach and the change of the calibration method.

Canada

The Canadian Labour Force Survey does not allow for a clear delineation of attainment at ISCED 4 and at ISCED 5; as a result, some credentials that should be classified as ISCED 4 cannot be identified and are therefore included in ISCED 5. Thus, the proportion of the population with tertiary education ISCED level 5 is inflated. It is also not possible to single out university credentials above bachelor's (ISCED 6) and therefore doctoral levels (ISCED 8) are included in Masters or equivalent (ISCED 7), resulting in the overstating of Masters or equivalent (ISCED 7).

Statistics Canada has an established history of applying a standard revision to LFS estimates following the release of final population estimates from each census. This standard revision process ensures the continued accuracy and quality of LFS information by ensuring that survey estimates reflect the size and composition of Canadian society. Resulting changes to recent and historical LFS data are relatively minor and have little impact on trends in key labour market indicators, such as employment, unemployment, and participation rates. Until December 2020, labour force estimates were based on population counts from the 2011 Census of Population. As of January 2021, the estimates have been adjusted to reflect population counts from the 2016 Census, and revisions back to 2006 have also been made.https://www150.statcan.gc.ca/n1/en/catalogue/71F0031X

Chile

The National Socio-Economic Characterization Survey (CASEN) does not allow determine the orientation of upper secondary educational programmes (ISCED 344/354) for those with incomplete tertiary education. Observations in this situation have been classified as general upper secondary education (ISCED 344).

Denmark

A break in time series occurred in 2007 as the survey was changed and expanded considerably, by expanding the quarterly sample size from around 20,000 to 40,532 in order to reduce sampling errors of survey results. Furthermore, the rotation pattern was changed from three to four waves, and the data collection process which Statistics Denmark had been in charge of so far was outsourced. The changes in 2007 resulted in a break in

series both on detailed sub-groups. As a result of this one should be aware of this when comparing results before and after the break.

In 2019 the weighting scheme was changed in the Danish LFS as the Employees Statistics, information on transfer income from the eIncome register and information on ownership of sole proprietorships and partnership enterprises from Statistics Denmark's business register had become sufficiently up to date to be applied in LFS's raising model. Altogether, over 90 per cent of the respondents in the LFS are registered in one or more of the mentioned relevant registers. By ensuring that the number of persons in employment – as well as other labour market statuses in the LFS – better match the number they represent in the population, different response rates of these different groups are adjusted for. Thereby bias is reduced.

The Employees Statistics goes back to 2008, so implementing this new raising model has created a break in time series between 2007 and 2008.

Estonia

In tables with trend data, the European Union Labour Force Survey (EU-LFS) data were used for all years.

Finland

At the beginning of 2021, the data content, data collection and estimation method of the Finnish Labour Force Survey were revised. The most important content changes concerned working time data and the definition of employed person. The data collection was revised by introducing a web questionnaire as a new data collection method alongside computer-assisted telephone interviews and face-to-face interviews. The revised estimation method utilises more widely different registers, such as Statistics Finland's Register of Completed Education and Degrees. For example, the Register of Completed Education and Degrees is used to correct the skewness of the collected Labour Force Survey data according to the level of education more precisely than before.

Revisions of the Finnish Labour Force Survey were not related to the COVID-19 pandemic. The revisions were general development of the Labour Force Survey and due to the revisions of the Integrated European Social Statistics. The statistics produced with the old estimation method (for data prior to 2021) are not comparable with the statistics produced with the new estimation method.

France

Variables on education attainment changed in 2003 and 2013 (more accurate). From 2003, age is reported at survey time instead of the end of the year. In 2013, the questions on educational attainment have been simplified and the process became more interactive (impact of about +2 percentage points of the proportion of 25-64 with ISCED 3-8). Furthermore, in 2013 a break in the series of unemployment rates occurred. From 2015, data cover overseas departments.

Greece

The adoption of the new Framework Regulation of Social Statistics (EU 2019/1700, Integrated European Social Statistics) and the Implementing Regulation (EE) 2019/2240 for the Labour Force Survey, introduced important changes in the survey methodology. The main changes concern: i. Data collection (general use of computer-aided interviews); ii. The formulation of questions related to the employment status of respondents during the reference week (due to the adoption of a model questionnaire prepared by Eurostat); iii. The computation of the weighting factors; iv. The definition of employment and, in particular, the treatment of person reporting having a job during but not working even for one hour.

Started from January 2018 Labour Force Survey questionnaire was expanded and changed: 1. Starting from 2018 the absent from work workers are asked how many hours they usually work; 2. Involuntary part-time workers' definition has changed:

- Until 2017: Employees and co-operative members usually working less than 35 hours per week (incl. employees owners of Ltd companies), because they sought but did not find full-time or additional work.
- As of 2018: Employees and co-operative members (excl. employees owners of Ltd companies) usually working less than 35 hours per week, who are interested in working more than 35 hours and actively sought to work more hours in the last four. Excl. persons living outside localities (Bedouins in the South) or in institutions (permanent samples).

Italy

During 2021, the Labour Force Survey underwent two major changes:

1. the introduction, from 1 January 2021, of the European Regulation (EU) 2019/1700, which entailed changes in definitions and questionnaire in order to improve the degree of harmonisation of the statistics produced by the EU countries, to optimize the information already collected, to meet current needs for information and to explore specific issues;
2. the adaptation to the new population estimates of individuals and families derived from the Permanent Census of Population, which aims to improve the quality of demographic statistics in terms of consistency, structural composition and number of events observed, also in order to ensure that the results of the sample surveys are representative of the resident population.

For these reasons, a process of back-recalculation has been conducted and new time series are now available, starting from 2004 for the main indicators and from 2018 for more detailed series.

The questions concerning the education attainment were revised without affecting the education attainment data on below upper secondary, upper secondary and tertiary aggregates, although some minor impact may have occurred at more disaggregated level or on specific age-classes. Some slight impact may also occur when the participation is analysed separately for formal and non-formal education, because the changes introduced in the 2021 questionnaire.

Moreover, some indicators are still under study and among them there is the information on usual working hours. Considering that data collected during 2020 and 2021 were strongly affected by the pandemic, for this topic it is necessary to acquire further data to assess the seasonality of the estimates from the new survey and to evaluate the need to proceed with the reconstruction of the entire time series.

Since the survey is longitudinal, the effects and biases introduced and treated in 2020 continue to be seen in 2021, in particular for the subsamples interviewed in 2020 and re-interviewed in 2021.

Luxembourg

The results apply to those people living in Luxembourg who have been educated in Luxembourg, as well as to those who have been educated in another country. This means the figures cannot be used to analyse the national educational system. There was a break in 2003 due to transition to a quarterly continuous survey (source Eurostat).

New Zealand

Attainment data before 2013 on ISCED levels 4 and 5 are no longer reliable, and trends should not be used. Trend data for total tertiary attainment (ISCED 5 and above), or for the combined ISCED 3 and 4 group, can therefore also no longer be used. Trend data for “below upper secondary”, “upper secondary” only, and “degree and above” can still be reliably used.

Attainment data for New Zealand are sourced from the New Zealand Household Labour Force Survey (HLFS). The educational attainment question in this survey changed in 2013. These changes brought the questions asked more in line with the way educational attainment is collected in other government surveys and administrative collections. The new question provided a more accurate way to map responses to both the New Zealand

qualifications framework (NZQF), and to the ISCED. The previous question included a number of categories that related to types of qualifications that could span more than one educational level. For example, “University certificate or diploma below degree level”, “Teacher and nursing certificates or diplomas” or “NZ certificate or diploma”, which can span a number of ISCED levels from 2 to 6. For the reporting of New Zealand attainment data in *Education at a Glance*, a best-fit mapping of these categories to ISCED was developed, using a method that minimised the level of error inherent form assigning categories spanning more than one level to just one level. The new educational attainment question introduced into the HLFS in 2013 provides a more exact mapping to NZQF levels, and to ISCED levels. In particular, the new question can separate post-initial school ISCED 3, ISCED 4 and ISCED 5 attainment more accurately than the previous question could.

The main impact of this survey change on New Zealand attainment data for *Education at a Glance* affects ISCED 4 and ISCED 5. Between EAG 2014 (using 2012 data and the old HLFS question) and EAG 2015 interim report (using 2013 data and the new HLFS question), attainment of the 25-64 year-old population at ISCED 5 shifted from 15% to 11%; and at ISCED 4 from and 8% to 16%. Consequently, the proportion with “tertiary” attainment shifted from 40% to 35%. The changes did not significantly affect the proportions with degrees above (ISCED 6 and over), or those with upper secondary (ISCED 3) only, or those with less than upper secondary.

Around 9% of adults in New Zealand have a one-year upper secondary level qualification as their highest attainment. These include the National Certificate of Educational Achievement Level 1, School Certificate for older adults, or a Level 1 National Certificate. Under either ISCED-97 or ISCED 11 these do not count as upper secondary attainment. In earlier editions of *Education at a Glance* using ISCED-97, these were identified separately as ISCED 3CS. Under ISCED 2011, being used from EAG 2015 on, these one-year qualifications are no longer recognised separately, and are grouped with those with no school qualifications.

Norway

A break in time series on educational attainment occurred in 2005, as the classification of educational attainment was reclassified. Attainment numbers for 2000-2004 follow the former classification of educational attainment and are not comparable with more recent years. The main change is an increase in ISCED 2 attainment, at the expense of ISCED 3. The attainment criteria for ISCED 3 were tightened from course completion to successful completion of the whole programme (studiekompetanse/fagbrev). A reasonable amount of movement also occurred between ISCED 3 and ISCED-97 – level 5, but the net difference is marginal. A minimum of two years full-time study load, equivalent to 120 credit points, is defined as an attainment criterion for ISCED-97 - level 5 (http://www.ssb.no/english/subjects/04/01/utniv_en/).

In 2020, the register on educational attainment of the population was supplemented with new information about immigrants’ highest level of education from the Norwegian Agency for Quality Assurance in Education (NOKUT), the Norwegian Labour and Welfare Administration (NAV) and from the statistical agencies in Iceland, Finland and Denmark. This has caused changes to the proportion of the population by educational attainment. The register will from 2020 be updated annually with data from NOKUT and NAV.

Poland

From 2006 onwards previous 3CS programmes for Poland have been reallocated to 3C Long, since 3C programmes in Poland last three years, which is similar to the typical cumulative duration of a standard national ISCED 3A general programme.

Since the first quarter of 2021, there have been introduced methodological changes in the LFS resulting from the implementation of the framework regulation for social statistics (Regulation (EU) 2019/1700 of the European Parliament and of the Council of 10 October 2019 and its implementing acts).

The changes concern mainly:

- the subjective range – the core part of the survey covers persons aged 15-89 years (until the fourth quarter of 2020, they were persons aged 15 years and more), for other household members, i.e. persons

aged below 15 years and over 89 years, there is only collected information regarding the general characteristic of a household,

- definition and the way of specifying particular populations of persons on the labour market – employed, unemployed and economically inactive persons (i.e. in the wording and the order of asking questions),
- the objective range of the survey (partial exchange of the variables).

Therefore, the LFS data since the first quarter of 2021 must not be compared with previous periods.

Sweden

There are the following breaks in the series: 2013/2014 when the ISCED Classification 2011 has been introduced. Upper secondary education with duration shorter than 2 years (mainly AMU-education and Komvux) was reported at ISCED 3 in ISCED-97 and is reported at ISCED 2 according to ISCED 2011. Due to this change, there is a big increase in the share of the population aged 25-64 with “below uppers secondary education”, from 12% to 18%. Furthermore, in 2001 when the new standard for classification of education (SUN 2000) was applied in 2001, and in 2005, when a new EU-harmonised questionnaire was introduced, the break in the series leads, among other consequences, to a breakdown of ISCED-97 levels 4 and 5B into two separate variables. The latter explains the decrease in tertiary attainment 2005.

In 2020, the register on educational attainment of the population was supplemented with new information about immigrants’ highest level of education from the Norwegian Agency for Quality Assurance in Education (NOKUT), the Norwegian Labour and Welfare Administration (NAV) and from the statistical agencies in Iceland, Finland and Denmark. This has caused changes to the proportion of the population by educational attainment. The register will from 2020 be updated annually with data from NOKUT and NAV.

Switzerland

Trend data have been revised from 1997 to 2008 to correct an error in the original data source. Changes in ISCED categories 3CS and 3CL were carried over the time series (1997 to 2008). Before 2001, however, ISCED 3CL only partially reflects the reality. It should not be distinguished from other categories of ISCED 3. In general, before 2001, it is not possible to distinguish between the ISCED categories 1 and 2, as well as to the ISCED categories 3 and 4 or that of ISCED 5A and ISCED-97 – level 6.

Türkiye

The 2007 figures were adjusted according to the new census showing a decrease in total population compared to the projections. For the moment no adjustment/revision are available for the previous years. When the new population projections will be ready, the series will be revised back in time, including 2007 figures. It is not correct to compare 2007 figures with previous years.

United Kingdom

An improved methodology introduced in 2009 led to an increase in measured educational attainment. For 25-64 year-olds the effect was an increase of 3.4 percentage points for those with at least upper secondary level education, and 3.4 percentage points for tertiary level attainment. Women aged 60-64 are included from 2009. The back time series was revised in 2008, taking account of reweighted (to mid-census population estimates) and revised (now using calendar rather than seasonal quarters) data. The revisions provided an opportunity to correct some long-standing anomalies in older data (reported up to 2005), such as an overestimation of the proportion holding ISCED-97 – level 6 (doctoral level), and where ISCED 3B was incorrectly grouped in 3A.

United States

Please note that the NEAC submission for the United States includes those members of the US military services who live in civilian households. These individuals are normally excluded from civilian labour force computations produced by the United States. The figure for inactive population calculated by the OECD as the difference between the total population and those employed in civilian jobs plus unemployed population does include these military service personnel as "inactive". For this reason, the figure for inactive population differs from the one produced nationally in the United States from the same survey.

Caution should be used when comparing 2022 estimates to those of prior years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey data collection, see https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar22.pdf.

Argentina

Data collected through the Permanent Household Survey (Urban) (*Encuesta Anual de Hogares Urbanos* (EAHU)) covers the 31 Urban Agglomerations as well as all administrative units with 2000 or more inhabitants with the exception of the provinces Tierra del Fuego, Antártida e Islas del Atlántico Sur.

Bulgaria

In 2015, the educational programs corresponding with ISCED codes 342 and 352 did not exist. Since 2021, data on work status of population are not fully comparable with that for the previous years due to changes in the definitions stemmed from the implementation of the new EU regulation for social statistics, in particular in the field of labour force domain, in force from 2021.

Romania

In 2021 LFS was redesigned, thus data for 2021 onwards are not comparable with those for the previous years.

Standard errors

Table X3.A1.3 (see StatLink under Table 1.1) presents estimates and their associated standard errors for data published in *Education at a Glance* (EAG).

To get a sense of the impact of these standard errors on the meaning and interpretation of the values in the publication it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the value reported in most cases, indicating that we can be confident about the statistical accuracy of the values in Tables A1.1 and A1.2 and the supplemental educational attainment estimates from OECD.Stat using the available information on sample sizes. However, even though these estimates are relatively precise, small standard errors can still complicate some types of interpretations of these values, in particular, OECD rankings, since small standard errors result in narrow ranges for confidence intervals.

Employing the simple random survey assumption offers a conservative, "best-case scenario" of standard error estimates. As most, if not all, countries' labour force surveys use complex sample designs, the standard errors would generally be larger if the sample design information were used. The generally small standard errors in Tables A1.1 and A1.2 result in the finding that most of the values are statistically significantly different from the OECD average. If the standard errors were larger, indicating a wider range of possible true values, it would be harder to discern a significant difference between one country and the OECD average value.

While the findings generally support the validity of the tables appearing in EAG, they also suggest that more attention to statistical testing and statistical validity is needed, particularly when detailed data using smaller

segments of the population are presented. Also, the standard error estimates should incorporate appropriate adjustments for survey design effects, where the information is available.

For all countries with data available on the sample size, the standard errors were computed under the assumption of a simple random sample. Standard errors taking into account the complex sample design may be higher. The extend of the estimation error of the standard error can be assessed by comparing the precise standard errors released for selected indicators in EAG taking into account the complex survey design (i.e. those provided by a few countries and included in the table) with the respective standard errors computed under the simple random sample assumption in the *Education at a Glance database*.

Indicator A2. Transition from education to work: Where are today's youth?

Methodology

Data from the TRANS survey refer to the first quarter of each year (i.e. January, February, March). There are some exceptions for countries reporting the second quarter (i.e. April, May, June), reporting spring quarters (i.e. March, April, May) or the whole year (i.e. January to December). See Table X3.A2.2 1 (see StatLink under Table 1.1) summarising the metadata by country.

"In education" refers to adults in formal education and training.

The calculation of educational attainment for those "in education", as well as for those "not in education" has changed since the reference year 2006. From this year onwards the ISCED level refers to the completed level of education rather than the attended level of education. People with no information on their educational attainment are excluded from all data disaggregated by educational attainment.

The definition of inactive is that inactive individuals are those who are, during the survey reference week, neither employed nor unemployed, i.e. individuals who are not looking for a job, and therefore there is nothing on whether the person is in education or not. For example, in Table A2.1 column 3, among 18-24 year-olds 18% are in education and employed, therefore those in education should not be considered as active or inactive by default.

Data in Indicators A2 and A3 are not directly comparable due to the difference in reference period (one quarter versus one year). This is particularly important for Indicator A2 which focus on the young adults, given that they might be temporarily out of education during summer period.

Source

The OECD Network on labour market, economic and social outcomes of learning (LSO Network) compiles data on population, educational attainment and labour-market status from national Labour Force Surveys, and usually refer to the first quarter, or the average of the first three months of the calendar year.

The sources for data on the transition from education to work (i.e. Tables A2.1 and A2.2) are the same as in Table A1.1 except for France where the source is the European Union LFS (EU-LFS) for year reference 2009 to 2015 and for the United States where the source is the October Supplement to the Current Population Survey (CPS) instead of the March Supplement. Data for tables A2.3 and A2.4 on recent graduates were extracted from EU-LFS for all countries participating in this survey by Eurostat and the national Labour Force Survey for the United Kingdom.

Table X3.A2.2 1 (see StatLink under Table 1.1) summarises the metadata by country.

Notes on specific countries

Australia

Australian data at the detailed level may be unreliable due to the suppression of small values. The data is indicative only and should be used with caution.

Canada

The Labour Force Survey establishes whether or not a respondent is attending an educational establishment (includes primary, secondary, college, CEGEP, university).

Finland

At the beginning of 2021, the data content, data collection and estimation method of the Finnish Labour Force Survey were revised. The most important content changes concerned working time data and the definition of employed person. The data collection was revised by introducing a web questionnaire as a new data collection method alongside computer-assisted telephone interviews and face-to-face interviews. The revised estimation method utilises more widely different registers, such as Statistics Finland's Register of Completed Education and Degrees.

Revisions of the Finnish Labour Force Survey were not related to the COVID-19 pandemic. The revisions were general development of the Labour Force Survey and due to the revisions of the Integrated European Social Statistics. The statistics produced with the old estimation method are not comparable with the statistics produced with the new estimation method. There is a break in time series in 2021 in the data which are based on the Labour Force Survey.

Germany

The non-response rate was further reduced compared to both previous years.

Increased immigration in 2022 is not fully reflected in the microcensus, which may have effects on the interpretation of results.

The limitations in the survey implementation of the microcensus from 2020 and 2021 were no longer present in the survey year 2022. That is, the initial technical difficulties following the methodological re-design of the microcensus in 2020 and the effects of the Corona crisis did not have any significant effects on the 2022 microcensus. This is reflected, among other things, in the non-response rate, which was further reduced compared to the last two years. The non-response rate for the final results of the 2022 microcensus is approximately 11 % at the federal level, which is already significantly lower than for the final results in 2020 and 2021 (final result in 2021: 14%; final result in 2020: 35%).

In the case of the Microcensus 2022, it must be taken into account that increased immigration in 2022, especially as a result of the Russian attack on Ukraine, may have an impact on the results: In the extrapolation, selected characteristics of the microcensus are adjusted to key figures of the population update, including citizenship. Due to the strong influx of people seeking protection from Ukraine in 2022, the microcensus did not fully record them. In the current population update, however, these groups of people are taken into account via the reports from the registration offices. When interpreting the results on the population without German citizenship, it should therefore be noted that the different foreign citizenships (especially EU third countries) may be over-estimated and that Ukrainian citizenship in particular is underestimated. Moreover, this may also have effects on other characteristics of the microcensus, such as household structure and educational attainment.

Greece

In 2021 the Implementing Regulation (EE) 2019/2240 for the Labour Force Survey, introduced important changes in the survey methodology. The main changes concern:

- Data collection (general use of computer-aided interviews)
- The formulation of questions related to the employment status of respondents during the reference week (due to the adoption of a model questionnaire prepared by Eurostat)
- The computation of the weighting factors
- The definition of employment and, in particular, the treatment of person reporting having a job during but not working even for one hour.

Israel

Conscripts into the army are considered to be employed, as opposed to 2011 and before, when they were counted as not in the labour force.

Work-study programmes apply to a very small part of the population (currently 4% of secondary students are enrolled in such programmes).

Slovak Republic

Since 2021, the IESS methodology has been applied and a new weighing method was used.

Spain

Those aged 15 are considered in lower secondary level of education and out of labour force because education is compulsory for this age.

The new regulations in the LFS were implemented in 2021 but no significant impact in the Spanish results was detected.

Switzerland

Questionnaires since 2021 was modified to comply with the new Eurostat regulations, also in force from January 2021. For certain results, these changes have led to a break in the series between 2020 and 2021.

United Kingdom

Raw data before 2013 concern 16-29 year-olds. Those aged 15 were previously estimated as the fraction of 1/14 of the total 16-29 year-old population. They are considered in education, with lower secondary level of education and out of labour force.

The work-study programmes definition includes:

- Government employment or training schemes (youth training programme, training for work, action for community employment, job skills, national young traineeship).
- Those on a new deal scheme, working for an employer in the public or private sector, working for the voluntary sector, working for an environmental task force, other type of new deal schemes involving practical training (practical training, at college, temporarily away from project/college).
- Those on the following government employment or training schemes: in England/Wales on a scheme run by a training and enterprise council, in Scotland on a scheme run by a local enterprise company.
- Anyone on a recognised trade apprenticeship not included in any of the above schemes.

The category “Other employed” includes people in education, who are employed but not included in the work-study programme.

In 2022 education variables in the Labour Force Survey were revised which resulted in a decreased sample size for the first quarter of 2022. The revision meant respondents’ previous quarters data for qualification-based questions could not be brought-forward from the fourth quarter of 2021 which typically constitutes 25% of the total.

Standard errors

Table X3.A2.2 (see StatLink under Table 1.1) presents estimates and their associated standard errors for data published in *Education at a Glance* (EAG).

For more information see above in Indicator A1 the section on standard errors.

Indicator A3. How does educational attainment affect participation in the labour market?

Methodology

The methodology for this Indicator is similar to the information included for Indicator A1 above.

Source

The sources for data in this indicator are the same as for Tables A1.1, A1.2 and A1.3 on educational attainment in Indicator A1.

For further information on sources and notes on specific countries, see Indicator A1.

Standard errors

Tables X3.A3.1 and X3.A3.2 (see StatLink under Table 1.1) present estimates and their associated standard errors for data published in *Education at a Glance* (EAG).

For more information see above on Indicator A1 the section on standard errors.

Indicator A4. What are the earnings advantages from education?

Methodology

Indicator A4 provides data on earning advantages from education.

Relative earnings of employed compared to employed with upper secondary education are calculated as follows:

$$\frac{\boldsymbol{Earnings}_{\boldsymbol{Age,Gender,EducLevel}}}{\boldsymbol{Earnings}_{\boldsymbol{Age.Gender.UpperSec}}} \times \mathbf{100}$$

$EarningsAge, Gender, EducLevel$ is the mean earnings of persons within an age group and gender with a certain educational attainment level compared to $EarningsAge, Gender, UpperSec$ where the mean earnings of persons of the same age group is upper secondary education as highest level of educational attainment.

Women's earnings relative to men's earnings are calculated as follows:

$$\frac{\boldsymbol{Earnings}_{\boldsymbol{Age,EducLevel,Women}}}{\boldsymbol{Earnings}_{\boldsymbol{Age.EducLevel.Men}}} \times \mathbf{100}$$

$EarningsAge, EducLevel, Women$ is the annual mean earnings of women of a particular age group and highest educational attainment level and $EarningsAge, EducLevel, Men$ is the annual mean earnings of men of the same age group and level of educational attainment.

Level of earnings relative to median earnings:

The level of earnings relative to median earnings is defined as the ratio of the number of people with earnings within an earnings level relative to the median and all persons with earnings from employment. The distribution is calculated for all earners (including full-time, full-year earners and part-time earners). These relative earnings are broken down into the following earning levels:

- At or below half the median
- More than half the median but at or below the median
- More than the median but at or below 1.5 times the median
- More than 1.5 times the median but at or below twice the median
- More than twice the median

Source

The OECD Network on labour market, economic and social outcomes of learning (LSO Network) compiles data on education and earnings.

Tables X3.A4.1 and X3.A4.2 (see StatLink under Table 1.1) summarise the metadata by country.

Table X3.A4.3 (see StatLink under Table 1.1) summarise the information on the treatment of persons with zero or negative earnings.

Table X3.A4.6 (see StatLink under Table 1.1) summarises the coverage of individuals with no earnings from work.

Notes on specific countries

Australia

The data source used since reference year 2016 is different from the one used in previous years. As a result, data are not directly comparable between 2016 onwards and previous years.

Belgium

. For the level of earnings relative to median earnings, the data source is the EU Labour Force Survey (EU-LFS). From 2021 onwards, gross pay is reported and this information is collected from administrative data. Prior to 2021, self-reported earnings net of income tax were used. This change in reporting means that there is a break in the data source between 2021 and the previous years

Canada

The data source used since reference year 2014 is different from the one used in previous years. As a result, data are not directly comparable between 2014 onwards and previous years. For data collected from the Canadian Income Survey (CIS), population estimates of a value equal to or less than 5,000 should not be released, nor used in the calculation of ratios. Characteristics of such populations should not be released either.

Chile

Data on earnings is obtained from a process of inclusion of compulsory salary deductions, depending on labour and social characteristics of each observation.

Czech Republic

The term full-time is a self-designated full-time status. Working hours are defined for a concrete position which is the same as real time usage defined as a full-time. As far as the working hours defined for concrete job differ from real time the employee spends at work, it is defined as part-time. There is another additional criterion that says: if the defined working hours for concrete position are less than 30 hours per week, it automatically marked as a part-time. But the usual working time is 40 hours per week for full-time.

Finland

Data on earnings by field of study for 2017 and 2020 used a different data source. In 2017 earnings data by fields was from the Structure of Earnings Survey while the latest dataset is from the Employment Statistics.

France

Since reference year 2012, the age is measured at the beginning of the reference period, i.e. one year before the survey. Age was previously measured at the beginning of the survey year.

Ireland

Regarding data for year 2020 (data collection in 2021), there has been a complete re-design of SILC (Survey on Income and Living Conditions) questionnaire for Ireland and processes resulting in breaks in series in certain variables.

Latvia

Starting from 2021 wages and salaries is an annual indicator, i.e., are only collected at the first-wave interview and the estimates are based on the first-wave weights. Starting from 2021 gross wages and salaries, until 2020 – net wages and salaries. Information on wages not specified as well as exact amount of wages indicated within the given pay ranges was drawn from the State Revenue Service database.

Luxembourg

The data source used since reference year 2016 is different from the one used in previous years. As a result, data are not directly comparable between 2016 onwards and previous years.

Norway

Information on those working full-time, full-year is collected from an administrative register on employees; the Employer and Employee register (EE-register). For reference years before 2014, full-time full-year earners are defined as those being registered with a job each month through the year with a contractual number of at least 35 hours per week each month. Since reference year 2015, full-time full-year earners are defined as those being registered with a job in December with a contractual number of at least 35 hours per week.

The EE-register covers about 90 per cent of all the employees. Those not covered are mainly employees with short term jobs.

The EE-register has not been used for compiling these kinds of data so far. There are some quality problems with the EE-register which probably results in an overestimation of the number of full-time, full-year employees. Updating of the EE-register is done by the employers. Some employers might have forgotten to report about employees that have left their job before the end of the year and some might have forgotten to report about employees that have decreased their contractual hours below 35 hours.

Portugal

The data, whose source is "Personnel Tables", refers to firms with employees in the private sector (covered by Portuguese Labour Code), excluding public administration and the coverage of the agricultural sector is low. Civil servants (with employment contracts in public functions), self-employed and domestic service are not covered. Data refers to employees (and respective earnings in the main job) at establishments in Portugal in October 2020.

Sweden

Data from total registers for year 2017 while previous years data was from EU Statistics on Income and Living Conditions (EU-SILC), therefore there is a break in time series. The distribution of full-time full-year and part-time part-year earners have changed due to a methodological change. A new source “AGI Employer declaration at individual level” is used, which has much higher quality than the previous used “KU register”. In the old source, the number of full-year workers was over-estimated. The effect on the earnings data is a decline in full-time full-year workers and a corresponding increase of part-time part-year workers, as a share of all workers. The Indicator A4 on full-time earners might be slightly affected but measures based on all earners or total population should not be affected at all. The category "No earners" has been redefined from year 2020. Before 2020 people with zero earnings has been classified as No earners no matter if they worked or not. From 2020 the number of months worked is decisive, rather than the level of earnings. This resulted in 52 000 people transferred from "No earnings" to "All earners". About 10% of them are full-time full-year earners. The overall impact is expected to be low. For example, the effect on median earning is -0,5 percent.

United Kingdom

Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (about 15% of the adults are in this group).

United States

Data users should exercise caution when comparing Current Population Survey, Annual Social and Economic Supplement estimates for data years 2019, 2020, and 2021 from the reports or from the microdata files to those from previous years due to the effects that the coronavirus (COVID-19) had on interviewing and response rates. Using administrative data, U.S. Census Bureau researchers have documented that nonrespondents to the Current Population Survey in 2020 to 2022 are less similar to respondents than in earlier years. Among these differences, of particular interest is that respondents from 2020 to 2022 had relatively higher income than non-respondents. Actual earnings data

Tables X3.A4.4 and X3.A4.5 (see StatLink under Table 1.1) present earnings data in actual values in USD using Purchasing Power Parity (PPP) for private consumption.

Indicator A5. What are the incentives to invest in education?

This indicator was not included in *Education at a Glance* (EAG) 2023.

Indicator A6. How are social outcomes related to education?

Methodology

Table A6.1. Average score for the perception of democracy, by educational attainment (2020)

Additional data on national elections being free and fair, and media freedom are available for consultation online (https://stat.link/szkel2). Additional data on views on governing parties being punished in elections, government measures to reduce differences in income levels, and the will of the people can also be found online (https://stat.link/szkel2).

Data from the European Social Survey were extracted from Round 10, published in June 2022. More information on the methodology of this survey is available at: https://www.europeansocialsurvey.org/methodology/

For this table, respondents answered the following question:

CARD 36 Using this card, please tell me to what extent you think each of the following statements applies in [country]. 0 means you think the statement does not apply at all and 10 means you think it applies completely[89]. **READ OUT EACH STATEMENT**

[Display before items D14-D17: STILL CARD 36 (IF NECESSARY: To what extent do you think each of the following statements applies in [country]?) **READ OUT]**

		Does not apply at all											Applies completely	Refu-sal)	(Don't know)
D13	National elections[90] in [country] are free and fair[91].	00	01	02	03	04	05	06	07	08	09	10		77	88
D14	Different political parties[92] in [country] offer clear alternatives to one another.	00	01	02	03	04	05	06	07	08	09	10		77	88
D15	The media in [country] are free to[93] criticise[94] the government.	00	01	02	03	04	05	06	07	08	09	10		77	88
D16	The rights of minority groups in [country] are protected.	00	01	02	03	04	05	06	07	08	09	10		77	88
D17	Citizens in [country] have the final say on the most important political issues by voting on them directly in referendums.	00	01	02	03	04	05	06	07	08	09	10		77	88

In Table A6.1, the options of the protection of the rights of minority groups and political parties offering clear alternatives to one another were not considered to assess perception of democracy. Other options that do not appear among the statements above but that are included in the Question CARD 36 are: the will of the people cannot be stopped, governing parties are punished in elections when they have done a bad job, the government takes measures to reduce differences in income levels.

Table A6.2. Share of adults who reported the following behaviour indicating civic engagement, by educational attainment and programme orientation (2020)

Additional data on the share of adults who reported having taken part in a public demonstration and those reported having volunteered for a not-for-profit or charitable organisation can be found online (https://stat.link/hqyrxa).

For this table, respondents answered the following question:

And still thinking about different ways of trying to improve things in [country] or help prevent things from going wrong[12], during the last 12 months, have you done any of the following?
Have you… **READ OUT**…[13]

[Display before items B20-B22: (**IF NECESSARY:** During the last 12 months, have you…) **READ OUT**…**]**

		Yes	No	(Refusal)	(Don't know)
B19[14]	…taken part in a public demonstration?	1	2	7	8
B20	…boycotted certain products?	1	2	7	8
B21	…posted or shared anything about politics online, for example on blogs, via email or on social media such as Facebook or Twitter[15]?	1	2	7	8
B22[16]	…volunteered for a not-for-profit or charitable organisation?	1	2	7	8

Data from the European Social Survey were extracted from Search European Social Survey (nsd.no). More information on the methodology of this survey is available at: https://www.europeansocialsurvey.org/methodology.

Table A6.3. Share of Internet users taking precautions to protect the privacy of their personal data, by educational attainment and type of precaution (2021)

Additional data on limiting access and use of data, checking whether websites were secure or asking administrators to update personal data are available for consultation on line (https://stat.link/jkbglc).

For this table, respondents answered the following question:

F5.*/ Do you use software that limits the ability to track your activities on the internet on any of your devices?**
(tick one)

Yes	☐
No	☐

Data on the EU Survey on ICT usage in households and by individuals (EU-ICT) survey were extracted from Database - Digital economy and society - Eurostat (europa.eu). More information on the methodology of this survey is available at: https://ec.europa.eu/eurostat/cache/metadata/en/isoc_i_esms.htm

Table A6.4 (Web only). Average score for the perception of democracy, by educational attainment and gender (2020)

Data from the European Social Survey were extracted from Search European Social Survey (nsd.no). More information on the methodology of this survey is available at: https://www.europeansocialsurvey.org/methodology.

Table A6.5 (Web only). Average score for the perception of democracy, by educational attainment and age group (2020)

Data from the European Social Survey were extracted from Search European Social Survey (nsd.no). More information on the methodology of this survey is available at: https://www.europeansocialsurvey.org/methodology.

Table A6.6 (Web only). Share of Internet users taking precautions to protect the privacy of their personal data, by gender, educational attainment and type of precaution (2021)

Data on the EU-ICT survey were extracted from Database - Digital economy and society - Eurostat (europa.eu). More information on the methodology of this survey is available at: https://ec.europa.eu/eurostat/cache/metadata/en/isoc_i_esms.htm

Table A6.7 (Web only). Share of Internet users taking precautions to protect the privacy of their personal data, by type of precaution, age group, and educational attainment (2021)

Data on the EU-ICT survey were extracted from Database - Digital economy and society - Eurostat (europa.eu). More information on the methodology of this survey is available at: https://ec.europa.eu/eurostat/cache/metadata/en/isoc_i_esms.htm

Table A6.8 (Web only). Share of adults reporting they agree or strongly agree with the following statements, indicating belief in conspiracy theories (2020)

Variables included in this table are based on the European Social Survey Round 10 for European OECD member countries.

Data from the European Social Survey were extracted from Search European Social Survey (nsd.no). More information on the methodology of this survey is available at: https://www.europeansocialsurvey.org/methodology.

For this table, respondents answered the following question:

CARD 89 How much do you agree or disagree with the following statements?

K1. A small secret group of people is responsible for making all major decisions in world politics.
K2. Groups of scientists manipulate, fabricate, or suppress evidence in order to deceive the public.

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Refusal)	7
(Don't know)	8

CARD 97 Using this card, please tell me how much you agree or disagree with the following statement.

Coronavirus is the result of deliberate and concealed efforts of some government or organisation

Agree strongly	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Refusal)	7
(Don't know)	8

Notes on specific countries

Canada

- **Table A6.2 :** Data for the share of adults (25-64 year-olds) who reported having : taken part in a public demonstration, boycotted certain products, posted or shared anything about politics on line, during the last 12 months, is from 2020. Data for the share of adults that volunteered for a not-for-profit or charitable organisation, is from 2018.

Source

Table A6.1. Average score for the perception of democracy, by educational attainment (2020)

- European Social Survey (ESS), Round 10

Table A6.2. Share of adults who reported the following behaviour indicating civic engagement, by educational attainment and programme orientation (2020)

- European Social Survey (ESS), Round 10 for OECD and accession countries participating in this survey
- The General Social Survey (GSS SI and GSS GVP) for Canada

Table A6.3. Share of Internet users taking precautions to protect the privacy of their personal data, by educational attainment and type of precaution (2021)

- EU Survey on ICT usage in households and by individuals (EU-ICT) for OECD and accession countries participating in this survey
- The Canadian Internet Use Survey (CIUS) 2020 for Canada

Table A6.4 (Web only). Average score for the perception of democracy, by gender, educational attainment and programme orientation (2020)

- European Social Survey, Round 10 for European OECD member countries and Israel

Table A6.5 (Web only). Average score for the perception of democracy, by educational attainment and age group (2020)

- European Social Survey, Round 10

Table A6.6 (Web only). Share of Internet users taking precautions to protect their privacy of personal data, by gender, educational attainment and type of precaution (2021)

- EU Survey on ICT usage in households and by individuals (EU-ICT) for OECD and accession countries participating in this survey
- The Canadian Internet Use Survey (CIUS) 2020 for Canada

Table A6.7 (Web only). Share of Internet users taking precautions to protect the privacy of their personal data, by age group, educational attainment and type of precaution (2021)

- EU Survey on ICT usage in households and by individuals (EU-ICT) for OECD and accession countries participating in this survey
- The Canadian Internet Use Survey (CIUS) 2020 for Canada

Table A6.8 (Web only). Share of adults reporting they agree or strongly agree with the following statements, indicating belief in conspiracy theories (2020)

- European Social Survey (ESS), Round 10

Indicator A7. To what extent do adults participate in education and training?

Methodology

This indicator includes data on participation in formal and/or non-formal education and training from different sources that have different reference period: either 4 weeks or 12 months before the survey.

The European Union Labour Force Survey (EU-LFS) is held quarterly and measures participation in formal and/or non-formal education and training during a four-week period excluding guided on-the-job training. The EU-LFS methodology can be found at https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_labour_force_survey_-_methodology. The reference period for participation in non-formal education and training is during the previous 4 weeks for the EU-LFS and the United Kingdom national surveys and the previous 12 months for the Australia and Costa Rica national surveys.

The European Union Continuous Vocational Training Survey (EU-CVTS) takes place every five year and measure the on continuing vocational training carried out in enterprises over the 12 months prior to the survey. The EU-CVTS methodology can be found at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Continuing_Vocational_Training_Survey_(CVTS)_methodology. National survey of Switzerland measures training costs in enterprises during a 12-months period.

Source

Table A7.1 Share of adults participating in non-formal education and training, by labour-market status, job-relatedness and gender (2022)

- EU Labour Force Survey (EU-LFS) for European OECD and accession countries (Austria, Belgium, Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland and Türkiye).
- National surveys for Australia (Australian Bureau Survey of Work-Related Training and Adult Learning), Costa Rica (Continuous Employment Survey), Canada (Labour Force Survey), Korea (Korean Adult Lifelong Learning Survey) and the United Kingdom (Labour Force Survey).

The reference period for participation in non-formal education and training is during the previous 4 weeks for countries using the EU-LFS and the previous 12 months for the Australia, Canada, Costa Rica and Korea national surveys.

Table A7.2 Share of adults participating in non-formal job-related education and training, by age group, educational attainment and programme orientation (2022)

- EU Labour Force Survey (EU-LFS) for European OECD and accession countries (Austria, Belgium, Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden and Switzerland).
- National surveys for Australia (Australian Bureau Survey of Work-Related Training and Adult Learning), Canada (Labour Force Survey) and Korea (Korean Adult Lifelong Learning Survey).

The reference period for participation in non-formal job-related education and training is during the previous 4 weeks for countries using data from the EU-LFS and the previous 12 months for Australia, Canada and Korea.

Table A7.3 Training costs as a share of total labour costs, by size of enterprise (2010, 2015 and 2020)

- The Continuing Vocational Training Survey (CVTS) for European OECD and accession countries (Austria, Belgium, Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden) and the United Kingdom.

- National survey for Switzerland (Swiss Continuing Education and Training Survey).

The reference period for training costs is the previous 12 months for all countries with available data.

Table A7.4 Share of employed adults participating in non-formal job-related education and training, by size and sector of enterprise (2022)

- EU Labour Force Survey (EU-LFS) for European OECD and accession countries (Austria, Belgium, Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden and Switzerland).
- National survey for Canada (Labour Force Survey).

The reference period for participation in non-formal job-related education and training is during the previous 4 weeks for countries using data from the EU-LFS and the previous 12 months for Canada.

Table A7.5 Share of employed adults participating in non-formal job-related education and training, by economic activity (2022)

- EU Labour Force Survey (EU-LFS) for European OECD and accession countries (Austria, Belgium, Bulgaria, Croatia, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden and Switzerland).
- National survey for Canada (Labour Force Survey).

The reference period for participation in non-formal job-related education and training is during the previous 4 weeks for countries using data from the EU-LFS and the previous 12 months for Canada.

Notes on specific countries

Canada

In Table A7.4 on the share of employed adults participating in non-formal job-related education and training, by size and sector of enterprise, the size of enterprise differs as follows: 10-49 employed persons includes 20-99 employed persons; 50-249 employed persons includes 100-500 employed persons; over 249 employed persons includes over 500 employed persons.

References

OECD (2018), *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, https://doi.org/10.1787/9789264304444-en. [1]

2. Source, methodology and technical notes for Chapter B

List of indicators

- Indicator B1: Who participates in education?
- Indicator B2: How do early childhood education and care systems differ around the world?
- Indicator B3: Who is expected to complete upper secondary education?
- Indicator B4: Who enters tertiary education?
- Indicator B5: Who graduate from tertiary education?
- Indicator B6: What is the profile of internationally mobile students?

Description

This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1]).

Table 2.1. Sources, methods and technical notes for UOE enrolment data in Indicators B1, B2, B6 and the *Education at a Glance Database*

INST	This sheet compiles all countries comments and missing data in ENRL1A-INST and ENRL1B-INST
AGE	This sheet compiles all countries comments and missing data in ENRL2-AGE&FP and ENRL3-AGE&P
FIELD	This sheet compiles all countries comments and missing data in ENRL4-FIELD and ENRL5-MOB&FIELD
COUNTRY	This sheet compiles all countries comments and missing data in ENRL6-MOB&COUNTRY
REPEATER	This sheet compiles all countries comments and missing data in ENRL7-REP
GRADE	This sheet compiles all countries comments and missing data in ENRL8-GRADE
ADULT	This sheet compiles all countries comments and missing data in ENRL9-ADULT
METADATA	This sheet compiles all countries selected information in Val_Metadata

Note: The Education at a Glance database can be found at http://stats.oecd.org/..

StatLink 2 https://stat.link/1mecws

Table 2.2. Sources, methods and technical notes for UOE entrants data in Indicator B4 and the Education at a Glance Database

AGE	This sheet compiles all countries comments and missing data in ENTR1-Age and ENTR2-Mobile&Age
FIELD	This sheet compiles all countries comments and missing data in ENTR3-Field
METADATA	This sheet compiles all countries selected information in Val_Metadata

Note: The Education at a Glance database can be found at http://stats.oecd.org/.

StatLink https://stat.link/3gp7oq

Table 2.3. Sources, methods and technical notes for UOE graduates data in Indicator B5 and the *Education at a Glance Database*

INST	This sheet compiles all countries comments and missing data in GRAD1-INST
AGE	This sheet compiles all countries comments and missing data in GRAD2-AGE, GRAD3-FIRST&AGE and GRAD4-MOB&AGE
FIELD	This sheet compiles all countries comments and missing data in GRAD5-FIELD and GRAD6-MOB&FIELD
COUNTRY	This sheet compiles all countries comments and missing data in GRAD7-MOB&COUNTRY
METADATA	This sheet compiles all countries selected information in Val_Metadata

Note: The Education at a Glance database can be found at http://stats.oecd.org/.

StatLink https://stat.link/wem4tn

Table 2.4. Sources, methods and technical notes for UOE personnel data in Indicators B2, D7 and the *Education at a Glance Database*

STUD	This sheet compiles all countries comments and missing data in PERS1-STUD
INST	This sheet compiles all countries comments and missing data in PERS2-INST
AGE	This sheet compiles all countries comments and missing data in PERS3-AGE
MANAGEMENT	This sheet compiles all countries comments and missing data in PERS4-MANA
METADATA	This sheet compiles all countries selected information in Val_Metadata

Note: The Education at a Glance database can be found at http://stats.oecd.org/.

StatLink https://stat.link/vp6or8

Indicator B1. Who participates in education?

Methodology

Data generally refer to the school year 2020/21. Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For Australia, 30 June is used as the reference date for ages in both enrolments and population data for all education levels except pre-primary, which

has the reference date 1 July for enrolments. For Japan, 1 April is used as the reference date for ages in population data and 1 May is used as the reference date for enrolments. For the United States, 1 October is used as the reference date for ages in enrolments data, but the reference date for ages in population data is 31 October.

The dates or periods at which students, educational staff and educational institutions were counted were not provided by all countries. Some countries collect these statistics through surveys or administrative records at the beginning of the school year while others collect them during the school year, and yet others at the end of the school year or at multiple points during the school year. It should be noted that differences in the reference dates between, for example, enrolment data and population data can lead to overestimated or underestimated figures (for instance, net enrolment rates exceeding 100%) when there is a significant decrease or increase over time in any of the variables involved. If the reference date for students' ages used in the enrolment data differs from the reference date for the population data (usually 1 January of the reference year), this can be a further source of error in enrolment rates.

Since the calculation of enrolment rates is based on different data sources and sometimes includes estimates, the calculated enrolment rates were slightly higher than 100% in a few instances. In those cases, the enrolment rate was rounded down to 100%.

Information on the sources and instruments used by countries to collect data on enrolments is given in EAG2023_Annex3_ChapterB_ENRL (Table 2.1, which also indicates missing data points and explanatory notes on the raw data collected.

Source

Data on enrolments are based on the UOE data collection on education systems administered annually by the United Nations Educational, Scientific and Cultural Organization (UNESCO) International Standard Classification of Education (ISCED), the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Australia

Break in series in 2018. The methodology to attribute students to public and private institutions at ISCED levels 3 to 5 and to attribute students to vocational programmes at ISCED levels 2 to 5 was improved.

Given the needs of users and producers of statistics on education and other factors unique to the Australian education system, total consistency of the concordance between levels of education in Australian Standard Classification of Education (ASCED) and ISCED has not been possible.

The number of VET (Vocational Education and Training) student enrolments at ISCED 3 (vocational) is underrepresented due to the requirements for reporting ISCED. Senior secondary students are able to study VET programmes from Certificate I to Certificate IV concurrently, however these students are classified as ISCED 3 (general) if the programmes or the students do not meet the criteria for higher ISCED levels. Further, if students are undertaking general and vocational programmes concurrently, and their main programme is general education, these students are considered as undertaking general programmes to mitigate the technical issue with double counting. As a result, in 2021, while approximately 44% of all senior secondary students (15-19 year-olds) undertook VET studies in Australia as reported in ASCED, the vast majority of these students were reported in ISCED as upper secondary general students. The enrolment rates of this cohort were 35% for ISCED 3 (general), 7% for ISCED 3 (vocational) and 1% for ISCED 4 (post-secondary non-tertiary programmes where only vocational programmes are reported) in 2021.

Austria

Data exclude participants in short courses for sports instructors.

Belgium

Data on the German-speaking Community are not integrated in the enrolments data for Belgium; however the population data refer to Belgium (and therefore include the German-speaking Community). Data on independent private institutions refer to European Schools (ISCED 1 – 2 – 3) and, at higher education levels, only refer to the Flemish Community. About 120 000 adult learners (French Community) at ISCED level 2 to 7 are not included in the data broken down by age, which may lead to the underestimation of enrolment rates, especially in the age group 20-22.

Data on enrolments in ISCED 55 programmes from the French-speaking Community are marginal and are included in enrolments in ISCED 6 programmes. Break in series in 2019/20; from this year, associate degree programmes of higher vocational education (at ISCED 5) are organised by university colleges. Previously, these courses could be followed at the centres for adult education. An exception to this is the HBO5 nursing course, which will still be organised by secondary schools, in a partnership with a university college. In addition to the associate degree programmes, the university colleges also offer the HBO5 courses (phasing out) for students who had already started this course at a centre for adult education. However, in 2021, more data was available on ISCED 5 related fields of study.

Data collection by field of study and mobility status is undergoing an ongoing process of being improved, which may explain some fluctuations in trend data.

Data on enrolments by age for the French Community of Belgium in the years 2005 and 2013 are based on estimations regarding adults who have returned to education after the age of 18. Data on such enrolments are missing for 2020.

Brazil

People in military careers are excluded. Special education programmes are included.

Canada

The ending age of compulsory education is 16 except in Ontario, New Brunswick, Manitoba and Nunavut where it is 18. Data on enrolments by field of study at ISCED 5 exclude private institutions.

Chile

As of 2018, Chile revised the methodology to attribute students to upper secondary general and vocational programmes. This was done to better reflect the structure of upper secondary education, in which two years of upper secondary education are taught under a general formation programme in sciences and humanities. After the successful completion of the second year, students can opt to continue in a differentiated general or vocational programme for the remaining two years of upper secondary education. The revised methodology was implemented for years as of year 2019.

The share of students by category at ISCED 3 excludes ISCED 341 and the share of students by age and category excludes students younger than 16.

Some children are enrolled in special needs education (some type of disability) for whom a homologation has been carried out, assigning them to a traditional ISCED level. This allocation is mostly independent of their age.

Czech Republic

Break in series in 2017/18. The 2016 Higher Education Law introduced new study programmes, the fields of a small number of old study programmes were reclassified for better quality data. A new data collection was introduced for post-secondary non-tertiary education, resulting in a lower total number of students at this level. A new data collection was introduced for bachelor's, master's and equivalent, resulting in a lower total number of part-time students at these levels.

From 2020, programmes at ISCED 65 that were previously classified as childcare and youth services (Field F0922) are classified as training for pre-school teachers (Field F0112).

Data on part-time students by age at ISCED 4 covers only students in general programmes.

Denmark

In the school year 2019/20, several institutions providing ISCED 342 programmes became classified as public institutions, leading to a decreased in the number of enrolments reported from private institutions.

A reform of two social and health education programmes on 1 January 2017 led to an increase in their length. This has contributed to an increase in the number of enrolments in welfare programmes (Field F092).

The creation of a new education programme in 2019/20 that is classified as a social sciences, journalism, and information programme (Field F03) contributed to an increase in the number of enrolments reported in this field at ISCED 75. In the same year, a new special youth education programme was established, which contributed to a rise in the number of enrolments in ISCED 342. The increased number of enrolments at this level is also partly due to the reclassification of an education programme from ISCED level 251 to ISCED level 342.

Estonia

The classification of institutions was modified in 2016 (school year 2015/16). The majority of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government-dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2015 and year 2016.

Finland

Finland's vocational education system (ISCED 3 vocational, ISCED 4 vocational) was revised in 2018. This had an impact on legislation, qualification system, financing, monitoring and provision of vocational education. The changes affect the data from school year 2018-19 and calendar year 2018 onwards. Due to the changes in the vocational education system the data is not wholly comparable to previous years.

The data source on enrolments at ISCED levels 3-4 changed to the Finnish National Agency for Education's KOSKI data warehouse data in school year 2019-20. Previously data were based on Statistics Finland's data collections. This causes some differences in the data on students especially for ISCED 3-4 vocational education. E.g. data on enrolment in vocational school- and work-based programmes (ISCED 3) is the situation in 20 September starting from the school year 2019-20. Previously this data covered the whole school year.

Break in series regarding the division of ISCED 3 and 4 vocational education enrolment to public and government-dependent private institutions in 2019/20. From school year 2019/20 onwards, data on vocational education are based on the Finnish National Agency for Education's KOSKI data warehouse data. This led to a change in the reporting of vocational school- and work-based programmes. Previously, all students in vocational school- and work-based programmes were recorded as enrolling in public institutions. From 2019/20, information is available on whether enrolments in vocational education at ISCED 3 and 4 are in public or government-dependent institutions.

France

The classification of students by type of institutions at ISCED levels 4-8 changed as of school year 2017/18. In addition, there is a break in time series in the classification by field of education due to change in methodology as of school year 2017/18.

Germany

Full-time education is compulsory until age 16; for 16–18-year-olds, part-time education is compulsory. Beginning with 2016, figures are impacted by the unusually high immigration, especially asylum seekers. Enrolment data for 2005 were proxied by 2006 data.

Data on enrolments at ISCED 554 are based on annual results of statistics on graduates of Advanced vocational training (*Aufstiegsfortbildung*). The first pilot study used 2018/19 data from providers of advanced vocational training programmes to estimate the number of enrolments and entrants. Results are forecasted in the years that follow by using given numbers of graduates. In 2020, there was a decrease in the number of graduates due to the COVID-19 pandemic.

Break in series from 2019/20, after which a new data source for ISCED 844 (*Promovierendenstatistik*) based on administrative data has been used. Previously, statistics were based on data collected in sampled surveys. In addition, the criterion used to identify mobile students in 2019/20 was citizenship, instead of country of prior education as in previous years.

Greece

As of 2019/20, most ISCED 75 programmes were abolished or integrated into ISCED 74 programmes, contributing to an increase in the number of enrolments reported at ISCED 74 in 2020. In this year, technological institutions were also either abolished or integrated into universities. This led to a decrease in enrolments in ISCED 65 programmes as there were no new entrants to this level in 2019/20.

Hungary

Compulsory education starts in the calendar year when the child turns 6 until 31 August, but not more than one year later, and ends when the student turns 16. As regards students that began their studies in 9th grade in the 2011/2012 school year or earlier, their compulsory education shall terminate at the end of the school year in which they turn 18. The programme orientation of 'Upper vocational grammar schools' has been modified and is no longer qualify as general, but as vocational programmes; this reform was introduced in the 2016/2017 academic year.

Iceland

All students in evening classes and distance learning at ISCED 3 and 4 are counted as students in adult education, irrespective of their age or the programme attended.

In May 2021 the requirements for entry to tertiary education were changed, so all students who have completed programmes at EQF level 4 can enter tertiary education, starting from the autumn of 2021.

Ireland

The data collection on ISCED 5 private institutions is on a voluntary basis and does not cover all enrolments at this level. All leaving certificate programmes are classified as secondary general education. Programmes from SOLAS agency were reported as post-secondary non-tertiary vocational programmes until year 2015/16, while the education level breakdown is available starting with year 2016/17 between upper secondary and post-secondary non-tertiary vocational programmes.

Israel

Israel has mandatory military service from ages 18 to 21 for men and 18 to 20 for women. This postpones the age of enrolment in post-secondary and tertiary education. In 2016, Israel updated the methodology to track enrolment in independent private institutions, which may result in a break in series with respect to previous years. Data on ISCED 5 independent private institutions are no longer collected.

Italy

The increase in participation and school expectancy is largely due to the fact that compulsory schooling was extended to the age of 15 in 1999/2000. Legislation on compulsory schooling has progressively changed since then. Italy has moved away from the concept of compulsory school attendance until a required age to the principle of the right and obligation to receive education or training until the age of 18. This principle has been fully enforced since 2003. As of school year 2016/17, ISCED 4 enrolments are included with upper secondary education (ISCED 3).

Japan

Full-time equivalents in tertiary education are calculated as the sum of the number of full-time students and 50% of the part-time students.

Korea

In 2009, there was a change in the Elementary and Secondary Education Act affecting the age of enrolment. This affected students born in 2002, who were in first grade in 2009. To reflect this change, only a 10-month range was included in the survey for that particular age cohort. The age cohort of 16- and 17-year-olds enrolled in ISCED 3 in 2020 is therefore smaller than in previous years.

Latvia

According to international definitions, most higher education institutions in Latvia are classified as private government-dependant due to their autonomy and governance model, although they are considered nationally as public institutions.

Lithuania

After the adoption of amendments to the Law on Vocational Education in 2018, the principles of admission to vocational education programmes were changed. In 2020, modular vocational training programmes were introduced. Students studying in lower secondary education programmes can gain qualifications through modules

Luxembourg

A significant proportion of the youth cohort study in neighbouring countries. Nearly all students in tertiary education have to study outside the country. The data for tertiary education (ISCED 5, 6, 7 and 8) is underestimated as it does not cover all tertiary programmes. Enrolment rates for Luxembourg are underestimated because many resident students go to school in the neighbouring countries.

New Zealand

“Upper Secondary” as used in this publication includes programmes done both as part of the initial compulsory school system, and programmes done in post-schooling institutions. Initial school-based upper secondary education is generally-oriented, while the large majority of post-school study at ISCED 3 is vocational. Both systems have different funding and regulatory arrangements, and different types of students. While initial upper

secondary mainly relates to students aged 15-18, adults of any age can enrol in post-school programmes at ISCED 3.

While general and vocational education at ISCED 3 level is not exclusively split between initial and post-initial schooling in New Zealand, to better help policy makers and other readers interpret and use comparisons at ISCED level 3, all New Zealand results relating to New Zealand's initial schooling upper secondary system have been reported as “upper secondary general” (ISCED 34), while all results relating to New Zealand's post-schooling ISCED 3 system (level 1-3 qualifications on the NZQF) have been reported as “upper secondary vocational” (ISCED 35).

In 2018, changes in the way people participating in formal education in the workplace were counted, and the availability of a new survey on students in private institutions, led to a break in the time series for enrolment indicators at ISCED levels 35 and 4. i.e. enrolment indicators for ISCED levels 35 and 4 from 2018 on cannot be compared to those of previous years.

In 2020, government interventions related to the pandemic contributed to increased numbers of enrolments in ISCED 4 programmes. Relevant measures taken include the Targeted Training and Apprenticeship fund (TTAF), which made fees free for students enrolled in qualifications in specific industries (see https://www.tec.govt.nz/funding/funding-and-performance/funding/fund-finder/targeted-training-and-apprenticeship-fund). Another initiative, Apprenticeship Boost, provides subsidies to employers to take on and retain first and second year apprentices (see https://www.workandincome.govt.nz/employers/subsidies-training-and-other-help/apprenticeship-boost/index.html).

Norway

In 2018, there was a change in the Vocational Education Act. As a result, certain education programmes were considered as tertiary level (at ISCED 554) for the first time. Programmes previously classified as ISCED 453 have since been reclassified as ISCED 454 since they give access to programmes at ISCED 554, which are now considered as tertiary.

Poland

Full-time compulsory education normally continues until pupils are 16 years old (i.e. the age for completion of the lower secondary level (*gimnazjum*)). Part-time compulsory education, however, in schools or out of school, lasts until 18 years of age (based on the constitution of the Republic of Poland adopted in 1997). In the school year 2004/05 one year of obligatory pre-school education for 6-year-olds was introduced by the Ministry of National Education and Sport. Since September 2009 Early Childhood Education and Care (ECEC) became a legal entitlement for 5-year-olds. In school years from 2011/12 to 2015/16 the start of compulsory pre-primary education was extended to age 5. Since September 2015, ECEC became a legal entitlement for 4-year-olds. Due to changes in the education system, starting from September 2016 ECEC became compulsory for 6-year-olds while the starting for primary school became 7. ECEC became a legal entitlement for 3-year-old children from September 2017. The reorganization of the education system in Poland in 2017/18 included changes in the primary and lower secondary education: lower secondary schools were abolished and replaced by 8-year-long primary school which covers two ISCED levels of primary and lower secondary education (so-called single structure education). All adult students (part-time students) of the new primary schools are reported as enrolled in ISCED 2.

As of 2019/20, the reporting of enrolments in post-secondary schools are not separated into those of young people and adults. Previously, all students in such institutions were considered as part-time students. From 2019/20, the calculation of the number of enrolments at ISCED 4 can draw on new information about the form of learning in post-secondary schools, between full-time (day and other) programmes and part-time/extramural programmes.

In Poland, the Higher Education Act allows for newly admitted students in their first year of study not to be assigned to a particular programme. Increasing number of students in “Field unknown” (Field F99) can be explained by the growing popularity of “individual inter-field studies”.

Slovenia

Break in series in data by field of study in year 2017/18 at ISCED level 8 for fields 05 Natural sciences, mathematics and statistics, 07 Engineering, manufacturing and construction, 08 Agriculture, forestry, fisheries and veterinary and 09 Health and Welfare.

Slovak Republic

The study load of study programmes is equal for full-time and part-time students in Slovakia. The difference is in intensity of school attendance: part-time students have to pay more attention to self-study.

Spain

Doctoral studies are being modified in Spain within the Bologna Process, possibly affecting enrolment at this level. Students with the new system have direct access to the phase of the thesis development. In the past system, they had to follow doctoral courses before working on their thesis.

Sweden

In 2019/20, the Swedish National Agency for Higher Vocational Education recoded some of their programmes. This contributed to some fluctuations in trend data e.g. the increase in the number of students in management and administration (Field F0413) and the decrease in students in secretarial and office work (Field F0415).

Switzerland

In most cantons, compulsory pre-primary education (kindergarten or a first learning cycle) starts in August when the child turns 4 before 31 July in the same calendar year and lasts for two years. In a few cantons of German-speaking Switzerland, there is no obligation to send children to kindergarten, or only an obligation of one year. Nevertheless, the vast majority of children in these cantons attend kindergarten also for two years.

United Kingdom

The rapid growth of “free” and “academy” schools (England only) has led to a significant reduction in the proportion of students attending public schools with a corresponding increase in those attending government-dependent private schools. Enrolment data are split between general/academic education programmes and vocational/professional programmes based on institution type. At ISCED 2-3 levels, programmes taken in school settings are classed as general and programmes taken in Further Education settings (e.g. FE colleges) are classed as vocational. At ISCED 5, programmes taken in university settings are classed as academic and programmes taken in Further Education settings (e.g. FE colleges) are classed as professional. ISCED 5 professional programmes also include a small number of bachelor's and master’s professional programmes.

Break in series. A new subject coding system - the Higher Education Classification of Subjects (HECoS) - was implemented in 2019/20, therefore field of study data before 2019/20 is not directly comparable with data from 2019/20 onwards. For further information please see The Higher Education Classification of Subjects (HECoS).

United States

There is no standard, federally determined age at which one can leave school. Every state determines the age at which compulsory school attendance ends, and it generally ranges from 16 to 18. In 2018, the United States reclassified all the enrolment data on upper secondary education as general programmes.

For data on enrolments by type of institution and age, the data source was updated from National Post-secondary Student Aid Study 2015-16 (NPSAS:15-16) to NPSAS: 18-AC in 2020. This contributed to some changes in the number of enrolments reported, at ISCED levels 45, 5, 6, and 8 in 2020 and 2021 compared to prior years.

Indicator B2. How do early childhood education and care systems differ around the world?

Methodology

Data refer to the school year 2020/21 and financial year 2020. Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For Australia, 30 June is used as the reference date for ages in both enrolments and population data for all education levels except pre-primary, which has the reference date 1 July for enrolments. For Japan, 1 April is used as the reference date for ages in population data and 1 May is used as the reference date for enrolment statistics. In addition, 1 October (age at 30 September) is used as the reference date for enrolment statistics in day care centres. For the United States, 1 October is used as the reference date for ages in enrolment data, but the reference date for ages in population data is 31 October.

The dates or periods at which students, educational staff and educational institutions were counted were not provided by all countries. Some countries collect these statistics through surveys or administrative records at the beginning of the school year while others collect them during the school year, and yet others at the end of the school year or at multiple points during the school year. It should be noted that differences in the reference dates between, for example, enrolment data and population data can lead to overestimated or underestimated figures (for instance, net enrolment rates exceeding 100%) when there is a significant decrease or increase over time in any of the variables involved. If the reference date for students' ages used in the enrolment data differs from the reference date for the population data (usually 1 January of the reference year), this can be a further source of error in enrolment rates.

The concepts used to define full-time and part-time participation at other ISCED levels, such as study load, child participation, and the academic value or progress that the study represents, are not easily applicable to ISCED level 0. In addition, the number of daily or weekly hours that represent typical full-time enrolment in an education programme at ISCED level 0 varies widely between countries. Because of this, full-time-equivalents cannot be calculated for ISCED level 0 programmes in the same way as for other ISCED levels. It explains why expenditure data per child are reported in Education at a Glance 2023 in head counts and not using full-time equivalents.

Estimated expenditure for all children aged 3 to 5 enrolled in ECEC and primary education: The calculation of this new measure is based on the distribution of children aged 3-5 enrolled in ISCED 01, ISCED 02 and primary education (ISCED 1). For each country, the calculation was based on what proportion of all children enrolled at each of these three ISCED levels were aged 3-5. For instance, in Australia, children aged 3-5 accounted for 3% of all children enrolled in ISCED 01, 99% of all children enrolled in ISCED 02 and 11% of all children enrolled in ISCED 1. These percentages were used to estimate total expenditure for all children aged 3-5 enrolled in ECEC and primary education. Total expenditure for all children aged 3-5 is calculated by: 3% of all expenditure in ISCED 01 and 99% of all expenditure in ISCED 02 and 11% of all expenditure in ISCED 1. A similar calculation was made for all countries.

Information on the sources and instruments used by countries to collect data on enrolments is given in EAG2023_Annex3_ChapterB_ENRL (Table 2.1) and EAG2023_Annex3_ChapterB_PERS (Table 2.4),which also indicate missing data points and explanatory notes on the raw data collected.

Source

Data on enrolments and finance are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Some additional data on ECEC services outside the scope of ISCED-2011 have been collected during the UOE cleaning process through the enrolment trend formula file in 2022. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Interpretation

Metadata on the specific ECEC programmes available in OECD and partner countries were collected in the period December 2021 to January 2022. Information will be communicated in the form of a PowerBI visualisation by the OECD Secretariat in the coming weeks, on the following topics:

- Information on key features of ECEC provision available in countries, including: the theoretical starting age and duration of programmes and whether childcare components are integrated into programmes.
- Information about ECEC services that do not meet ISCED criteria to be defined as an educational programme.
- Ages of compulsory education and types of access to ECE (early childhood education), including universal entitlements (when every child has the legally enforceable right to access ECE) and free access to ECE (i.e. no tuition fees).
- Duration and intensity with which children participate in the various ECEC programmes as well as information on staff qualification requirements (for teachers and teachers' aides and their equivalents).

Notes on specific countries

Australia

From the 2015 reference year, Australia reported full-time equivalent enrolments in ISCED 0 as head counts. In previous years full-time equivalent enrolments were estimated based on the average hours per week. This has affected results for expenditure per student compared with previous years. In addition, from 2016 reference year all children aged three years enrolled in Long Day care centres have been reported as enrolled in ISCED 02 (pre-primary). In previous years three-year-olds in Long Day care centres were only reported in ISCED 02 (pre-primary) if they were recorded as enrolled in a pre-school program. However, that data element is no longer collected. Hence, the enrolment rates for three-year-olds in ISCED 01 and ISCED 02 are not comparable before and after 2016.

Belgium

Enrolment data do not include the German-speaking Community. Data on independent private institutions refer to the European Schools. For these reasons, enrolment figures have a lower coverage than the population, which leads to an underestimation of enrolment rates.

Chile

The last level of ISCED 02 (Kinder, for 5-year-old children) was established as mandatory through law 20.710 of 2013. However, the law that brings this norm to practice is currently in process of approval. Enrolments at ISCED 02 include children enrolled in special needs education, regardless of their age.

Colombia

Data on ISCED 01 by age refer only to pupils enrolled in public institutions. The COVID 19 pandemic could be one of the reasons for the decrease in the number of ISCED 1 and ISCED 01 teachers.

Estonia

Early childhood education (ISCED 0) data for Estonia cannot be disaggregated into early childhood educational development (ISCED 01) and pre-primary education (ISCED 02) since Estonia has a fully unitary system of ECEC that integrates both care and education before children begin primary school. There is one curriculum for all ages up to six years old. The classification of institutions was modified since 2016 (school year 2015/16). The majority of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. These changes lead to non-compatibility by type of institution between year 2015 and year 2016. Additionally, it is important to take note that educational expenditure comparison in ECEC can be done only since year 2014, because before that year 70% of the pre-primary education was considered non-educational and therefore not submitted to UOE data collection. Since 2014, all expenditure (100%) on pre- primary education is considered educational.

Finland

Age and gender distribution are partly estimated at ISCED 0. The distribution of expenditure to ISCED 01 Early childhood educational development and ISCED 02 Pre-primary education is an estimate based on the estimated difference between expenditure per children at ISCED 01 and ISCED 02. The estimate is based on the difference in stipulated group sizes at ISCED 01 and ISCED 02 (the stipulated group sizes are bigger in ISCED 02 than in ISCED 01). In personnel data ISCED 02 Pre-primary education includes also ISCED 01 Early childhood educational development.

France

From EAG2022 data on teachers and students have been backdated to 2015 using a further improved methodology. Consequently, data before 2015 cannot be presented. Data only covers educational system under the supervision of ministries of national education. The total of private institutions is equal to government-dependent private institutions. Data on independent private institutions are incomplete, but this is a sector with negligible weight.

Germany

The reference year for the trend data is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series, it is not possible to calculate reference data for 2005.

Greece

ISCED 01 was considered as incomplete and was reported as missing.

Ireland

The expenditure on early childhood educational institutions figure does not include spending on integrated care and education, which accounts for a significant portion of public spending and a larger proportion of private spending. In Ireland only spending on the free pre-school ECEC programme is classified as ISCED 02. Other public spending is not classified as ISCED 0 as it supports both care and education, though it often has a similar educational focus to the ECEC programme.

Israel

Break in time series. In 2016, the method of data collection was changed and use of the LFS (Labour Force Survey) allowed for the collection of broader information about private institutions. This contributed to an increase in the number of enrolments reported for children aged 0 to 3 years.

Italy

The theoretical starting age of early childhood education programmes is 3 years but children who will be 3 years of age by 30 April may also access these programmes if places are available.

Japan

The coverage of staff (teachers, teachers' aides) in the Table showing child-to-staff ratios and the data reported in the indicator on financing of ECEC in ISCED 02 are limited to some ECEC services (Kindergartens and Kindergarten Department of Special Needs Education School). Currently, the percentage of children enrolled in reported ECEC services (Kindergartens and Kindergarten Department of Special Needs Education School) is approximately 42% of 3- to 5-year-old children enrolled in all ECEC services.

Day care centre and integrated centre for early childhood education and care are excluded of these two indicators.

As for public expenditure for day care centre and integrated centre for early childhood education and care, both public and private facilities have been paid operating expenses and facility maintenance expenses, etc.

Since October 2019, free early childhood education and care is a universal legal entitlement for children aged 3-5 enrolled in ECEC services.

Luxembourg

Starting from scholar year 2009/2010, early childhood education, pre-primary and primary education are grouped in a coherent and continuous programme called "*enseignement fondamental*". This programme is divided into four cycles. The first cycle, corresponding to pre-primary education spans for 3 years. The first year, early childhood education, is not compulsory, the second and third years, for pupils aged 4 and 5, are compulsory.

Slovak Republic

Students with special educational needs or from socially disadvantaged backgrounds, who are older than the theoretical age intended, can attend kindergartens or preparatory classes at ISCED 0 before enrolling in primary education.

Switzerland

In most cantons compulsory pre-primary education (kindergarten or a first learning cycle) starts in August when the child turns 4 before 31 July in the same calendar year and lasts for two years. In a few cantons of German-speaking Switzerland, there is no obligation to send children to kindergarten, or only an obligation of one year. Nevertheless, most children in these cantons attend kindergarten also for two years.

United Kingdom

From 2018, the methodology for calculating FT/PT/FTE enrolment in government-dependent private institutions is based on 15 hours of provision to match with government policy (universal entitlement). Before 2018, intensity was based on 25 hours of provision. This presents a break in the time series. Enrolment figures in government-dependent private institutions (in PERS-STU and FIN-STU ISCED 01) only cover pupils from the age at which

they become eligible for some funded early education (from age 2 for selected pupils). This results in an underestimation of student figures at ISCED 01 level.

United States

The COVID 19 pandemic could help explain the decline of students in ISCED 02 student enrolment between 2020 and 2021.

Indicator B3. Who is expected to complete upper secondary education?

Methodology

There are two main methods for calculating completion rates, the true-cohort method and the cross-cohort method.

The **true-cohort method** requires following an entry cohort through a specific time frame, which in the case of this survey corresponds to the theoretical duration N and the theoretical duration plus three years (N+2). Only countries with longitudinal surveys or registers are able to provide such information. Panel data can be available in the form of an individual student registry (a system including unique personal ID numbers for students) or a cohort of students used for conducting a longitudinal survey.

The **cross-cohort method** only requires the number of new entrants to a given ISCED level and the number of graduates N years later, where N corresponds to the theoretical duration of the programme. Under the assumption of constant student flows (constant increase or decrease in the number of students entering a given ISCED level throughout the years), the cross-cohort completion is closer to a total completion rate (i.e. the completion rate of all students, regardless of the time it took them to graduate).

Source

Data in Indicator B3 are based on the 2022 ad-hoc survey on upper secondary completion rates administered triennially by the OECD for OECD and partner countries. The data collection period was December 2022 to January 2023. The survey collected information on upper secondary education programmes ISCED levels 343, 344, 353 (vocational programmes without access to tertiary education) and 354 (vocational programmes with access to tertiary education).

The reference year for new entrants and graduates follow the same guidelines as in the UOE data collection. New entrants in 2018, for example, refer to those who entered either in the Aug/Sept of 2017 or in Jan/Feb of 2018, depending on the country's academic year. Similarly, graduates in 2021 refer to students who graduates either in May/Jun of 2021 or in Nov/Dec of 2021.

The 2022 ad-hoc survey also collected a range of metadata on national policies, studies, and contextual information relevant to the interpretation of data on completion and (non-)continuation. For the first time, the data collection on upper secondary completion rates sheds light on transition patterns after upper secondary education.

Notes on specific countries

Austria

Male students often complete compulsory military or community service after graduating from upper secondary education.

Belgium (French Community)

To enter tertiary education, a student must have obtained a *Certificat d'Enseignement Secondaire Supérieu*r, (Certificate of Upper Secondary Education - CESS). The 353 programmes only allow a student to obtain a CESS if he has completed a 7th year (classified in French-speaking Belgium at ISCED 4 level). It is also possible to repeat the last 2 years of secondary education in another (qualifying) program.

In 2021, the repetition rate has dropped sharply, as a result, the completion rate has increased.

Belgium (Flemish Community)

The theoretical duration of all programmes is four years (two stages of two years), except for pupils in vocational secondary education (BSO) who graduate with a diploma of secondary education, in which case the theoretical duration is five years. Students in upper secondary BSO programmes can graduate in the second year of the third stage and receive a certificate of secondary education (equivalent to ISCED 353 – a vocational programme which does not provide access to tertiary education) or they can continue for an additional year in the third stage and graduate with a diploma of secondary education (ISCED 354 – a vocational programme which provides direct access to tertiary education). Based on this structure the number of entrants is reported to BSO according to whether they attend the additional year and receive a diploma of secondary education or not. New entrants to ISCED 353 vocational programmes are all new entrants to BSO programmes minus those new entrants who later graduate from the third year of the third stage with a diploma of secondary education. Students who enrol in the third year of the third stage but drop out before they graduate are also counted as new entrants to ISCED 353 vocational programmes as they receive a certificate after the second year of the third stage. Students who receive a certificate of secondary education in N years (i.e. within the theoretical duration), but a diploma of secondary education in N+2 years are counted as new entrants to ISCED 353 vocational programmes who graduate within N years.

The data used come from the administrative registers of the Flemish Ministry for Education and Training. These registers contain a number of characteristics of students and their career in the Flemish education system. The data in this survey is based on the information available in the 'DWH O&V (Databank *Beleidsinformatie over het Vlaams Onderwijs*)'.

Brazil

Brazil has a National School Census that collects individualized data on schools, teachers, students, classrooms.

Canada

Admission to upper secondary programmes differ between province and territory, school board, and individual schools. In some cases, school performance (based on school grades and/or entrance exams) may be considered for admission to certain schools and/or programmes. There are no national external examinations which impact admission to upper secondary programmes. Students must fulfil a specific number of course credits to obtain an upper secondary qualification. However, specific requirements vary from one province/territory to another and may include provincial or territorial examinations in certain subjects.

Chile

The census by school (via web application) for ISCED 0-3 levels, is a common student register that provides information of the enrolment of students by level of education, and their status of graduation by the end of school year.

Colombia

To obtain a diploma, they must pass the grade, with the corresponding obtainment of competencies and achievements for each subject. This applies equally for general and vocational education. The national exam, *Saber 11*, is not a requirement for obtaining a diploma, but it is a necessary requirement for accessing higher education programmes. This national exam applies for the whole country, there are no regional differences.

Costa Rica

One source used is the administrative records of the Department of Statistical Analysis of the Ministry of Public Education (MEP) of Costa Rica. There are no individual level data in this department, therefore, the enrolment of

non-repeaters students of 15 to 16-year-old at the beginning of ISCED 3 were used as new entrants to ISCED 3. In the case of general programmes, the number of 17-year-old graduates were used. In the case of vocational, 18-year-old graduates were used. The age was used to estimate graduates for the first time.

Denmark

The student register contains information on all formal education programmes that has been initiated in Denmark. The register contains information on when the student started the individual education program, when the programme it is completed or when the student has dropped out of the education program.

Estonia

Theoretical duration of upper secondary general education is regulated by Basic Schools and Upper Secondary Schools Act. Theoretical duration of upper secondary vocational education is regulated by Vocational Education Standard.

Estonian Education Information Register is a person-based register where all events (entrance, drop out, change of school /orientation of curriculum, graduation) related to students are registered (we have dates of those events). The educational path of every student in register can be followed since school year 2005/2006.

France

Follow-up data are collected by a mix of sample surveys and registers data.

Finland

In school year 2022-23 voluntary additional basic education (voluntary additional 10th grade of comprehensive school education) has been abolished and merged with preparatory education for programmes leading to an upper secondary qualification.

Germany

Completion rate for 2020 shows a slight increase in comparison to 2019 (94,5 vs 93,4). This is manly to a stronger decrease (-35.343) in the number of students in the final grade than in the number of graduates (-30.072).

Greece

Only 2-year vocational programmes and 3-year general programmes are included in the upper secondary completion rate indicator.

Israel

The sources used for the data collection are administrative files from the Ministry of Education and the Ministry of Economy.

The length of schooling period in Israel, from 1st to 12th grade, is 12 years. As a rule, the length period of ISCED 3 level is 3 years and it ends with completing the 12th grade .Afterwards most of the students are recruited to the army.

Italy

The source of data is a register system that contains demographic data and the school career of students.

Korea

This data is based on entrants who entered in March 2018 and graduates who graduated in February 2021.

Latvia

Schools offered distance learning opportunities, which may have been a contributing factor to programme completion. The restrictive and distancing measures in the society allowed students to focus on their studies and completion of study programmes, especially in a situation when theoretical and general subjects were taught remotely, and only practical training took place in person (observing distancing and epidemiological safety measures).

Duration of study programmes is determined by regulation: the General Education Law, the Vocational Education Law, and the Cabinet of Ministers' Regulation on Classification of Education System of Latvia.

Luxembourg

The data come from the administrative databases used for the school-management software. All pupils enrolled in the public-school system have a record in the database. The available information refers to the enrolment of the pupil, while details on immigration background and parental education status are not available. No information is available on pupils who transfer from the public system to an independent private school or to a school in one of the neighbouring countries, as their records are not in the administrative data. They will then appear as not enrolled and without degree in this reporting table even if they have completed their degree abroad or in a private school.

New Zealand

Data on school and post-enrolments and completion are collected by educational institutions, and this data is collated nationally into central government databases. Every student in New Zealand has a unique National Student number (NSN) which allows the educational pathway of that student to be measured across any ISCED level they have enrolled in.

Norway

Because of the pandemic, both oral and written exams were cancelled in 2020 and 2021. Normally, more people fail the exams than the overall achievement marks, so when students during the pandemic have also failed less in the overall achievement marks and received higher grades, this has taken on a big impact on the proportion of students who pass the school year.

Poland

The education system including the theoretical duration of studies is governed by Acts of Parliament and Regulations adopted by the Minister of Education and Science who is in charge of school education and responsible for higher education).

The School Education Information System is a database administered by Ministry of Education and Science. Since 2019/2020 school year information in School Education Information System database is collected on individual level. Therefore it will be possible to monitor educational path of each student in the near future.

Portugal

Validated data received from schools and Higher Education Institutions (HEI), on students enrolled in upper secondary and tertiary education, respectively.

Slovenia

Data used in the calculation are form the student register system that contains various data on the enrolment. We have linked these data to central population register for socio-economic variables.

Spain

A student register system for VET and University Statistics and student registers for ISCED 3 general programmes have been used.

Switzerland

Due to the change in the duration of education from 3 to 4 years in the Baccalaureate schools in the canton of Basel-Stadt, it is not possible to distinguish between learners completing a Baccalaureate under the old or the new system. For this reason, the learners who complete a *gymnasiale Matura* in this canton were not included.

There are regressions models to estimate the effect of pandemic on the completion rate. Complete results are here: https://www.bfs.admin.ch/bfs/de/home/statistiken/bildung-wissenschaft/uebertritte-verlaeufe-bildungsbereich/sekundarstufe-II.assetdetail.18224246.html

Data are the result of linkage between educational registers. They are yearly updated.

Sweden

The register regarding upper secondary education contains several database tables which can be linked together via the personal identification number. These database tables contain for example students enrolled, new entrants, programme, grades and graduates. A new version is created every new academic year. The cohort data were collected from the students who entered Upper Secondary Education (USE) (in 2017/18 and collected information about graduation. The cohort was then linked with UOE-ENRL data from 2020/21 to see if and what level they were enrolled in one year after graduating from USE.

The implementation of a new reform on upper secondary schools in 2011 negatively affected the completions rates from 2014.

United States

In prior submissions of this survey, the United States. provided data from the High School Longitudinal Study (HSLS:09), which was a longitudinal collection. Without new rounds of this survey available and to prioritize periodicity of data, the United States. has transitioned to using Adjusted Cohort Graduation Rate (ACGR) data. ACGR provides very limited information for 'TRUE_COHORT_SOCIAL" tab. ACGR data is used to populate the "TRUE_COHORT_TRENDS" tab, but these data are not comparable to previous data submitted using the longitudinal survey.

Data only covers public schools. Data is only available for theoretical duration.

In the international classification (ISCED), upper secondary education refers only to grades 10-12 in the United States. However, since most high schools in the U.S. include grade 9, ACGR is calculated beginning with a 9th grade cohort.

Indicator B4. Who enters tertiary education?

Source

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Information on the sources and instruments used by countries to collect data on entrants is given in EAG2023_Annex3_ChapterB_ENTR (Table 2.2), which also indicates missing data points and explanatory notes on the raw data collected.

Notes on specific countries

Australia

For Australia, international students are excluded from the numerator but not the denominator when calculating entry rates and this has the effect of understating the adjusted rate. It should also be noted that many international students may reside in Australia for some time after the completion of their studies and that this should be kept in mind when interpreting these data. In addition, COVID 19 could be one of the reasons for the increase in the number of ISCED 6 entrants but could also explain the decrease in ISCED 7 entrants, mobile ISCED 6 and 7 entrants and F043 entrants.

Belgium

Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection. Short-cycle tertiary programmes exist in the French Community of Belgium but data are not reported. This small number of entrants, around one hundred in 2020, are instead reported in ISCED 6 data. From the academic year 2019-2020, associate degree programmes of higher vocational education are organised by university colleges (ISCED 5) in the Flemish Community (BE). In this way, they form the third gateway to higher education, in addition to professional and academic bachelor's programmes. Previously, these courses could be followed at the centres for adult education.

Chile

Since 2018, the number of mobile students has been calculated by determining the country of previous studies, as opposed to the country of previous residence, which was the criteria that was used up until 2017. The number of new entrants decreased in 2020 due to several factors, especially in institutions that provide technical education. There have been delays in the enrolment process of students in tertiary education institutions, because of the protests that occurred in October 2019. In addition, there have been several postponements of the University Selection Test for the admission of students to tertiary education institutions. The COVID-19 pandemic has also contributed to the decrease in the number of new entrants.

Colombia

Data on entrants corresponds to calculations based on the date and country of birth reported by higher education institutions in the National Higher Education Information System. As of 2019, the ISCED 2013 classification for education programmes has been applied to data collected in Colombia, which resulted in the reclassification of some academic programmes.

Costa Rica

2020 entry to tertiary education data are reported as missing. Costa Rica is currently working to improve the collection and dissemination of tertiary education data.

Denmark

In 2018, Statistics Denmark improved reporting systems as to have better coverage on PIN-number for students entering ISCED 5. This influences the number of international students entering ISCED 5 as there is now better information on students' previous education, nationality, and immigration (especially for one specific grey area group, which previously had an invalid PIN-number). Therefore, the number of international students entering ISCED 5 decreased compared to previous years. From 2018, there is a change in the methodology : international students entering a master degree in Denmark are considering graduating with a bachelor degree.

Estonia

The proportion of secondary school graduates who continue their studies in Estonia has been steadily decreasing in recent years. This is due to several reasons, including the facts that youth study abroad, or are more likely to join the labour market, or prefer completing their military service before continuing their studies. Moreover, the fall in the number of entrants to ISCED 6 level is also related to the higher education reform implemented in 2013. Since this reform, public and government-dependent private higher education institutions mainly provide free (i.e: based on state budget) education and cannot afford to accept as many students as before. As a result, students need not only to pass final examinations but also entrance examinations to be admitted to higher education institutions. Methodology has been changed to avoid double counting new entrants between years. Therefore the 2016 data are not comparable with data available for year 2015. Data on new entrants before 2016 are overestimated.

France

In the school year 2017/18, a new entrant was defined as a student who was not enrolled at a same ISCED in the past. This method cannot be generalized to all the students but only for individual data. It is the reason why the new entrants in some ISCED levels cannot be provided (ISCED 4, ISCED 7 long first-degree…). This new methodology has an impact on the number of new entrants in ISCED 8 calculated before (the new entrants were estimated according to the programme followed the previous year). The decline of new entrants in ISCED 8 compared to previous years is due to this new approach. Break in time series for data by fields of education from the year 2019/20 due to change in methodology for classification. In 2019, there was a reform in upper secondary in professional programmes (*'Famille de métier'*).

Germany

Beginning with reference year 2020 (academic year 2019/2020) detailed results from the new statistic on students in doctoral studies could be provided and fully replaced the somehow incomplete figures from the previous sample surveys provided until 2019. The absolute values for 2020 are 10 % lower than estimated data based on the previous sample survey.

Break in time series in 2019 due to the inclusion of Advanced vocational training (*Aufstiegsfortbildung)* in the UOE data collection for the first time, which led to increases in ISCED 5 and 6.

Greece

Since 2019, most of ISCED 65 programmes have been integrated into ISCED 64, and ISCED 75 programmes have been abolished or integrated into ISCED 74 programmes.

Italy

Break in time series: 2018 data report new entrants both international and by fields by using the snapshot-1-month method whereas in the past the method used was snapshot-10-months.

Luxembourg

A significant proportion of the youth cohort study in neighbouring countries at the ISCED levels 5, 6, 7 and 8. There has been a change in enrolment procedures requiring students to pay tuition fees immediately upon enrolment, which may have contributed to decreases in the number of entrants at ISCED 4. Previously, all students had two months before payment and were considered to be enrolled automatically even without payment.

Netherlands

Entrance data only include publicly financed institutions, referred to as “public institutions” in the Dutch national statistical and educational environment.

In the Netherlands, some national students are considered first-time entrants to tertiary education at ISCED level 7 (master’s or equivalent) even though long first-degree programmes are inexistent in the country. Therefore, the number of first-time entrants to tertiary education at ISCED 7 is overestimated because it includes students who have probably gone abroad to study at bachelor’s level and come back to the Netherlands to pursue a master’s degree. In that case, they are not truly first-time entrants to tertiary education, but to the Dutch tertiary education system.

Norway

Education through three years in general upper secondary programmes or via a general supplementary programme in year 3 building on two years in vocational education, are the main routes granting access to bachelor’s or equivalent (ISCED 6 and ISCED 746). These are categorized as general programme in the UOE data collection. There are nevertheless a few vocational upper secondary programmes with specific tracks qualifying for access to bachelor’s, i.e. Media and Communication (for those starting upper secondary pre-autumn 2016) and Agriculture, fishing and forestry. These are included in the UOE data collection as vocational together with other students from purely vocational programmes.

New Zealand

In 2020 and 2021, the COVID-19 mitigation strategy of closing the border, prevented significant numbers of mobile students attending courses in New Zealand, affecting the number of entrants in ISCED 5 to 8. Poland

Data on new entrants to tertiary education and doctoral programmes are estimated on the basis of the POL-on system (administered by the Ministry of Education and Science). Currently this is the only source of information on tertiary education in Poland.

In Poland, the Higher Education Act allows for newly admitted students in their first year of study not to be assigned to a particular programme. Increasing number of students in “Field unknown” (Field F99) can be explained by the growing popularity of “individual inter-field studies”.

New long first-degree programmes offered by higher education institutions for prospective teachers attracted many entrants to ISCED 7 long first degrees, contributing to a decrease in entrants to bachelor’s programmes in the field of education (F01) in 2020. From 2019/20, doctoral training is provided only in doctoral schools for newly enrolled students, contributing to a decrease in new entrants at ISCED 8.

Portugal

In 2014/15, a new programme (higher education professional courses) was created at ISCED 5.

Saudi Arabia

Higher education in Saudi Arabia is experiencing massive expansion, which leads to more educational institutions, the developments of new programmes at different tertiary levels, and accompanied with higher demand on education, produced pronounced increments in enrolment, annually, and should explain the "up normal" increase in entry rates.

Spain

The number of students entering tertiary education for the first-time in Spain is higher than that of new entrants to long first degrees. Thus, the number of first-time entrants to tertiary education at ISCED 7 is overestimated due to the fact that some students are counted as “first-time entrants” tertiary education even though they might already have acquired a degree in another country. They are “first-time entrants” to the Spanish tertiary education system, but probably not to tertiary education.

In ISCED 45, the number of new entrants increased sharply between 2020 and 2021. It could be explained by the fact that these programmes are taught through calls with public funding to public and private institutions. As the 2020 call (associated with the 2019-2020 school year) was developed partially due to the problems of providing face-to-face teaching, the programmes developed in 2021 correspond to part of the 2020 and 2021 calls.

Slovenia

Following implementation of ISCED-F-2013 into the administrative data sources, medical doctoral studies have been reclassified and there is a break in the series from 2018 at ISCED 8 for agriculture, forestry, fisheries and veterinary (Field F08) and health and welfare (Field F09).

Switzerland

The count of new entrants is possible only for entrants at the universities (the ten state universities, the two federal technical colleges and other university-like institutions) and universities of applied sciences. For other levels the values were estimated. Mobile new entrants for ISCED 5 are missing, but their numbers are very limited.

United Kingdom

At ISCED 5, programmes taken in university settings are classed as academic and programmes taken in Further Education settings (e.g. FE colleges) are classed as professional. ISCED 5 professional programmes also include a small number of bachelor's professional programmes.

2019 figures include alternative providers (higher education providers who do not receive recurrent public funding), which were not included in previous years. This currently leads to a structural break (increase) in ISCED 5-8 data.

A new subject coding system - the Higher Education Classification of Subjects (HECoS) - was implemented in 2019/20, therefore field of study data before 2019/20 is not directly comparable with data from 2019/20 onwards. For further information please see The Higher Education Classification of Subjects (HECoS).

United States

US data for new entrants by age are calculated by applying totals by ISCED level from universe data to age distributions by ISCED level which are drawn from a nationally representative sample of households in the United States. These age distributions fluctuate from year to year, resulting in estimates at some ages increasing and at other ages decreasing. These fluctuations become particularly notable for population bands on the fringe of an ISCED level which have relatively few people entering. The UOE definition of "new entrant to a level of education" specifies that students should be counted as new entrants if they enter for the first time any programme in each level of education, irrespective of whether the student enters the programme at the beginning or at an advanced stage of the programme. In the United States, students who transfer into an ISCED 6 programme from an ISCED 5 programme often enter ISCED 6 at a class level beyond year one and the United States' data source used for reporting ISCED level 6 entrants does not identify these students as new entrants. Because the United States data do not capture new entrants to ISCED level 6 as defined by the UOE, estimates for first-time entrants to ISCED level 6 are reported as missing. Field of study data for entrants are not very relevant for the United States and it is difficult to accurately capture the field of study for entrants. With the structure of the U.S. system for ISCED 4/5/6, it is not unusual for a student to enter a programme without declaring a major, or to declare one and then change it several times. The United States does not submit field of study data for entrants.

Indicator B5. Who graduate from tertiary education?

Source

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Information on the sources and instruments used by countries to collect data on entrants is given in EAG2023_Annex3_ChapterB_GRAD (Table 2.3), which also indicates missing data points and explanatory notes on the raw data collected.

Data in Box B5.1 are based on the 2021 ad-hoc survey on tertiary completion rates administered triennially by the OECD for OECD and partner countries. For further information please see Annex 3 of EAG 2022.

Notes on specific countries

Australia

There has been an increase in the number of vocational graduates for the 2019 collection, due to changes in the identification methodology of students. The increase continued in the 2020 data collection.

Belgium

Data for the German-speaking Community are not integrated in the Belgian data.

Belgium (Flemish Community)

Data are not available for the Protestant Faculty.

Brazil

The COVID-19 pandemic may explain some of the sharply decrease in the number of graduates at ISCED 4, ISCED 6 and ISCED 7.

Canada

In 2020, the province of Ontario changed its methodology for reporting data at ISCED 5. Data are not comparable with previous years.

Labour shortages due to the COVID-19 pandemic have negatively affected the graduation rates at the upper secondary level.

Chile

There was an increase in the number of graduates, as the graduations took place in 2021 rather than 2020, because they had been postponed because of COVID 19.

China

All graduates are reported as first-time graduates.

Colombia

The higher education information system in Colombia is currently not able to differentiate first-time graduates from other graduates. The number of graduates from tertiary education increased in 2021 because of the pandemic. During 2019, many people were not able or decided not to graduate, given the lockdown circumstances, which made graduation rates fall. In 2021, graduation is returning to the 2019 (pre-COVID) tendencies, which implies that, in comparison to 2020, the numbers increase.

Costa Rica

Costa Rica is currently working to improve the collection and dissemination of tertiary education data. Caution is advised when using graduation data. After the COVID 19 pandemic, a lot of students decided to learn a specialty because of the advantages of virtual learning. It can explain this increase in the field F03.

Czech Republic

Due to the COVID-19 pandemic, some of the 2020 graduation data had to be estimated.

France

In EAG 2021, due to new legislation in France, there is a reclassification of students in ISCED 74 to ISCED 76, leading to a break in time series.

Germany

In UOE 2020 for reference year 2018/2019 for the first time. The number of mobile students in professional programmes is negligible and reported with the value zero.

There is an increase in the number of females graduates from ISCED 6 programmes from 2020 to 2021. Many Graduations had been shifted or delayed due to Corona crisis.

Greece

There is not a shift from public institutions to private institutions in Greece. The internship in enterprises is mandatory for the student's graduation in ISCED4. During the school year 2020-21, it was postponed due to covid restrictions. Consequently, public institution students could not graduate that year.

Moreover, the number of graduates in ISCED7 increased in 2021. This increase resulted from the access given to students to participate and be examined to their courses online as part of the measures dealing with the coronavirus pandemic.

Hungary

2020 graduate data are highly affected by Hungary's COVID-19 mitigation strategies at ISCED 6 and ISCED 7.

Ireland

In 2021, the number of graduates at ISCED7 decreased due to the pandemic.

Japan

Data for the number of graduates by age in Japan in 2019 data are calculated by estimation from data on age at entrance, number of graduates by years in school, and other data. The graduation rate is the net graduation rate, which excludes those of unknown age from the calculation (see Methodology section for more information). Until

EAG 2020, graduation rate was calculated based on the gross graduation rate, as breakdown of graduates by age was not available. Therefore, data comparison with past editions is not possible.

Korea

Data for first-time graduates from the ISCED level at ISCED 8 may be slightly overestimated as all graduates are reported as first-time graduates. The significant increase in the number of international graduates at tertiary education level is due to a national strategy of attracting more international students.

Luxembourg

A significant proportion of the youth cohort studies in neighbouring countries at the ISCED 5, 6, 7 and 8 levels. This leads to a downward bias for tertiary graduation rates, which do not take into account Luxembourg students pursuing tertiary studies abroad.

Netherlands

Graduate data only include publicly financed institutions, referred to as “public institutions” by the Dutch national statistical and educational environment.

Poland

Institutional changes concerning doctoral studies may affect data on the distribution of mobile graduates by field of education at ISCED 8 level during the transition period. From the 2019/2020 academic year, doctoral studies are being phased out and, for newly enrolled students, doctoral training is only provided at doctoral schools.

Saudi Arabia

All graduates are reported as first-time graduates.

South Africa

All graduates are reported as first-time graduates.

Sweden

Many mobile students are enrolled in master’s programmes. As the master’s degree is their first degree in Sweden it partially explains why the graduation age is quite high.

Switzerland

In 2021, the number of graduates in ISCED 75 decreased sharply due to the pandemic. Inversely, it increased in ISCED 65 because of new trainings.

Türkiye

Open education is excluded.

United Kingdom

2019 figures include alternative providers (higher education providers who do not receive recurrent public funding), which were not included in previous years. This currently leads to a structural break (increase) in ISCED 5-8 data. A new subject coding system - the Higher Education Classification of Subjects (HECoS) - was

implemented in 2019/20, therefore field of study data before 2019/20 is not directly comparable with data from 2019/20 onwards. For further information please see The Higher Education Classification of Subjects (HECoS).

United States

Due to methodological changes, caution should be used when comparing classification of tertiary graduates by fields of study in 2020 or 2021 to prior years.Regarding the definition of first-time graduates, at ISCED 5 and 6, unduplicated counts are used while ISCED 7 and 8 are not.

Indicator B6. What is the profile of internationally mobile students?

Methodology

The specific criteria used to define international students in countries is listed in EAG2023_Annex3_ChapterB_ENRL (Table 2.1.

Table X3.B6.a. lists the neighbouring countries used in calculations for the percentage of international or foreign students coming from neighbouring countries in Table B6.1.

Table X3.B6.a. Lists of neighbouring countries

Country	Neighbouring countries
Australia	Indonesia (M), New Zealand (M), Papua New Guinea (M), Solomon Islands (M), Timor-Leste (M)
Austria	Czech Republic, Germany, Hungary, Italy, Liechtenstein, Slovak Republic, Slovenia, Switzerland
Belgium	France, Germany, Luxembourg, Netherlands, United Kingdom (M)
Canada	United States
Chile	Argentina, Bolivia, Peru
Colombia	Brazil, Costa Rica (M), Dominican Republic (M), Ecuador, Haiti (M), Jamaica (M), Nicaragua (M), Panama, Peru and Venezuela
Costa Rica	Colombia (M), Ecuador (M), Nicaragua and Panama
Czech Republic	Austria, Germany, Poland, Slovak Republic
Denmark	Iceland (M), Germany, Netherlands (M), Norway (M), Poland (M), Sweden, United Kingdom (M)
Estonia	Finland, Latvia, Russian Federation, Sweden (M)
Finland	Estonia (M), Norway, Russian Federation, Sweden
France	Andorra, Antigua and Barbuda (M), Barbados (M), Belgium, Brazil, Comoros (M), Dominica (M), Germany, Italy, Luxembourg, Madagascar (M), Mauritius (M), Mozambique (M), Monaco, Saint Lucia (M), Spain, Switzerland, Suriname, United Kingdom (M), Venezuela (M), Montserrat (M), Netherlands Antilles (M)
Germany	Austria, Belgium, Czech Republic, Denmark, France, Luxembourg, Netherlands, Poland, Sweden (M), Switzerland, United Kingdom (M)
Greece	Albania, Bulgaria, Cyprus1,2 (M), Egypt (M), Italy (M), Libya (M), North Macedonia, Türkiye
Hungary	Austria, Croatia, Romania, Serbia, Slovak Republic, Slovenia, Ukraine
Iceland	Denmark (M), Norway (M)
Ireland	United Kingdom
Israel	Cyprus1 (M), Egypt, Jordan, Lebanon, Syria, Palestinian Autonomous Territories
Italy	Albania (M), Algeria (M), Austria, Croatia (M), France, Greece (M), Libya (M), Malta (M), Montenegro (M), San Marino, Slovenia, Spain (M), Switzerland, Tunisia (M)
Japan	China (M), North Korea (M), South Korea (M), Philippines (M), Russian Federation (M)
Korea	China (M), Japan (M), North Korea
Latvia	Belarus, Estonia, Lithuania, Russian Federation, Sweden (M)
Lithuania	Belarus, Latvia, Russian Federation, Sweden (M)
Luxembourg	Belgium, France, Germany
Netherlands	Belgium, Denmark (M), Germany, United Kingdom (M)
New Zealand	Australia (M), Fiji (M), Tonga (M), Kiribati (M), Samoa (M)
Norway	Denmark (M), Finland, Iceland (M), Russia, Sweden, United Kingdom (M)
Poland	Belarus, Czech Republic, Denmark (M), Germany, Lithuania, Russia, Slovak Republic, Sweden (M), Ukraine
Portugal	Morocco (M), Spain
Slovak Republic	Austria, Czech Republic, Hungary, Poland, Ukraine
Slovenia	Austria, Croatia, Italy, Hungary
Spain	Algeria (M), Andorra, France, Italy (M), Morocco, Portugal, Gibraltar
Sweden	Denmark (M), Estonia (M), Finland, Germany (M), Latvia (M), Lithuania (M), Norway, Poland (M), Russian Federation (M)
Switzerland	Austria, France, Germany, Italy, Liechtenstein
Türkiye	Armenia, Azerbaijan, Bulgaria, Cyprus1,2 (M), Egypt (M), Georgia, Greece, Iran, Iraq, Romania (M), Russian Federation (M), Syria, Ukraine (M)

Country	Neighbouring countries
United Kingdom	Belgium (M), Denmark (M), France (M), Germany (M), Ireland, Netherlands (M), Norway (M)
United States	Bahamas (M), Canada, Cuba (M), Kiribati (M), Mexico, Russian Federation (M)
Argentina	Bolivia, Brazil, Chile, Paraguay, Uruguay, United Kingdom (M)
Brazil	Argentina, Bolivia, Colombia, France, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
Bulgaria	Greece, North Macedonia, Romania, Serbia, Türkiye, Russian Federation (M) and Ukraine (M)
China	Afghanistan, Bhutan, Brunei (M), Democratic People's Republic of Korea, India, Indonesia (M), Kazakhstan, Korea (M), Kyrgyzstan, Laos, Mongolia, Malaysia (M), Myanmar, Nepal, Pakistan, Philippines (M), Russian Federation, Tajikistan and Vietnam
Croatia	Bosnia and Herzegovina, Hungary, Italy (M), Montenegro, Serbia and Slovenia
India	Afghanistan, Bangladesh, Bhutan, China, Indonesia (M), Myanmar, Nepal, Pakistan, Sri Lanka and Thailand (M)
Indonesia	Australia (M), China (M), Timor-Leste, India (M), Malaysia, Palau (M), Papua New Guinea, Philippines (M), Singapore (M), Thailand (M) and Vietnam (M)
Peru	Bolivia, Brazil, Chile, Colombia and Ecuador
Romania	Bulgaria, Hungary, Moldova, Russian Federation (M), Serbia and Ukraine
Saudi Arabia	Bahrain (M), Egypt (M), Eritrea (M), Islamic Republic of Iran (M), Iraq, Jordan, Kuwait, Oman, Qatar, Sudan (M), United Arab Emirates and Yemen
South Africa	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe

Note: (M) Maritime border

Source

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries.

The UNESCO Institute of Statistics (UIS) provided data 1) for Argentina, China, India, Indonesia, Saudi Arabia and South Africa; 2) for all countries beyond the OECD and partner countries; and 3) for OECD countries for the period not covered by OECD statistics (2005 and 2010-20).

Information on the sources and instruments used by countries to collect data on enrolments is given in EAG2023_Annex3_ChapterB_ENRL (Table 2.1), which also indicates missing data points and explanatory notes on the raw data collected.

Notes on specific countries

Belgium

Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, the coverage of international and foreign students is different, and the data cannot be compared. Data for ISCED 5 are based on nationality and only include data from the Flemish Community (ISCED 5 does not exist in the French Community).

Canada

Since 2018/19, there have been improvements in coverage to ISCED 5. Caution should be used when making comparisons of mobile students by country to previous years.

Costa Rica

Data on foreign students are underestimated as they cover only public universities, where about half of all tertiary students are enrolled.

France

As of academic year 2017/18, Erasmus+ (credit mobile) students are excluded from the number of international students. In addition, there is a break in time series in the classification by field of education due to change in methodology as of school year 2017/18.

Germany

The number of mobile students in professional programmes in ISCED 554 and 655 is negligible and reported with the value zero. Prior to academic year 2017/18, homecoming students were not included in the number of international students at all tertiary levels.

Beginning with reference year 2020 (academic year 2019/2020) detailed results from the new statistic on students in doctoral studies could be provided and fully replaced the somehow incomplete figures from the previous sample surveys provided until 2019 Different reference group for mobile students based on citizenship instead of country of prior education.

Netherlands

Data on international and foreign students do not include those enrolled at the Open University.

New Zealand

In 2020 and 2021, preventative measures against COVID-19 included border closures, which contributed to significant drops in the number of mobile students. Mobile student numbers massively declined in 2021, as the government shut its borders as a COVID-19 mitigation.

Norway

A change in the reporting methodology for international students to track students without a valid ID resulted in an increase in the number of international students as of the academic year 2017/18.

Türkiye

In 2021, the mobile graduates from Syrian Arab Republic increased sharply in ISCED 5.

Switzerland

Data on mobile students by field of study and by country of origin cover only students in universities and universities of applied sciences at ISCED levels 6 and 7.

United Kingdom

Data on mobile students by field of study at ISCED 5 cover only those in academic programmes.

References

OECD (2018), *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, https://doi.org/10.1787/9789264304444-en. [1]

3. Sources, methodologies and technical notes for Chapter C

List of indicators

- Indicator C1. How much is spent per student on educational institutions?
- Indicator C2. What proportion of national output is spent on educational institutions?
- Indicator C3. How much public and private investment on educational institutions is there?
- Indicator C4. What is the total public spending on education?
- Indicator C5. How much do tertiary students pay and what public support do they receive?
- Indicator C6. On what services and resources is education funding spent?
- Indicator C7. Which factors influence teachers' salary cost? Description

This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1]).

Table 3.1. Sources, methodologies and technical notes for UOE education finance data in Chapter C and the *Education at a Glance Database*

METADATA	General information on the data collected through the UOE Finance questionnaire
FIN_STUDENTS	Number of students with coverage adjusted to statistics on educational finance by type of institution
FIN1_SOURCE	Educational expenditure by level of education, source and destination
FIN2_NATURE	Education expenditure by level of education, type of institution and nature

Note: The Education at a Glance database can be found at http://stats.oecd.org/.

StatLink https://stat.link/xswmc1

Indicator C1. How much is spent per student on educational institutions?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1]).

Expenditure per student on educational institutions at a particular level of education is calculated by dividing total expenditure on educational institutions at that level by the corresponding full-time equivalent enrolment. Additionally, as data collected for expenditure on education is usually based on the financial reference year and data on students is based on the reference school year, adjustments were made for countries in which the financial year and the school year do not coincide (see Table X1.3 and X1.4) in order to compute expenditure per student.

In order to match the enrolment data with the financial year 2020, a weighted average of the enrolment data for the academic years 2019/20 and 2020/21 was calculated. The data were weighted in accordance with the proportion of each school year that fell within the financial year 2020.

Detailed information on the source metadata and detailed comments on raw data are available in the StatLink (Table 3.1), worksheets METADATA, FIN-STUDENTS (number of students adjusted to the financial year) and FIN1-SOURCE (education expenditure by source and destination).

Source

Data on expenditure and full-time equivalent students are based on the UOE data collection on education systems administered annually by United Nations Educational, Scientific and Cultural Organization (UNESCO,) the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). Additional provisional data on financial year 2021 were provided through a special questionnaire administered by the OECD and Eurostat in 2023.

Notes on specific countries

Expenditure by educational institutions on ancillary services, such as student meals, room and board on campus and student transport, should include fees paid by students and families for those services. However, countries' coverage of private spending on ancillary services is uneven and a number of countries exclude private spending on ancillary services.

Australia

For the 2019 reference year, due to a number of changes introduced in both the data sources and methodology used to calculate and compile Australia's Finance collection, it is not possible to reproduce them in the trend file, resulting in a significant break in series. As a result of these changes, expenditure data from before the 2019 reference year is not comparable with previous years' data.

For the 2020 reference year, Australia has updated its data sources and revised the methodology used to compile finance data, including household payments by fee paying students to private institutions and early childhood education and care (ECEC) expenditure data. The ECEC expenditure data includes the period between 6 April 2020 and 12 July 2020 when the childcare subsidy system was paused to provide free childcare in response to the COVID-19 pandemic. As a result, roughly three months of data is absent in the 2020 data compared to the 2019 data. Moreover, additional data from the COVID-19 support payments made in 2020 calendar year is included, noting that this data is not directly linked to individual children. As there is no precise way to split payment amounts by child age, age profiles have been approximated by apportioning based on a pre-COVID

reference period, specifically the fortnight ending 1 March 2020. Further, a historical revision to non-government schools was implemented in Australia's 2020-21 Government Finance Statistics annual data, resulting in changes of data at International Standard Classification of Education (ISCED) levels 1, 23 and 34. Non-government schools previously classified as non-profit institutions serving households have been re-classified to private, non-financial corporations from the calendar year 1985. This reclassification also necessitates a change to the transactions between commonwealth and state governments and non-government schools. Caution should be taken if comparing data for the reference years 2019 and 2020.

While most finance data has been apportioned across ISCED levels using UOE enrolment data as a proxy, there are some cases where specific enrolment data is used to apportion expenditure on a particular segment of the sector. Moreover, expenditure on vocational programmes (ISCED 2 to 4) and short-cycle tertiary programmes (ISCED 5) is underestimated since expenditure data for private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels. This also means that expenditure per full-time equivalent student is underestimated for these levels, especially for private institutions. In addition, the coverage of expenditure and enrolment data for private vocational institutions has changed over time. Due to the limited availability of data, it is difficult to ensure the coverage of enrolments matches the coverage of expenditure for these institutions. Expenditure per full-time equivalent student is underestimated for vocational students.

Austria

Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision.

Belgium

Data on the German-speaking Community are not integrated into the data for Belgium in the UOE data collection. The French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data. The data for ISCED-5 only apply to the Flemish Community. The French Community reports ISCED-5 data under ISCED-6.

Brazil

All tables and charts in Indicator C1 present information on public expenditure on public educational institutions instead of total expenditure on educational institutions.

Canada

The pre-primary education data included in this indicator is comprised of pre-primary education delivered by Canadian primary schools. In some provinces, this will include one year only (kindergarten), while in others, it includes two (junior and senior kindergarten). Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education. Due to improvements in the methodology for calculating private Finance data for ISCED levels 1 and 3, starting in 2019/2020, direct comparisons to previous years should not be made

Chile

Government expenditure data is reported on an accrual accounting basis. For Chile, payments made by households outside of educational institutions, as well as regional government expenditure, is negligible. As of 2016, the methodology to report enrolled students in upper secondary general versus vocational programmes

was updated to better reflect the Chilean education system. That is, the first two years of upper secondary education are taught under a general formation programme in sciences and humanities. After the successful completion of the second year, students can opt to continue in a differentiated general or vocational programme for the remaining two years of upper secondary education. This update explains the significant increase in expenditure per student in vocational upper secondary education, compared to previous years.

Colombia

Expenditure per student is calculated as expenditure divided by the total headcount of students, which is equivalent to full-time equivalents because there are no part-time students.

Czech Republic

Level 5 in ISCED 2011 includes only students of conservatoires. And data from other ministries than the Ministry of Education is excluded.

Denmark

The allocation of expenditure on primary and lower secondary education is estimated on the basis of the corresponding enrolment. A minor part of the allocation of expenditure on upper secondary education into general and vocational programmes is based on the enrolment into these programmes. Trend analysis of the expenditures must be done with caution prior to 2016 due to the different data sources used in different years. Data is comparable from 2016-2020.

Estonia

There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government-dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with information from previous years. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

The number of students is not adjusted to the financial year for data before 2014.

Finland

Finland's vocational education system (ISCED 3 vocational, ISCED 4 vocational) was revised in 2018. This had an impact on legislation, qualification system, financing, monitoring and provision of vocational education. The changes affect the data from school year 2018-19 and calendar year 2018 onwards. Due to the changes in the vocational education system the data is not wholly comparable to previous years.

The data source on enrolments at ISCED levels 3-4 changed to Finnish National Agency for Education's KOSKI data warehouse data in school year 2019-20. Previously data were based on Statistics Finland's data collections. This causes some differences in the data on expenditure per student especially for ISCED 3-4 vocational education. E.g. data on enrolment in vocational school- and work-based programmes (ISCED 3) is the situation in 20 September starting from the school year 2019-20. Previously this data covered whole school year. The changes increase expenditure per student at ISCED 3-4 vocational education. In addition, government transfers to private entities for apprenticeship training are included as government direct expenditure on educational

institutions, which is therefore overestimated, whereas government transfers to other private entities and other private entities' payments to educational institutions are both underestimated.

The change between public and government-dependent private institutions on enrolment numbers in vocational education in school year 2019-20 (public decreases and government-dependent private increases) is mainly caused by the change in the reporting of vocational school- and work-based programmes. Previously all students in vocational school- and work-based programmes were recorded as enrolling in public institutions. Starting from school year 2019-20 information on whether the institution is public or government-dependent private institution is reported. This is a break in time series on the division of ISCED 3 and 4 vocational education enrolment to public and government-dependent private institutions and on expenditure per student. At the same time the reform of vocational education system which started in 2018 was still ongoing and some students were still studying according to the old vocational education system. This may also cause some fluctuation in the results.

All students are reported as full-time students (FTE 1,0) at ISCED levels 0-4. This may have some impact on expenditure per student especially at ISCED 3-4 levels as some students are not studying full-time.

France

The main source used for data on education expenditure is the French Education Account, which is a national satellite account of the National Accounts. Adjustments are made to take into consideration the differences from the scope of the UOE data collection. The expenditure on ISCED level 4 is not allocated by orientation (general or vocational), the amounts are reallocated between general and vocational programmes depending on the number of students enrolled. Household expenditure includes tuition fees, student transportation, dining halls, dormitories/halls of residence, and educational goods and services purchased by households outside educational institutions (books and supplies). Scholarships are allocated to general purposes; thus, it is not possible to distinguish between the part attributable to educational institutions and the one which is not attributable to educational institutions. A correction has been made to the 2012 data to remove the double counting of some expenditure for ancillary services. The expenses and number of students from CPGE, BTS enrolled in "lycées" are reported at the tertiary education level.

Germany

Expenditure for instruction by enterprises in the so-called „dual system" (i.e. programmes that combine school- and work-based instruction) is included in this indicator (ISCED 3 and 4). Data on lower secondary vocational programmes (ISCED 25) are included in upper secondary vocational programmes (ISCED 35).

As of reference year 2019 expenditure on advanced vocational training (*Aufstiegsfortbildung*) is included in ISCED 55 and 65. The inclusion of this data leads to a break in time series.

To separate expenditure for instruction from R&D expenditure at universities (ISCED 6 to 8) R&D coefficients are applied. The R&D coefficients and the underlying methodological assumptions have been reviewed in the years 2016 and 2017. Starting from reporting year 2016, the Federal Statistical Office applies a new method for the determination of the R&D coefficients that leads to breaks in time series. There are different R&D coefficients and methods for the different types of universities and colleges within the higher education sector.

Greece

Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

Hungary

The expenditure on primary to upper secondary levels (ISCED levels 1 to 3) is estimated on the basis of the number of students at each level.

Ireland

Ireland undertook a review of expenditure data that went as far back as 2015; therefore, data before 2015 cannot be compared to those of 2015 and after. Ancillary services at the primary to post-secondary non-tertiary level include only school transport. For Ireland the changes from 2014 to 2015 are largely driven by the substantial increase in Gross Domestic Product (GDP) in 2015. For more information on this increase see http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf. In 2016 Ireland produced a modified GNI (GNI*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

Israel

Ancillary services are included in total expenditure on educational institutions. Classification of public institutions, private and governmental National Provider Identifiers (NPIs), has been made according to the definitions of the System of National Accounts (SNA). Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defence Forces. The number of students in those categories was excluded also from the data collection. Scholarships not attributable to tuition were excluded from tuition. From 2012, the "Yeshiva" has been classified at upper secondary – General schools (ISCED 3). The students of Hebrew teaching, adult courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other para-medical professionals, expenditure in vocational schools of the Israeli Defence Forces).

Japan

Since October 2019, free early childhood education and care is a universal legal entitlement for children age 3 to 5.

Korea

Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year for the all education levels. Due to differences in the methodology adopted in 2015 fiscal year, trend data are reported as missing as they would not be comparable. In addition, at the tertiary level, ancillary services are not separated but included in total expenditure on educational institutions. Expenditures on public institutions may be over-represented because of the inclusion of undistributed programmes. For the financial year 2019, the decrease in government expenditure (G5) at the tertiary level is resulted from the limitation in the data collection method, not the reduction of government expenditure in real terms. The government subsidies for some R&D projects of the reference year had not been paid during the reference period defined in the UOE FINANCE questionnaire owing to the difference in the accounting period between the educational institutions and the

government agencies. Therefore, attention is required when interpreting the time series data of the corresponding figures.

Lithuania

Expenditure in primary, lower secondary (general and vocational), upper secondary (general and vocational) and post-secondary non-tertiary education levels are estimated by breaking down the aggregated figures based on the number of full-time equivalent students enrolled in general and vocational programmes at the corresponding ISCED level. Household payments outside education institutions are estimated using Household Budget Survey data and Consumer price indices.

Luxembourg

Expenditure of central level of government (i.e. for development of curricula, psychological aid or academic/professional guidance, or part of transport services) has been attributed to public institutions only, even if student from private institutions benefit from part of these services. As a consequence, expenditure on private institutions is underestimated. The small difference between general and vocational programmes is due to the fact that expenditure occurring during the time spent in class is included. All other expenditure (for example expenditure of private enterprises) is not included in the calculation so that the costs of vocational programmes (especially dual programmes) are underestimated.

Mexico

Data refers to budget expenditure instead of actual expenditure. A new method is used since Education at a Glance (EAG) 2020 to calculate household expenditure on education. Accordingly, expenditure data from 2018 onwards should not be compared with previous data.

New Zealand

“Upper Secondary” as used in EAG includes programmes done both as part of the initial compulsory school system, and programmes done in post-schooling institutions. Post-school ISCED 3 relates to qualifications at levels 1-3 on the New Zealand Qualification Framework, and while these programmes are at the same ISCED level as school-based qualifications, they are not part of the upper secondary school system in New Zealand. Initial school-based upper secondary education is generally-oriented, while the large majority of post-school study at ISCED 3 is vocational. Both systems have different funding and regulatory arrangements, and different types of students. While initial upper secondary mainly relates to students aged 15-18, adults of any age can enrol in post-school programmes at ISCED 3. Care is therefore needed when making inferences about New Zealand's initial upper secondary schooling system from “total upper secondary” results in EAG, as they reflect an average of these two different systems. While general and vocational education at ISCED 3 level is not exclusively split between initial and post-initial schooling in New Zealand, to better help policy makers and other readers interpret and use EAG ISCED 3 comparisons, all New Zealand results relating to New Zealand's initial schooling upper secondary system have been reported as “upper secondary general” (ISCED 34), while all results relating to New Zealand's post-schooling ISCED 3 system (level 1-3 qualifications on the New Zealand Qualifications Framework (NZQF) have been reported as “upper secondary vocational” (ISCED 35)).

Norway

Expenditure on ancillary services at primary education (ISCED 1) consist only of transportation. Expenditure on ancillary services from lower secondary education up to short-cycle tertiary education (ISCED 2-5) includes transportation and common expenses and support functions related to education (not directly linked to core education). At tertiary level (ISCED 6-8), expenditure on ancillary services includes welfare services and contributions to housing on campus. The funds on ancillary services at this level are devoted to student unions,

who are responsible for offering ancillary services to students at both public and private educational institutions. However, student unions themselves are defined as “non-instructional educational institutions” (according to the UOE manual) and regarded as government-dependent private institutions. Thus, all ancillary-expenditure at tertiary level is reported as expenditure in government-dependent private intuitions and no expenditure at public institutions. It is important to emphasize that funds to student unions is spent to offer ancillary services for students at all type of institutions. Public expenditure on educational core services is included for all ISCED levels as well as public spending on university research. Private expenditure covers tuition fees in early childhood education (ISCED 0), post-secondary non-tertiary programmes (ISCED 4), short-cycle tertiary programmes (ISCED 5), and private long-cycle tertiary programmes (ISCED 6-8). Private expenditure as tuition fees in upper secondary (ISCED 3) is set equal to student loans attributable for tuition fees since there is no available data on tuition fees payment to private educational institutions at this level. In reality, it is expected that private expenditure exceeds student loans attributable for tuition fees. Total expenditure on public educational institutions at long-cycle tertiary level does not include direct expenditure from international sources, except international payments to educational institutions for R&D expenditure. Due to changes in the method used to allocate expenditure on education across ISCED level 2 and above, 2020 data should not be compared with previous years.

Poland

Total expenditure on education from international sources does not include direct expenditure on private institutions, Private expenditure does not include households’ payments for private tutoring and for goods and services not required for participation. From 2017 private expenditure paid to institutions for ancillary services has been estimated. As a result of the structural reform of the Polish education system (started in the school year 2017/18), data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years. Due to the change in the budget classification, data for ISCED levels 6-8 since 2019 have included expenditure on higher education and science.

Romania

Break in time series: after 2014 Romania implemented a new methodology following the ISCED 2011 international classification and the European Commission Regulation 912/2013 resulting in an improved breakdown of expenditure by level of education. Starting with reference year 2015, the coverage of private expenditure improved thanks to the data on education expenditure from the Household Budget Survey (HBS) survey supplementary section. Finally, the number of students was adjusted to the financial year starting with reference year 2017.

Slovak Republic

Part of expenditure on ISCED levels 1 to 5 is estimated on the basis of the number of students at each level. ISCED level 5 include students of conservatories and students of secondary vocational schools studying short-cycle tertiary programmes. Private expenditure - and hence total expenditure - are underestimated due to the lack of data on capital expenditure in private institutions and payments for private tutoring.

Slovenia

The allocation of expenditure on primary and lower secondary education (basic education in Slovenia) is estimated based on the proportion of teaching hours (according to curriculum). Expenditure of other non-educational private entities on educational institutions since 2018 include also expenditure related to mentoring practical education and training of students at the work place as part of their formal education programmes. Since 2019, this expenditure also include some rental revenues related to formal education that were not considered before. International expenditure for education (F20) since 2019 include EU part of funds, transferred to government, for scholarships and for subsidies to private organizations for mentoring practical education and training of students at the workplace. For previous years these EU funds were not considered separately (in F6);

they were only included within government transfers to households and other private entities. For 2019, direct international expenditure for public, non-instructional educational institutions was reported within government expenditure.

From 2020, there is a break in the time series. The coverage of education institutions for UOE financial data has been supplemented. This change affected the volume of funds from various sources for/of public and private educational institutions; the highest increase in volume of funds was in budget funds for educational institutions (by about EUR 40 million in 2020), the largest part for institutions implementing programmes at the level of primary education. The estimated part of market revenues related to tuition fees for formal adult education programmes, in educational institutions that implement these programmes was additionally taken into account. This change affected the increase in private (households') expenditure on educational institutions (by about EUR 72 million in 2020), mainly at the levels of upper secondary and tertiary education. The part of market revenues not considered as connected with formal education programmes or participation in formal education are not taken into account as a part of expenditure for formal education. Covid pandemic and measures related to it also affected the data on expenditure for formal education for 2020.

Spain

Expenditure for retirement of personnel other than teachers in public institutions is not included. Expenditure on ancillary services at the tertiary level is overestimated, as part of this expenditure is not addressed directly to universities themselves, but to institutions providing these services to university students. However, this does not affect the total level of expenditure at the tertiary level.

Sweden

Private expenditure in upper secondary non-tertiary level and in short-cycle tertiary education are underestimated; as a consequence, at those ISCED levels total expenditure on educational institutions is underestimated as well. A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programmes.

Switzerland

Private expenditure for dual-track Vocational Education and Training (VET) programmes undertaken by enterprises at the upper secondary level is included.

United Kingdom

Household expenditure is underestimated as no reliable estimate for payments outside educational institutions exists.

Expenditure on (as well as enrolment in) general and vocational education is based on the type of institution rather than type of course. Figures for general/academic education is based on spending on schools and higher education institutions, figures for vocational spending are based on spending on further education colleges.

United States

Funds for major federal R&D centres administered by universities are excluded.

See also notes on Indicator C2.

Indicator C2. What proportion of national output is spent on educational institutions?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1]).

GDP data

Statistics on educational expenditure relate to the financial year 2020. For countries in which GDP is not reported for the same reference period as data on educational funding, GDP is estimated as: w_{t-1} (GDP_{t-1}) + w_t (GDP_t), where w_t and w_{t-1} are the weights for the respective portions of the two reference periods for GDP that fall within the educational financial year. Adjustments were made for Australia, Canada, Japan, New Zealand, the United Kingdom and the United States (see Annex 2).

Detailed information on the source metadata and detailed comments on raw data are available in the StatLink (Table 3.1), worksheets METADATA and FIN1-SOURCE (education expenditure by source and destination).

Source

Data on expenditure on educational institutions are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). Additional provisional data on financial year 2021 were provided through a special questionnaire administered by the OECD and Eurostat in 2023.

Data on GDP have been obtained from the OECD National Accounts Statistics Database.

Notes on specific countries

Australia

For the 2019 reference year, due to a number of changes introduced in both the data sources and methodology used to calculate and compile Australia's Finance collection, it is not possible to reproduce them in the trend file, resulting in a significant break in series. As a result of these changes, expenditure data from before the 2019 reference year is not comparable with previous years' data.

For the 2020 reference year, Australia has updated its data sources and revised the methodology used to compile finance data, including household payments by fee paying students to private institutions and ECEC expenditure data. The ECEC expenditure data includes the period between 6 April 2020 and 12 July 2020 when the childcare subsidy system was paused to provide free childcare in response to the COVID-19 pandemic. As a result, roughly three months of data is absent in the 2020 data compared to the 2019 data. Moreover, additional data from the COVID-19 support payments made in 2020 calendar year is included, noting that this data is not directly linked to individual children. As there is no precise way to split payment amounts by child age, age profiles have been approximated by apportioning based on a pre-COVID reference period, specifically the fortnight ending 1 March 2020. Further, a historical revision to non-government schools was implemented in Australia's 2020-21 Government Finance Statistics annual data, resulting in changes of data at ISCED levels 1, 23 and 34. Non-government schools previously classified as non-profit institutions serving households have been re-classified to private, non-financial corporations from the calendar year 1985. This reclassification also necessitates a change to the transactions between commonwealth and state governments and non-government schools. Caution should be taken if comparing data for the reference years 2019 and 2020.

Expenditure on vocational programmes (ISCED 2 to 4) and short-cycle tertiary programmes (ISCED 5) is underestimated since expenditure data for private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels. While most finance data has been apportioned across ISCED levels using UOE enrolment data as a proxy, there are some cases where specific enrolment data is used to apportion expenditure on a particular segment of the sector.

Austria

Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision.

Belgium

French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data. Prior to 2016, private expenditure was slightly underestimated since payments to independent private institutions were not integrated. Change in total expenditure on educational institutions as a percentage of GDP are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary programmes (ISCED-5) in 2009-2010 in the Flemish Community. In the Flemish Community, ISCED-5 programmes (with the exception of Nursing) were relocated from centres for adult education to colleges for higher education starting in 2019-2020. This relocation had a number of ramifications, ranging from students becoming eligible for study allowances and student services to changes in how the programmes are funded. The data for ISCED-5 only apply to the Flemish Community. The French Community reports ISCED-5 data under ISCED-6.

Brazil

All tables and charts in Indicator C2 present information on public expenditure on public educational institutions instead of total expenditure on educational institutions.

Canada

The pre-primary education data included in this indicator is comprised of pre-primary education delivered by Canadian primary schools. In some provinces, this will include one year only (kindergarten), while in others, it includes two (junior and senior kindergarten). Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education.

Estonia

There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government-dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to

include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

Finland

Government transfers to private entities for apprenticeship training are included as government direct expenditure on educational institutions, which is therefore overestimated, whereas government transfers to other private entities and other private entities' payments to educational institutions are both underestimated. Expenditure on education not leading to a formal degree or qualification is also not included.

France

The expenses and number of students from CPGE, BTS enrolled in "lycées" are reported at the tertiary education level.

Germany

ISCED 25 programmes are included with ISCED 35 programmes.

Greece

Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

Hungary

Up to 2011, data do not include private expenditure on private educational institutions.

Ireland

Ireland undertook a review of expenditure data that went as far back as 2015; therefore, data before 2015 cannot be compared to those of 2015 and after. The changes from 2014 to 2015 are largely driven by the substantial increase in GDP in 2015. For more information on this increase see:http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf. In 2016 Ireland produced a modified GNI (GNI*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

Israel

Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defence Forces. Scholarships not attributable to tuition were excluded from tuition. From 2012, the "Yeshiva" has been classified at upper secondary – General schools (ISCED 3). The students of Hebrew teaching, Adults courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other para-medical professionals, expenditure in vocational schools of the Israeli Defence Forces).

Japan

Expenditure on “specialised training colleges (general course)”, “miscellaneous schools” and educational administration are not allocated by any educational levels. In order to reduce the burden of household educational costs, High School Tuition Support Fund have commenced in April 2010. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, in April 2014 the central government started giving subsidies to the local governments, which support high school students who are in a sudden change of household budget and/or who try to re-enter high school despite experiencing the dropout of school in the past. Since October 2019, free early childhood education and care is a universal legal entitlement for children age 3 to 5.

Korea

Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year for the all education levels. Due to differences in the methodology adopted in 2015 fiscal year compared to previous years, trend data are reported as missing as they would not be comparable. In addition, public loans (used in computing the initial source of funds) do not include the government-guaranteed student loans by the Korea Student Aid Foundation (KOSAF). Because the loans are funded by bonds of the KOSAF, a government-affiliated institute, they are classified as private loans. For the financial year 2019, the decrease in government expenditure (G5) at the tertiary level is resulted from the limitation in the data collection method, not the reduction of government expenditure in real terms. The government subsidies for some R&D projects of the reference year had not been paid during the reference period defined in the UOE FINANCE questionnaire owing to the difference in the accounting period between the educational institutions and the government agencies. Therefore, attention is required when interpreting the time series data of the corresponding figures.

Lithuania

Expenditure in primary, lower secondary (general and vocational), upper secondary (general and vocational) and post-secondary non-tertiary education levels are estimated by breaking down the aggregated figures based on the number of full-time equivalent students enrolled in general and vocational programmes at the corresponding ISCED level. Household payments outside education institutions are estimated using Household Budget Survey data and Consumer price indices.

Luxembourg

At the tertiary level, Luxembourg spends more than half of public budget to fund Luxembourgish students studying abroad. As public funds devoted to students abroad are not taken into account in Chapter C, expenditure on tertiary education as a percentage of GDP and of total government expenditure is largely underestimated.

Mexico

Data refers to budget expenditure instead of actual expenditure. A new method is used since EAG 2020 to calculate household expenditure on education. Accordingly, expenditure data from 2018 onwards should not be compared with previous data.

Norway

Educational expenditures are reported as percent of Mainland GDP (excluding off-shore oil and international shipping). Comparisons with earlier editions are inadvisable as the total GDP was used before 2011. Moreover, due to changes in the method used to allocate expenditure on education across ISCED level 2 and above, 2020 data should not be compared with previous years.

Poland

Total expenditure on education from international sources does not include direct expenditure on private institutions, As a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years. Due to the change in the budget classification, data for ISCED levels 6-8 since 2019 have included expenditure on higher education and science.

Romania

Break in time series: after 2014 Romania implemented a new methodology following the ISCED 2011 international classification and the European Commission Regulation 912/2013 resulting in an improved breakdown of expenditure by level of education. Starting with reference year 2015, the coverage of private expenditure improved thanks to the data on education expenditure from the HBS survey supplementary section.

Slovak Republic

Private expenditure - and hence total expenditure - are underestimated due to the lack of data on capital expenditure in private institutions and payments for private tutoring.

Slovenia

The allocation of expenditure on primary and lower secondary education (basic education in Slovenia) is estimated based on the proportion of teaching hours (according to curriculum). Expenditure of other non-educational private entities on educational institutions since 2018 include also expenditure related to mentoring practical education and training of students at the work place as part of their formal education programmes. Since 2019, this expenditure also include some rental revenues related to formal education that were not considered before. International expenditure for education (F20) since 2019 include EU part of funds, transferred to government, for scholarships and for subsidies to private organizations for mentoring practical education and training of students at the workplace. For previous years these EU funds were not considered separately (in F6); they were only included within government transfers to households and other private entities. From 2019, direct international expenditure for public, non-instructional educational institutions was reported within government expenditure.

From 2020, there is a break in the time series. The coverage of education institutions for UOE financial data has been supplemented. This change affected the volume of funds from various sources for/of public and private educational institutions; the highest increase in volume of funds was in budget funds for educational institutions (by about EUR 40 million in 2020), the largest part for institutions implementing programmes at the level of primary education. The estimated part of market revenues related to tuition fees for formal adult education programmes, in educational institutions that implement these programmes was additionally taken into account. This change affected the increase in private (households') expenditure on educational institutions (by about EUR 72 million in 2020), mainly at the levels of upper secondary and tertiary education. The part of market revenues not considered as connected with formal education programmes or participation in formal education are not taken into account as a part of expenditure for formal education. Covid pandemic and measures related to it also affected the data on expenditure for formal education for 2020.

Sweden

Private expenditure in upper secondary non-tertiary level and in short-cycle tertiary education are underestimated; as a consequence, at those ISCED levels total expenditure on educational institutions is underestimated as well. A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programmes.

United Kingdom

Household expenditure is underestimated as no reliable estimate for payments outside educational institutions exists.

Private expenditure on vocational education is underestimated as no reliable estimate for payments from private companies on education exists, enrolment numbers are adjusted in accordance with this so pay per student figures in C1 are unaffected, but figures for C2 and C3 will be.

Expenditure on (as well as enrolment in) general and vocational education is based on the type of institution rather than type of course. Figures for general/academic education is based on spending on schools and higher education institutions, figures for vocational spending are based on spending on further education colleges.

United States

Data for ISCED levels 5-8 include most ISCED 4 level education, which generally occurs at institutions offering programmes at ISCED level 5 or higher. Distributions of funds among ISCED levels 0, 1, 2, and 3 are estimated.

See also notes on Indicator C1.

Indicator C3. How much public and private investment on educational institutions is there?

Methodology

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (OECD, 2018[1]).

Detailed information on the source metadata and detailed comments on raw data are available in the StatLink (see StatLink below Table 3.1), worksheets METADATA and FIN1-SOURCE (education expenditure by source and destination).

Source

Data on expenditure on educational institutions are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). Additional provisional data on financial year 2021 were provided through a special questionnaire administered by the OECD and Eurostat in 2023.

Notes on specific countries

Australia

For the 2019 reference year, due to a number of changes introduced in both the data sources and methodology used to calculate and compile Australia's Finance collection, it is not possible to reproduce them in the trend file, resulting in a significant break in series. As a result of these changes, expenditure data from before the 2019 reference year is not comparable with previous years' data.

For the 2020 reference year, Australia has updated its data sources and revised the methodology used to compile finance data, including household payments by fee paying students to private institutions and ECEC expenditure data. The ECEC expenditure data includes the period between 6 April 2020 and 12 July 2020 when the childcare subsidy system was paused to provide free childcare in response to the COVID-19 pandemic. As a result, roughly three months of data is absent in the 2020 data compared to the 2019 data. Moreover, additional data from the COVID-19 support payments made in 2020 calendar year is included, noting that this data is not directly linked to individual children. As there is no precise way to split payment amounts by child age, age profiles have been approximated by apportioning based on a pre-COVID reference period, specifically the fortnight ending 1 March 2020. Further, a historical revision to non-government schools was implemented in Australia's 2020-21 Government Finance Statistics annual data, resulting in changes of data at ISCED levels 1, 23 and 34. Non-government schools previously classified as non-profit institutions serving households have been re-classified to private, non-financial corporations from the calendar year 1985. This reclassification also necessitates a change to the transactions between commonwealth and state governments and non-government schools. Caution should be taken if comparing data for the reference years 2019 and 2020.

Expenditure on vocational programmes (ISCED 2 to 4) and short-cycle tertiary programmes (ISCED 5) is underestimated since expenditure data for private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels. While most finance data has been apportioned across ISCED levels using UOE enrolment data as a proxy, there are some cases where specific enrolment data is used to apportion expenditure on a particular segment of the sector.

Austria

Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision.

Belgium

French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data. Prior to 2016, private expenditure was slightly underestimated since data on payments to independent private institutions were not collected/not available. Change in the share of public, private and international expenditure on educational institutions are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary (ISCED-5) programmes in 2009-2010 in the Flemish Community. In the Flemish Community, ISCED-5 programmes (with the exception of Nursing) were relocated from centres for adult education to colleges for higher education starting in 2019-2020. This relocation had a number of ramifications, ranging from students becoming eligible for study allowances and student services to changes in how the programmes are funded.

Canada

Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education.

Chile

Until the 2021 Education at Glance edition, Chile used the Central Bank report of private expenditure in education, but during 2022, the Central Bank only has at its disposal the expenditure of independent private schools (ISCED 0-3). Which made imperative to add another source of information, such as: “Accountability of Establishments” from the Superintendence of Education (SIE) for public and private institutions dependent of the government and reported income from the Superintendence of Higher Education (SES) for tertiary institutions. This methodological change might difficult the comparability of the indicator previously to 2022 Education at Glance.

Estonia

There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government-dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

Finland

Government transfers to private entities for apprenticeship training are included as government direct expenditure on educational institutions, which is therefore overestimated, whereas government transfers to the private sector are underestimated. Expenditure on education not leading to a formal degree or qualification is also not included.

France

The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

Greece

Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

Israel

Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defence Forces. Scholarships not attributable to tuition were excluded from tuition. From 2012, the "Yeshiva" has been classified at upper secondary – General schools (ISCED 3). The students of Hebrew teaching, adult courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other para-medical professionals, expenditure in vocational schools of the Israeli Defence Forces).

Japan

High School Tuition Support Fund have commenced in April 2010. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, in April 2014 the central government started giving subsidies to the local governments, which support high school students who are in a sudden change of household budget and/or who try to re-enter high school despite experiencing the dropout of school in the past.

Korea

Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year for the all education levels. Due to differences in the methodology adopted in 2015 fiscal year, trend data are reported as missing as they would not be comparable. For the financial year 2019, the decrease in government expenditure (G5) at the tertiary level is resulted from the limitation in the data collection method, not the reduction of government expenditure in real terms. The government subsidies for some R&D projects of the reference year had not been paid during the reference period defined in the UOE FINANCE questionnaire owing to the difference in the accounting period between the educational institutions and the government agencies. Therefore, attention is required when interpreting the time series data of the corresponding figures.

Lithuania

Expenditure in primary, lower secondary (general and vocational), upper secondary (general and vocational) and post-secondary non-tertiary education levels are estimated by breaking down the aggregated figures based on the number of full-time equivalent students enrolled in general and vocational programmes at the corresponding

ISCED level. Household payments outside education institutions are estimated using Household Budget Survey data and Consumer price indices.

Mexico

Data refers to budget expenditure instead of actual expenditure. A new method is used since EAG 2020 to calculate household expenditure on education. Accordingly, expenditure data from 2018 onwards should not be compared with previous data.

Norway

Trend analysis of the private expenditures must be done with caution due to the different data sources used in different years. Moreover, due to changes in the method used to allocate expenditure on education across ISCED level 2 and above, 2020 data should not be compared with previous years.

Poland

Total expenditure on education from international sources does not include direct expenditure on private institutions, As a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years. Due to the change in the budget classification, data for ISCED levels 6-8 since 2019 have included expenditure on higher education and science.

Romania

Break in time series: after 2014 Romania implemented a new methodology following the ISCED 2011 international classification and the European Commission Regulation 912/2013 resulting in an improved breakdown of expenditure by level of education. Starting with reference year 2015, the coverage of private expenditure improved thanks to the data on education expenditure from the Household Budget Survey (HBS) survey supplementary section.

Slovak Republic

Private expenditure - and hence total expenditure - are underestimated due to the lack of data on capital expenditure in private institutions and payments for private tutoring.

Slovenia

The allocation of expenditure on primary and lower secondary education (basic education in Slovenia) is estimated based on the proportion of teaching hours (according to curriculum). From 2018 redistribution of private expenditure for public institutions between household expenditure and expenditure of other non-educational private entities was made at ISCED levels 6-8 (in previous years also part of R&D expenditure was included in household payments to educational institutions). Expenditure of other non-educational private entities on educational institutions since 2018 include also expenditure related to mentoring practical education and training of students at the work place as part of their formal education programmes. Since 2019, this expenditure also include some rental revenues related to formal education that were not considered before. International expenditure for education (F20) since 2019 include EU part of funds, transferred to government, for scholarships and for subsidies to private organizations for mentoring practical education and training of students at the workplace. For previous years these EU funds were not considered separately (in F6); they were only included within government transfers to households and other private entities. From 2019, direct international expenditure for public, non-instructional educational institutions was reported within government expenditure.

From 2020, there is a break in the time series. The coverage of education institutions for UOE financial data has been supplemented. This change affected the volume of funds from various sources for/of public and private educational institutions; the highest increase in volume of funds was in budget funds for educational institutions (by about EUR 40 million in 2020), the largest part for institutions implementing programmes at the level of primary education. The estimated part of market revenues related to tuition fees for formal adult education programmes, in educational institutions that implement these programmes was additionally taken into account. This change affected the increase in private (households') expenditure on educational institutions (by about EUR 72 million in 2020), mainly at the levels of upper secondary and tertiary education. The part of market revenues not considered as connected with formal education programmes or participation in formal education are not taken into account as a part of expenditure for formal education. Covid pandemic and measures related to it also affected the data on expenditure for formal education for 2020.

Sweden

Private expenditure in upper secondary non-tertiary level and in short-cycle tertiary education are underestimated; as a consequence, at those ISCED levels total expenditure on educational institutions is underestimated as well. A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programmes.

Türkiye

The source of households education expenditure which is Household Budget Survey has not been done during the year 2020, because of COVID-19 pandemic. Household education expenditure data for 2020 was estimated according to previous year.

United Kingdom

Household expenditure is underestimated as no reliable estimate for payments outside educational institutions exists.

Private expenditure on vocational education is underestimated as no reliable estimate for payments from private companies on education exists, enrolment numbers are adjusted in accordance with this so pay per student figures in C1 are unaffected, but figures for C2 and C3 will be.

Expenditure on (as well as enrolment in) general and vocational education is based on the type of institution rather than type of course. Figures for general/academic education is based on spending on schools and higher education institutions, figures for vocational spending are based on spending on further education colleges.

See notes on Indicators C1 and C2.

Indicator C4. What is the total public spending on education?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1]).

Detailed information on the source metadata and detailed comments on raw data are available in the StatLink (see StatLink below Table 3.1), worksheets METADATA and FIN1-SOURCE (education expenditure by source and destination).

Source

Data on total public expenditure are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Data on total government expenditure and government expenditure by function (COFOG) have been obtained from the OECD National Accounts Statistics Database.

Notes on specific countries

Australia

For the 2019 reference year, due to a number of changes introduced in both the data sources and methodology used to calculate and compile Australia's Finance collection, it is not possible to reproduce them in the trend file, resulting in a significant break in series. As a result of these changes, expenditure data from before the 2019 reference year is not comparable with previous years' data.

For the 2020 reference year, Australia has updated its data sources and revised the methodology used to compile finance data, including household payments by fee paying students to private institutions and ECEC expenditure data. The ECEC expenditure data includes the period between 6 April 2020 and 12 July 2020 when the childcare subsidy system was paused to provide free childcare in response to the COVID-19 pandemic. As a result, roughly three months of data is absent in the 2020 data compared to the 2019 data. Moreover, additional data from the COVID-19 support payments made in 2020 calendar year is included, noting that this data is not directly linked to individual children. As there is no precise way to split payment amounts by child age, age profiles have been approximated by apportioning based on a pre-COVID reference period, specifically the fortnight ending 1 March 2020. Further, a historical revision to non-government schools was implemented in Australia's 2020-21 Government Finance Statistics annual data, resulting in changes of data at ISCED levels 1, 23 and 34. Non-government schools previously classified as non-profit institutions serving households have been re-classified to private, non-financial corporations from the calendar year 1985. This reclassification also necessitates a change to the transactions between commonwealth and state governments and non-government schools. Caution should be taken if comparing data for the reference years 2019 and 2020.

While most finance data has been apportioned across ISCED levels using UOE enrolment data as a proxy, there are some cases where specific enrolment data is used to apportion expenditure on a particular segment of the sector.

Austria

Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision.

Belgium

Change in total public expenditure on education as a percentage of total government expenditure are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary programmes (ISCED-5) in 2009-2010 in the Flemish Community. In the Flemish Community, ISCED-5 programmes (with the exception of Nursing) were relocated from centres for adult education to colleges for higher education starting in 2019-2020. This relocation had a number of ramifications, ranging from students becoming eligible for study allowances and student services to changes in how the programmes are funded. The data for ISCED-5 only apply to the Flemish Community. The French Community reports ISCED-5 data under ISCED-6.

Brazil

All tables and charts in Indicator C4 present information on public expenditure on public educational institutions instead of public expenditure on all educational institutions.

Canada

The pre-primary education data included in this indicator is comprised of pre-primary education delivered by Canadian primary schools. In some provinces, this will include one year only (kindergarten), while in others, it includes two (junior and senior kindergarten). Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education. The Canadian Implementation of the Classification of Functions of Government (COFOG) excludes capital expenses. Total consolidated Canadian Government estimates do not include amounts from social security funds.

Estonia

There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government-dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

Finland

Government transfers to private entities for apprenticeship training are included as government direct expenditure on educational institutions; therefore. Expenditure on education not leading to a formal degree or qualification is also not included.

France

The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

Germany

ISCED 25 programmes are included with ISCED 35 programmes.

Ireland

Ireland undertook a review of expenditure data that went as far back as 2015; therefore, data before 2015 cannot be compared to those of 2015 and after. In 2016 Ireland produced a modified GNI (GNI*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

Israel

Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defence Forces. Scholarships not attributable to tuition were excluded from tuition. From 2012, the "Yeshiva" has been classified at upper secondary – General schools (ISCED 3). The students of Hebrew teaching, adult courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other para-medical professionals, expenditure in vocational schools of the Israeli Defence Forces).

Italy

Payments outside educational institutions are estimated on the basis of the annual Household Budget Survey (HBS). In 2014, the National Institute of Statistics (ISTAT) replaced the old HBS (carried out between 1997 and 2013) with a completely new HBS that differs deeply from the previous one. Therefore, a break in series occurred between 2014 and 2015 at tertiary level and between 2017 and 2018 at levels 0-4. All the indicators that include the aggregate “Payments outside educational institutions” are affected by these breaks in series. ISCED 4 vocational is included in ISCED 3.

Japan

High School Supplemental Scholarship Fund has commenced in April 2014. This system provides grants for supplemental educational costs apart from course tuition. Regional final funds include expenditures for independent private institutions by local final funds, and expenditures for local institutions by regional final funds are included in local final funds. Central transfers to regional governments include local initial funds, and regional and local final funds include each parts of these final funds. Estimates are included for a portion of the public finance education expenditures for early childhood education.

Korea

Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in data collection. For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year for the all education levels. Due to differences in the methodology adopted in 2015 fiscal year, trend data are reported as missing as they would not be comparable. For the financial year 2019, the decrease in government expenditure (G5) at the tertiary level is resulted from the limitation in the data collection method, not the reduction of government expenditure in real terms. The government subsidies for some R&D projects of the reference year had not been paid during the reference period defined in the UOE FINANCE questionnaire owing to the difference in the accounting period between the educational institutions and the government agencies. Therefore, attention is required when interpreting the time series data of the corresponding figures.

Lithuania

Expenditure in primary, lower secondary (general and vocational), upper secondary (general and vocational) and post-secondary non-tertiary education levels are estimated by breaking down the aggregated figures based on the number of full-time equivalent students enrolled in general and vocational programmes at the corresponding ISCED level. Household payments outside education institutions are estimated using Household Budget Survey data and Consumer price indices.

Luxembourg

At the tertiary level, Luxembourg spends more than half of public budget to fund Luxembourgish students studying abroad. As public funds devoted to students abroad are not taken into account in Chapter C, expenditure on tertiary education as a percentage of GDP and of total government expenditure is largely underestimated.

Mexico

Data refers to budget expenditure instead of actual expenditure.

Norway

Trend analysis of the private expenditures must be done with caution due to the different data sources used in different years. Moreover, due to changes in the method used to allocate expenditure on education across ISCED level 2 and above, 2020 data should not be compared with previous years.

Poland

Total expenditure on education from international sources does not include direct expenditure on private institutions. As from year 2016, methodological changes have been introduced in order to improve the calculation of initial funds from central government. Accordingly, data on net transfers to local governments since year 2016 are not fully comparable with those of previous years. In addition, as a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years. Due to the change in the budget classification, data for ISCED levels 6-8 since 2019 have included expenditure on higher education and science.

Romania

Break in time series: after 2014 Romania implemented a new methodology following the ISCED 2011 international classification and the European Commission Regulation 912/2013 resulting in an improved breakdown of expenditure by level of education. Starting with reference year 2015, the coverage of private expenditure improved thanks to the data on education expenditure from the HBS survey supplementary section.

Slovak Republic

Private expenditure - and hence total expenditure - are underestimated due to the lack of data on capital expenditure in private institutions and payments for private tutoring.

Slovenia

The allocation of expenditure on primary and lower secondary education (basic education in Slovenia) is estimated based on the proportion of teaching hours (according to curriculum). From 2018 on some public transfers to private sector that were not included in previous years are considered as part of public expenditure on education. Therefore, data on public transfers to private sector and on public expenditure on formal education from 2018 are not directly comparable to those for previous years.

From 2020, there is a break in the time series. The coverage of education institutions for UOE financial data has been supplemented. This change affected the volume of funds from various sources for/of public and private educational institutions; the highest increase in volume of funds was in budget funds for educational institutions (by about EUR 40 million in 2020), the largest part for institutions implementing programmes at the level of primary education. The estimated part of market revenues related to tuition fees for formal adult education programmes, in educational institutions that implement these programmes was additionally taken into account. This change affected the increase in private (households') expenditure on educational institutions (by about EUR 72 million in 2020), mainly at the levels of upper secondary and tertiary education. The part of market revenues not considered as connected with formal education programmes or participation in formal education are not taken into account as a part of expenditure for formal education. Covid pandemic and measures related to it also affected the data on expenditure for formal education for 2020.

Sweden

A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programmes.

United Kingdom

Expenditure on (as well as enrolment in) general and vocational education is based on the type of institution rather than type of course. Figures for general/academic education is based on spending on schools and higher education institutions, figures for vocational spending are based on spending on further education colleges.

Indicator C5. How much do tertiary students pay and what public support do they receive?

This indicator was not included in EAG 2023.

Indicator C6. On what services and resources is education funding spent?

This indicator was not included in EAG 2023.

Indicator C7. Which factors influence teachers' salary cost?

Methodology

The salary cost of teachers per student (SCS) is calculated as:

$$SCS = Teacher\ salary * Instruction\ time * \frac{1}{Teaching\ time} * \frac{1}{Theoretical\ Class\ Size}$$

Where theoretical class size is calculated as:

$$Theoretical\ class\ size = \frac{Instruction\ time}{Teaching\ time} * \frac{Students}{Teachers}$$

The contribution of each factor to the level of the salary cost of teachers per student is analysed by comparing the salary cost of teachers per student in each country to the OECD average then calculating the contribution of these different factors to the variation from the OECD average. This exercise is based on a mathematical relationship between the various factors and follows the method presented in the Canadian publication Education Statistics Bulletin. Using this mathematical relationship and comparing a country's values for the four factors to the OECD averages makes it possible to measure both the direct and indirect contribution of each of these four factors to the variation in salary cost per student between that country and the OECD average.

References

OECD (2018), *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, https://doi.org/10.1787/9789264304444-en. [1]

4 Source, methodology and technical notes for Chapter D

List of indicators

Indicator D1. How much time do students spend in the classroom?

Indicator D2. What is the student-teacher ratio and how big are classes?

Indicator D3. How much are teachers and school heads paid?

Indicator D4. How much time do teachers and school heads spend teaching and working?

Indicator D5. Who are the teachers?

Indicator D6. What assessments and examinations of students are in place?

Indicator D7. What is the profile of vocational teachers and what is the student-vocational teacher ratio?

Description

This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2018[1])

Table 4.1. Sources, methodologies methods and technical notes for Indicator D1

Table X3.D1.1.	List of study areas (subjects) used in the questionnaire
Table X3.D1.2.	Sources and reference period (school year) for instruction time
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Table X3.D1.5.	Complementary information on school calendars (2023)
Figure X3.D1.1.	Compulsory general education, by level of education (2023)
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Figure X3.D1.4.	Organisation of school breaks in primary and lower secondary education, by subnational calendars (2023)

StatLink https://stat.link/i07ydt

Table 4.2. Sources, methodologies and technical notes for Indicator D3

Table X3.D3.1.	Sources and reference period for statutory and actual salaries of teachers and school heads (2022)
Table X3.D3.2.	Participation in subnational data collection on salaries of teachers (2022)
Table X3.D3.3.	Definition of minimum, most prevalent and maximum qualification level for teachers (2022)
Table X3.D3.3.	Definition of minimum, most prevalent and maximum qualification level for teachers (2022)
Table X3.D3.4.	Number of salary scales used for teachers, by level of education (2022)
Table X3.D3.5.	Reporting of social/pension contributions in statutory salaries of teachers and school heads (2022)
Table X3.D3.6.	Additional payments that all teachers and school heads receive on top of their base salaries (2022)
Table X3.D3.7.	Salaries of teachers and school heads in private institutions compared to public institutions (2022)
Table X3.D3.8.	Categories of upper secondary teachers in vocational programmes, in public institutions (2022)

StatLink https://stat.link/l941w8

Table 4.3. Sources, methodologies and technical notes for Indicator D6

Table X3.D6.1.	Sources and reference period (school year) for the data on national/central assessments and examinations
Figure X3.D6.1.	National/central examinations and assessments stipulated on regulations, by grade (2023)

StatLink https://stat.link/r0dlow

Indicator D1. How much time do students spend in the classroom?

General notes

The indicator on instruction time presents the intended recommended instruction time during compulsory education (intended instruction time), and includes the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

Indicator D1 focuses on compulsory primary and full-time lower secondary general education as defined in the national education systems. Pre-primary education programmes and full-time upper secondary general education, even if compulsory, are not within the scope of the Indicator. Figure X3.D1.1 presents an overview of compulsory education in the different countries by showing the number of years of compulsory education by level of education – for the school year 2020/21.

Organisation of breaks within the school year

Instruction time during the school year varies largely between countries, and this also impacts on the way countries allocate annual instruction time over the year. To have an overview of the organisation of the school year, Figures X3.D1.2 and X3.D1.3 presents the breaks planned during the school year (public/religious holidays outside the school breaks are excluded from these figures to ease the presentation).

Methodology

The joint Eurydice-OECD data collection on instruction time collects the intended recommended instruction time during compulsory education (intended instruction time) and includes the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

The intended curriculum, its goals, structure, subjects and the notional workload for the pupils/students can be based on regulations or standards of the central (or top-level) education authorities or may be established as a set of recommendations at regional level.

The intended instruction time includes the time a public school is expected to provide instruction to students/pupils on all the subjects integrated in the compulsory and non-compulsory curriculum in the school premises or in out-of-school activities which are formal parts of the compulsory programmes. The instruction time excludes: breaks between classes or other types of interruptions, non-compulsory time outside the school day, time dedicated to homework activities, individual tutoring or private study, days when schools are closed for festivities, such as national holidays, and days when students are not expected to be at school because of teacher development days or student examination periods.

All the respondents are asked to provide information on the instruction time in hours or periods, and per weeks or per year as stated in their national policy documents or defined in the national surveys. All the collected information will be disseminated as annual instruction time in hours of 60 minutes per grade bearing in mind the number of instruction days per week and per year and the number and length of periods.

The subject areas taught during compulsory education vary depending on the country. It is therefore, necessary to group them according to more general subject areas, in order to be able to compare the collected information.

Table X3.D1.1 presents the subject categories that are included in the information gathering for the latest data collection on instruction time (for the school year 2020/21 or 2021).

In each country, the percentage of students following the reported curriculum is 100%. If this is not the case, a specific comment is included.

Subnational data

See Table X3.D1.3. on the participation in the subnational data collection on instruction time of students (2023)

United States

Instruction time in compulsory education represents state minimum instructional hours per grade, if specified in state policy. If not specified, minimum instruction time in compulsory education is estimated based on state minimum instructional days per year multiplied by state minimum hours for any day to be counted as an instructional day (if these are specified in state policy); this estimate would typically be significantly lower than actual minimum instruction time.

Source

The indicator draws on data from the 2020 Joint Eurydice-OECD Instruction Time data collection and refers to the school years 2020/21 (or 2021). Sources of these data are displayed in Table X3.D1.2 (see Statlink below Table 4.1).

In editions of Education at a Glance prior to 2014, data on instruction time was collected through the OECDNESLI data collection on Teachers and Curriculum with a different scope, methodology and definitions than the 2013 Joint Eurydice-OECD instruction time data collection first published in Education at a Glance 2014. As a result, data on instruction time may not be fully comparable with those published in previous editions of Education at a Glance. However, trend data on online database have been checked for consistency of trends.

Notes on specific countries

Australia

Methodology and interpretation

Years of compulsory education: From school year 2023, upper secondary level is not compulsory for most jurisdictions.

Methodology: Statutory instruction time data are derived from official documents from the Australian Curriculum, Assessment and Reporting Authority (ACARA), supported by state and territory government policy documents. In April 2022, following a broad ranging review undertaken in 2020-2022, all education ministers endorsed Version 9 of the Australian Curriculum with one state beginning implementation from 2023. ACARA is currently developing a range of teaching and learning resources to support implementation of the updated curriculum.

Percentage of students following the reported curriculum: A national percentage of students following the reported curriculum is unavailable as states and territories are responsible for curriculum implementation and are at various stages of implementation.

Notes on the duration of the school year, school week and period length: The number of instruction days per year varies between states and territories by up to four days. The number of instruction days in the state with the highest student population has been provided as a proxy for the national figure.

Notes on subject allocation: Intended/Actual instruction time for each subject is not available. State and territory education authorities and schools set up the instruction time for each subject according to the guidance in the Australian Curriculum.

Notes on the flexibility in the curriculum: Intended instruction hours are indicative only and there may be variations within and between states and territories. The Australian Curriculum, Assessment and Reporting Authority (ACARA) set indicative time allocations for each subject to guide curriculum writers when the Australian

Curriculum was developed. These were intended to be a design guide only, maintaining flexibility for education systems and schools to determine instruction hours for each subject.

The Australian Curriculum has a three-dimensional design. In addition to discipline-based subjects, general capabilities as essential skills and cross-curriculum priorities can be applied to learning across the curriculum. At the secondary level, some subjects can be delivered to students as electives and there may be variation across states and territories as to what year level this occurs.

Notes on interpretation of instruction time trends: Before 2022, the number of years that are part of compulsory education varied across jurisdictions. Since 2022, the duration is 7 years for primary and 4 years for lower secondary, with a total duration of 11 years. State and territory education authorities set instruction times for each subject according to guidance in the Australian Curriculum. These decisions are also made at the school level to ensure education programs suit local community needs.

Organisation of the school day

Organisation of the standard school week: At primary, lower and upper secondary education, there are 5 days to each school week. Any variation from this pattern is due to remoteness of the school in some states or territories.

Number of lessons in a standard school day: This varies for each state and territory and between schools as well. The number and length of each lesson is typically at the school's discretion at the primary, lower and upper secondary levels. Information provided by states and territories indicate that on average there are typically 4-6 lessons in the school day in primary schools and 5-8 lessons in lower secondary education.

Organisation of the breaks between lessons: This is typically at the school's discretion, but generally schools will have one short recess in the morning and a longer lunch break in primary, lower and upper secondary schools.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Generally schools can offer additional activities that are organised at the school level according to policy guidelines on outside school hours. They typically involve use of school facilities outside of school hours. In some states they can be organised by external commercial or not-for-profit organisations. In other states or territories they are offered voluntarily by teachers or parents (or other volunteers). Some primary schools may provide “Out-of-School Hours Care” for students. This is typically staffed by additional staff to those employed at the school. Parents will often pay a fee for their children to attend this care.

Additional activities during the school holidays: Not all states and territories offer activities during the school holidays. For those that do it is at the schools discretion as to whether or not activities are offered. In some states and territories these events tend to be organised by allied organisations (e.g. teacher professional bodies or sporting clubs) using school facilities. In other states and territories where primary schools might offer an Out-of-School Hours Care program, they may continue to offer this same service during school holidays, covering normal school hours in addition to the time before and after school. The fees for this are paid separately enabling the involvement of different students to the regular care. In some schools upper secondary teachers can voluntarily offer additional tuition for a short period in the holidays for their students.

Austria

Methodology and interpretation

Methodology: The statutory instruction time figures are weighted averages of the different general tracks for lower and upper secondary education.

Notes on subject allocation: During the first two years of primary school, foreign language (Language 2) instruction is linked to other subjects (32 periods of 50 minutes per grade) as part of an integrated approach. In primary school (*Volksschule*) grades 1-4, social studies and technology are part of an integrated subject called *Sachunterricht*, which covers initial natural sciences. Information and communication technologies (ICT) is taught

as an integrated subject in grades 1-4 but has been introduced as a subject in grades 5 to 8 from school year 2022/23.

There is a choice between Latin and the second foreign language in AHS (*Allgemeinbildende höhere Schule*, academic secondary school). In grade 7, students of the *Gymnasium* subtype start to learn Latin or the second foreign language (Language 3) of their choice. In the *Realgymnasium and Wirtschaftskundliches Realgymnasium* subtypes, students choose between the second foreign languages (Language 3).

The subjects *Technisches Werken* and *Textiles Werken* (technical and textile shop) have been allocated to the category "Practical and vocational skills" although certain aspects of these subjects refer to "Arts Education".

Subjects reported in the category "Other subjects": Remedial education and Latin.

Subjects reported in the category "Non-compulsory curriculum": Subjects such as choir, instrument playing, physical education, drama, native-tongue instruction, creative music, creative art, modern foreign language, promotion of special interests and talents.

Since school year 2018/19 on, students who are tested as not having sufficient command of the language of instruction (German) are enrolled in preparatory classes (*Deutschförderklassen* – German support classes) for a maximum of four terms, for 15 lessons of German as a second language at primary level (ISCED 1) and for 20 lessons at lower secondary level (ISCED 24) respectively. These classes follow a defined curriculum. The rest of their school time, students will join tuition in their mainstream class (according to their age group). Language competence will be assessed systematically after each term. Having reached a sufficient level in the language of instruction, students are fully transferred to their mainstream class and will then receive language support of six lessons a week in so-called language support courses (*Deutschförderkurse*) parallel to mainstream tuition, following the already existing curricula for German as a second language.

Organisation of the school day

Organisation of the standard school week: In general, classes do not start before 8.00 a.m. A lesson normally lasts 50 minutes. The total number of weekly lessons should be evenly spread over the individual school days.

Number of lessons in a standard school day: The number of weekly hours varies between grades and school types. School heads are obliged to spread the total number of weekly hours as evenly as possible across all days of instruction.

Organisation of the breaks between lessons: Between lessons there are breaks of 5 to 15 minutes. The lunch break must be sufficiently long to allow pupils to take lunch. The lunch break normally lasts for one hour.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Since the school year 1994/95, the law has provided for a possibility to run all-day schools. All-day schools organise the school day into an instruction part and an extracurricular part, these are either consecutive or interlinked. In school types where the instruction part and the extracurricular part are clearly separated, students are provided with lunch after morning classes and afternoon supervision until 4.00 p.m. (at the latest: 6.00 p.m.). Students may also participate in the extracurricular part on individual days only, or not at all. In all-day schools with interlinked instruction and extracurricular parts all students must attend until 4.00 p.m. for organisational reasons, because classes, private study and leisure sessions alternate several times during the day.

Belgium (Flemish Community)

Methodology and interpretation

Notes on interpretation: Throughout Indicator D1, data are reported for public schools only. In the Flemish Community of Belgium, around two-thirds of pupils in primary and secondary education are enrolled in government-dependent private institutions. The data presented in this indicator do therefore not represent the situation of all pupils in primary and secondary education in the Flemish Community. The main difference between

the situations is located in the subject allocation of Religion/Ethics/Moral Education, see Notes on subject allocation.

Years of compulsory education: From school year 2020-2021, the age of compulsory education was lowered from age 6 to age 5. This means 1 year of compulsory education at pre-primary level. Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, students may opt for a structured learning path combining part-time school-based education with part-time training in the workplace.

Notes about the deviation of coverage from that specified in the manual: The minimum amount of periods that should be devoted to Religion/Ethics/Moral education is only applicable to public institutions in primary and secondary education. There are some differences between the A-stream and B-stream in grades 7 and 8 in how the minimum amount of instruction time is to be allocated.

Notes on methodology used to provide intended instruction time: For secondary education, instruction time refers to minimum time. Schools are free to offer additional hours on top of these minimum amounts, and they often do.

For secondary education, more subject areas were included in the sheet “intended instruction time”, based on the minimum goals that schools are required to achieve. For grades 7-10, this was based on the modernised minimum goals that children must achieve at the end of each grade. For grades 11 and 12, we critically examined the minimum goals (not yet modernised) to determine the subject areas that are to be covered in school curricula.

Percentage of students following the reported curriculum: In grades 7 and 8, 15.2% of students are enrolled in the B-stream (Flemish Community of Belgium reports on the A-stream).

Notes on the duration of the school year, school week and period length: The number of instruction days per school week is 4.5 days. For more information, refer to notes in Organisation of the standard school week.

Calculation of the number of days of instruction for primary education in the school year 2022/23 is as follows: The school year starts on 1 September and ends on 31 August (52 weeks). Then weeks of holidays are deducted (9 weeks of summer holiday, 2 weeks of Christmas holiday, 2 weeks of Easter holiday, 1 week of autumn holiday and 1 week of Carnival holiday), leaving 37 weeks or 166.5 days (37 weeks × 4.5 days per school week). Finally, 9.0 days for the number of days the school is closed for festivities in 2022/23 are deducted (½ day of contact with parents, 1 ½ days of educational seminar (BVLR 17-04-1991; BS 11-07-1991; art 3 §5 en art 3 §3), Ascension Day (18 May) and the following day, Labour Day (1 May), Whit Monday (29 May), Easter Monday (0 days, falls in holiday), 11 November (Friday), and 2 days to be chosen freely, leaving 157.5 days.

Calculation of the number of days of instruction for secondary education in the school year 2022/23 is as follows: The school year starts on 1 September and ends on 31 August (52 weeks). Then weeks of holidays are deducted (9 weeks of summer holiday, 2 weeks of Christmas holiday, 2 weeks of Easter holiday, 1 week of autumn holiday and 1 week of Carnival holiday), leaving 37 weeks or 166.5 days (37 weeks × 4.5 days per school week). Finally, 7,5 days for the number of days the school is closed for festivities in 2022/23 are deducted (½ day of organisation, 1 day of pedagogical seminar, Ascension Day (18 May) and the following day, Labour Day (1 May), Whit Monday (1 day), Easter Monday (0 days, falls in holiday), 11 November (Friday), and 1 day to be chosen freely, leaving 159.0 days.

Notes on subject allocation: For public schools (*officieel onderwijs*) in primary education and secondary education, legislation stipulates that at least two periods (of 50 minutes) per week should be devoted to Religion/Ethics/Moral education. Although government-dependent private institutions are obligated to provide Religion/Ethics/Moral education, no minimum amount of periods is set for these institutions. Throughout Indicator D1, data are reported for public schools only. For government-dependent private institutions, instruction time in primary and lower secondary education consists of 100% compulsory flexible curriculum (cfr. Figure D1.3 and Figure D1.4).

Since the start of the modernisation of secondary education, a minimum instruction time of 28 periods per week per school year was stipulated. The weekly instruction time is more strongly regulated for grades 7 and 8, leading

to a minimum instruction time of 32 periods per week per school year for these two grades. Maximum amounts of weekly instruction time were removed from legislation (per 1 September 2019).

The gradual modernisation of secondary education that is currently taking place led to changes in the organisation of the basic curriculum for grade 10 for school year 2022/23 (for grades 7, 8, and 9, these changes were already implemented). According to legislation, the basic curriculum is no longer linked directly to each subject (e.g., mathematics, science, etc.), but is instead linked to the minimum goals that children must achieve at the end of each grade. These minimum goals were derived from 16 key competences that reflect the competences required for personal development and societal functioning. Schools may choose which subjects, clusters of subjects, or cross-curricular projects they offer, as long as the minimum goals are achieved at the end of each grade. For grades 11 and 12, we critically examined the minimum goals that apply to these grades (which have not yet been modernised) and concluded that these subject areas should be covered in the school curricula.

In grade 7, the minimum compulsory instruction time is divided between a basic curriculum (at least 27 periods of 50 minutes) and at least five periods (of 50 minutes) of differentiation. In grade 8, the minimum compulsory instruction time is 32 periods (of 50 minutes), divided between: a) basic curriculum of at least 25 periods for the A-stream and at least 20 periods for the B-stream; b) basic formation of exactly 5 periods for the A-stream and exactly 10 periods for the B-stream; c) a differentiation part of at least two periods for both the A- and B-streams. The periods belonging to the differentiation part and the basic formation part are combined in (22) 'Compulsory flexible subjects chosen by schools'.

Subjects reported in the category "Other subjects": For grades 1 to 6 "other subjects" refer to learning to learn and social skills. These subjects, which are obligatory, and ICT are taught integrated into the rest of the subjects.

For grades 7 to 12, "other subjects" refer to environmental education, personal development and well-being. Knowledge and skills pertaining to these topics are described in the minimum goals to be achieved at the end of each grade.

Notes on the flexibility in the curriculum: Contrary to previous years and editions of Education at a Glance, the number of periods per subject is not reported here, which is the result of the recommendations of the umbrella organisations. The legislation prescribes only a (minimum) number of periods to be followed per week. Therefore, in fact there is horizontal flexibility and no vertical flexibility.

Notes on interpretation of instruction time trends: In the Flemish Community of Belgium, legislation only stipulates the minimum amount of instruction time without specifying how much time must be dedicated for each subject. For the school year 2010/11, the distribution of instruction time by subject was reported based on estimation from relevant surveys. However, since 2013/14, the data reflects the flexibility in the distribution of instruction time across subjects as stipulated in the legislation.

Organisation of the school day

Organisation of the standard school week: For primary education, there is legislation prescribing the organisation of the school week (decision of the Flemish Government of 17 April 1991, *Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds Onderwijs georganiseerd, erkend of gesubsidieerd door de Vlaamse Gemeenschap*). This decision stipulates that classes are evenly spread over 9 half-days (from Monday to Friday), excluding Wednesday afternoons.

For lower and upper secondary education there is also legislation prescribing the organisation of the school week (decision of the Flemish Government of 31 August 2001, *Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs*). This legislation prescribes that classes are spread over 9 half instruction days from Monday to Friday.

Number of lessons in a standard school day: For primary education, the number of periods (of 50 minutes) per week stipulated is 28 to 29. Lessons start at 8.00 a.m. at the earliest and finish between 3.00 p.m. and 5.00 p.m.

For general secondary education, a maximum number of weekly periods is no longer stipulated. Legislation requires a minimum of 28 periods (of 50 minutes) (except for grades 7 and 8, where a minimum of 32 periods is stipulated). Lessons start at 8.00 a.m. at the earliest and finish between 3.00 p.m. and 5.00 p.m.

Schools are free to decide how many lessons are included on average in a standard school day.

Organisation of the breaks between lessons: In the legislation mentioned above, a minimum lunch break of at least 1 hour in primary education, and of at least 50 minutes for lower and upper secondary education, is stipulated. Additional breaks during the morning and the afternoon are decided upon in full autonomy by the school for all levels of education. Usually, there will be a short break halfway through the morning, and in some cases, a short break halfway through the afternoon.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are free to offer additional activities, but the content and mode of organisation are autonomously decided on by the school.

Additional activities during the school holidays: The decree Summer Schools stipulates that schools for primary and secondary education (as well as local governments) are allowed to organise summer schools during the summer holidays. A summer school consists of a varied and targeted range of educational and leisure activities that are linked to individual learning needs of the participating students. A summer school can take place for ten full days or twenty half-days.

Belgium (French Community)

Methodology and interpretation

Years of compulsory education: Compulsory education begins at 5 and lasts until the age of 18 for every student. However, in vocational education, from age 15, school-based learning is compulsory only part-time. Students may opt for a structured learning path which combines part-time vocational education at school with part-time training at the workplace.

Methodology: Statutory instruction time data refer to the minimum number of periods per subject specified by the law. They are not representative of the actual curricula which are very diverse (and for which the French Community of Belgium cannot provide data).

There are four tracks in total at upper secondary level in the French Community of Belgium, and two of the tracks are general programmes: *Enseignement général (de transition)* and *Enseignement Technique et Artistique de Transition*. Therefore, Table D1.6 (instruction time per subject by age (14 to 17 year-olds) show weighted averages of these two tracks. Amongst them, the vast majority of students (86.37%) at ISCED level 34 are on the *enseignement général pathway*.

Deviation of coverage from that specified in the manual: The scope includes both public and government-dependent private institutions, whose programmes only slightly differ. Therefore, data only show the minimum number of hours in public institutions.

Legislation provides a maximum number of examination days, which are to be excluded for the data collection. However the legislation does not provide a compulsory number of examination days, therefore these days have not been deducted.

Percentage of students following the reported curriculum: Reported curriculum is followed by 100% of students both in primary and in lower secondary education, and 57.7% of students in upper secondary education (all students in general programmes).

Notes on the duration of the school year, school week and period length: The annual number of instruction days is set at 180, however, the Government can fix it between 180 and 184 days. Education authorities prescribe three of these days for the professional development of teachers, which have been deducted from the number of

instruction days in the school year, but the recommended minimum instruction time has not varied as compared to previous years.

Notes on subject allocation: In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable. The compulsory subjects that are not part of flexible timetable are: physical education (2 periods), religion/ethics/moral education (2 periods, more explanation below), and a foreign language (0, 2, 3 or 5 periods depending on the place and year, more explanation below). The rest of the schedule is set by a decree which states that basic skills have priority, i.e. to the teaching of reading and the mastery of basic mathematical tools in the context of problem solving. Other educational activities also cover the general objectives for this level of education and are part of the compulsory curriculum: structuring of time and space, psychomotor and physical education, early-learning activities and introduction to history and geography, art education, education through technology, scientific initiation, discovery of the environment, media literacy, learning of social behaviour and citizenship.

A new subject "Philosophy and Citizenship Education" has been compulsory as from 1 September 2016 for primary schools, and as from 1 September 2017 for secondary schools offering a choice between religion and moral studies: at least one of the two lessons per week allocated to religion or moral studies should be devoted to 'philosophy and citizenship'. Instruction on this subject is part of compulsory education. In the other schools, the content and objectives of "Philosophy and citizenship" must be acquired through all subjects.

Since September 2022, with the “Pact for Excellence in Teaching,” a new course called “language awareness” becomes compulsory in the first 2 years of primary education, adding to the pre-existing “language awareness” requirement in pre-primary education. With this change, one (1) period out of 28 weekly class periods must be reserved for language awareness, but the number of instruction hours does not change. This "language awareness" course offers an opening to a diversity of languages. In this sense, it does not only focus on languages traditionally taught in schools in the French Community of Belgium. This period is taught by the class teacher.

In grades 3-4, learning a modern language other than French is part of the flexible timetable. In grades 5-6, learning a modern language other than French includes at least two periods (of 50 minutes) per week, except in the 19 municipalities of Brussels and the Walloon communes with special linguistic status where it is compulsory to teach a first foreign language 3 periods per week in grades 3-4 and 5 periods per week in grades 5-6. Moreover, in Brussels, the first foreign language is always Dutch and it starts at age 8 whereas in the other parts of the French Community, the first foreign language can be chosen (Dutch, English or German).

In order to support differentiation and personalised support practices, additional supervision resources have been provided under the “Pact for Excellence in Teaching”. These additional supervision resources, known as 'Personalised support periods', will enable class groups to benefit from a co-teacher for several hours a week.

In lower secondary level (grades 7 and 8), compulsory options chosen by students belong to seven areas: French (Latin, theatre, initiation to the culture of antiquity, etc.), foreign language (conversation, culture, etc.), sciences and mathematics (informatics, sciences, mathematics, logic, etc.), social studies (economic matters, civic life, etc.), artistic activities (music, arts, etc.), technical activities (activities to hone the skills developed in education through technology), and sport activities (sport, physical education, body language, etc.).

Organisation of the school day

Organisation of the standard school week: 5 days a week (Monday to Friday), and Wednesdays only a half-day (morning).

Number of lessons in a standard school day: At primary schools there is no regulation on the number of lessons per day, but the average is 6-7 lessons per day (except on Wednesdays). At secondary school, the average is 7-8 lessons per day (except on Wednesdays).

Organisation of the breaks between lessons: There is no specific rule on breaks, it depends on each school's organisation. However, in pre-primary and primary education, each full day includes a break of at least 15 minutes in the morning and a break of at least one hour between morning classes and afternoon classes. In secondary education, lunch break is at least 50 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): It is possible to organise additional activities and their organisation depends on each school.

Additional activities during the school holidays: Schools are closed during school holidays. Some activities can be organised but the content and mode of organisation is an autonomous decision of the school.

Brazil

Methodology and interpretation

Years of compulsory education: Two (2) years of education are compulsory at pre-primary level, ages 4 to 5.

Notes on the duration of the school year, school week and period length: The school year is determined by the National Education Law 9.394/1996, Art 24 for all educational levels. The National Education law establishes a minimum annual school year of 800 hours distributed over a minimum of 200 days per year. The Common Curricular Base (Law 13,145), published in 2018 and entered into effect in 2022, sets a minimum annual workload of 1 000 hours at the upper secondary level. The Common Curricular Base also establishes a maximum total workload at upper secondary level of 1800 hours for subjects of basic general training and 1200 hours for dedication to subjects in one of five (5) formative paths offered to students. Finally, the Common Curricular Base sets out general guidelines to be adopted by state and municipal education systems by establishing a set of essential curricular learning for each stage of education in Brazil.

There is no national legislation establishing the school week and period length, thus states and municipalities have autonomy to decide about this matter.

Impact of COVID-19 on actual instruction time: The closure of schools due to the COVID-19 pandemic occurred in March 2020 in Brazil, when the school year had just begun. The minimum number of school days has been made exceptionally flexible by the central government, so subnational education networks have taken different steps to maintain classes in a non-classroom format. The National Education Law establishes a minimum annual school year of 800 hours distributed over a minimum of 200 days a year. However, in an exceptional pandemic context, for primary and secondary levels, subnational education systems are not required to cover the minimum statutory of school days of the school year, but only the minimum legal hours in the school year, in the possible execution between the academic years 2020 and 2021 (Law n. 14.040/2020). In addition, the legislation allowed the flexibility of the administration of the curricular contents of consecutive grades between the academic years 2020 and 2021. The length of the week and the school term is established by subnational education networks.

Organisation of the school day

Organisation of the standard school week: At primary, lower and upper secondary level, there are 5 days to each school week. More than 90% of primary, lower secondary and upper secondary classes practice a 5-day school week. 21% of public schools and 4% of private schools work on three shifts per day. The first shift is between 6.00 a.m. and 12.59 p.m., the second shift lasts from 1.00 p.m. to 4.59 p.m. and the third shift takes place between 5.00 p.m. and 11.59 p.m. 10.5% of public schools and 20.5% of private schools work on one 7 hours per day shift. These schools have 50% of enrolments in this condition (Source: National School Census).

Number of lessons in a standard school day: In Brazil, each state (27) and every municipality (5 000) has the authority to organise the school day. The federal/central government does not have information about this. However, on average a school day at primary and lower secondary level has five periods per shift and at upper secondary level there are six periods per shift, due to the greater number of subject fields.

Organisation of the breaks between lessons: Breaks last between 15 and 20 minutes and are held in the middle of the morning, afternoon or night shift.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Usually, schools offer activities before/after classes and they have the autonomy to organise their non-compulsory activities. The National Education Council Resolution n.2, 13/07/2010 stipulates that 20% of the annual study load should be allocated to programmes and interdisciplinary activities (non-compulsory activities at schools) (Art.17).

Additional activities during the school holidays: Each school can schedule activities during holidays or weekends. There is a national programme called "Open School Programme" (Programa Escola Aberta) which is financed by the federal government. It is implemented by states and local authorities within their schools (Source: National School Census). Municipalities and states may also have their own programmes.

Canada

Methodology and interpretation

Years of compulsory education: Kindergarten in Canada (also known as *maternelle* or Grade Primary), the year before primary education, is publicly funded and optional in most provinces/territories, but it is compulsory in three provinces (Nova Scotia, New Brunswick, and Prince Edward Island). However, kindergarten attendance is nearly universal in all provinces and territories. In most provinces and territories, kindergarten is preceded by an additional one-year publicly funded programme, junior kindergarten (or pre-kindergarten).

There are also pre-school programs or ECLD (Early Childhood Learning and Development) programmes that begin at age three, these can be offered in schools in specific communities or for specific populations or can be offered in centre-based settings. These pre-kindergarten programs are most often not free and are not compulsory. (In school-based settings, these programs are publicly funded and free for families.)

Canada reports intended instruction time up to grade 10 because in the majority of jurisdictions in Canada compulsory education is up to age 16, as opposed to a specific grade. The duration of compulsory upper secondary education varies across provinces and territories: it is either 1 year (up to 16 years) or 3 years (up to 18).

Methodology: The estimates provided for intended instruction time are a weighted average of instruction time reported by each jurisdiction. Methodologies to calculate Canada-level responses have been modified as per below.

The methodology for calculating quantitative indicators is to use two criteria to determine whether or not there is enough consensus to provide this response.

1) At least seven (50%) provinces and territories provide a response; and
2) That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Similar to the methodology for quantitative data, the methodology for providing qualitive information is based on two criteria to determine whether or not there is enough consensus to provide this response.

1) At least 50% of reporting provinces and territories provide the same response; and
2) The reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Percentage of students following the reported curriculum: Majority.

Notes on the duration of the school year, school week and period length: Canada’s ten provinces and three territories have exclusive jurisdiction over education and each province and territory determines their curriculum

and instruction time. The Canadian figures are based on the mandated or recommended instruction time and curriculum requirements in the 11 jurisdictions submitting data. Data from Yukon and Nunavut are not included. Most jurisdictions set minimum instruction time or recommended instruction time and the number of instructional days per year in provincial/territorial legislation, regulation or policy. Generally, the school week is 5 days.

Notes on subject allocation: Generally, provincial/territorial regulations or policies stipulate or recommend the proportion of instructional time or the minimum instruction time that should be allocated to specific subject areas. Instruction time per subject is this figure multiplied by the total number of instructional hours or days. Generally, the instruction time per subject for grade 10 and above is based upon high school graduation requirements.

In some jurisdictions, Technology and Practical and vocational skills subjects may be included under other subject areas.

Subjects reported in the category "Other subjects": Data that is representative at the Canada-level are currently not available.

Organisation of the school day

Organisation of the standard school week: A standard school week is typically 5 days: Monday to Friday. Start and end times vary with each school. Generally start times are between 8:00 and 9:00 a.m. and ending times between 2:30 p.m. to 3:30 p.m. Typically there is 4.5 to 5.75 hours of instruction time, depending upon the grade.

Number of lessons in a standard school day: In primary education it is typically up to the teacher and/or school how instruction time is allotted within the instructional day to achieve curriculum outcomes. In lower secondary education there are typically 4 to 6 periods per day but this varies as in some jurisdictions the number of lessons per day is at the discretion of the school. In upper secondary education there are also typically 4 to 6 periods per day. The length of periods can range from 45 minutes to 1.5 hours.

Organisation of the breaks between lessons: Exact time of breaks is organised by the individual schools. At all levels of education (primary, lower and upper secondary), there is a midday break (lunch) lasting around 40 to 60 minutes. In primary education there is typically a recess break of 10-15 minutes in the morning (before lunch). In about half of the jurisdictions there is also an afternoon recess (after lunch) of 10-15 minutes. In lower and upper secondary education there are typically short breaks of around 5 minutes between periods to allow for students and/or teachers to move to different classrooms.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In all jurisdictions schools can offer additional activities before and after school. Typically, this is managed at the school level and the types of activities vary by school. Activities include before and after-school child care (at the primary level), sports, clubs, and help for students. Before and after-school care for students is generally managed by staff whose salaries are paid by parents accessing this services. Activities may also be offered and organised in schools by community groups.

Additional activities during the school holidays: Generally this is at the discretion of school divisions or boards or at the discretion of individual schools. Activities may also be offered and organised in schools by community groups.

Chile

Methodology and interpretation

Methodology: Statutory instruction time is the weighted average of the official programmes for the two main paths: with and without JEC (*Jornada Escolar Completa*), weighted by the proportion of students enrolled in institutions with and without JEC for each grade, available for 2021. The latest version of the document that specifies the number of hours per subject of the mandatory curriculum corresponds to 2021.

However, as of March 2023, the curricular prioritisation policy begins to be applied, an instrument that indicates what content teachers should focus on, as a result of the consequences generated by the COVID-19 pandemic. However, the policy does not apply to the number of teaching hours for each subject. Consequently, it does not affect the number of hours reported in this document. This was verified by the curriculum unit of the Ministry of Education.

Notes on the duration of the school year, school week and period length: Instruction time data cover both public and government-dependent private institutions.

Subjects reported in the category "Other subjects": Educational guidance

Organisation of the school day

Organisation of the standard school week: Chile has two main "paths". Students with JEC (*Jornada Escolar Completa*) usually go to school 8 to 9 hours a day approximately. Students without JEC usually go to school either in the morning or during the afternoon (4 hours a day approximately).

Number of lessons in a standard school day: Lessons are composed by periods of 45 minutes. In primary education there are 6-7 periods and in lower and upper secondary education 7-8 periods in a standard school day approximately.

Organisation of the breaks between lessons: Usually 15-20 minutes, after 2 consecutive periods of 45 minutes. Larger schools may split their students into two or more groups during breaks.

In full day schools (with JEC) in primary, lower and upper secondary levels, weekly time of breaks are calculated as 5 minutes for each class period of 45 minutes, reaching 3 hours and 10 minutes a week, while lunch breaks are calculated as 3 hours and 45 minutes a week, that is, 45 minutes a day (law Nº 19.532).

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): School administrators organise these activities. Especially government-dependent private schools may offer leisure activities and sports. Public schools do it with less frequency.

Additional activities during the school holidays: Schools organise activities generally in the first month of holidays (January). School administrators organise these activities.

Colombia

Methodology and interpretation

Notes on the duration of the school year, school week and period length: Based on 40 weeks per year dedicated to the academic calendar, the law defines 800 hours per year for pre-primary education, 1 000 hours per year for primary and 1 200 hours per year for secondary education as the duration. There is an 8 day recess, which is not included in the 40 weeks. Adding this 8 day break (Easter and five days of the week immediately preceding the holiday commemorating the discovery of Latin America) to the 40 weeks of the academic calendar totals 41.6 weeks.

Notes on subject allocation: By law, schools in Colombia have curricular autonomy, so there is no statutory or mandated distribution of instruction hours by subject, as long as schools guarantee that at least 80% of the curriculum is dedicated to mandatory subjects, and the other 20% to optional or elective subjects, pertinent to their region and context. As a result, the specific distribution for the actual instruction time may vary from one year to the next.

The C600 survey collects information in addition to the one produced by the Ministry of Education, including the weekly time intensity students receive compulsory and core subjects education. From this information, the structure has been collected and applied to the annual policy education according to ISCED level. As 20% of the curriculum is elective subjects on which no information is collected in the survey, they were classified in "other

subjects". The correspondence between mandatory and fundamental areas of Colombia and the OECD classification is as follows:

OECD classification	Colombia
Reading, writing and literature (L1)	Humanities, Spanish language and foreign languages
Mathematics	Mathematics
Natural sciences	Natural sciences and environmental education
Social studies	Social sciences, history, geography, politics and democracy
Physical education and health Physical education, recreation and sports	Arts Education Artistic education
Religion/Ethics/Moral education	Ethics and human values education
Religion/Ethics/Moral education	Religious education
Technology	Information and Technology

Organisation of the school day

Organisation of the standard school week: The school week in Colombia is five days long for at least 40 weeks per annum. The instruction time at pre-primary level amounts to 20 hours as a minimum. At primary level the minimum instruction time is 25 hours whereas 30 hours are the minimum for lower and upper secondary level. At least 80% of the weekly teaching must correspond to the relevant mandatory subject categories natural sciences and environmental education, social studies, arts education, ethics and human values education, physical education, Recreation and Sports, Religious Education, Humanities, English language and other foreign languages, mathematics, technology and IT.

Number of lessons in a standard school day: The implementation of the curriculum is the responsibility of each educational institution – e.g. organised by the principal or head teacher – which has to follow the core objectives of primary and secondary education in accordance with the curriculum established by the Institutional Education Project (PEI) (Proyecto Educativo Institucional). Yet, the compulsory and core areas of instruction should comprise at least 80% of the curriculum.

Organisation of the breaks between lessons: The exact time of breaks is defined by the principal or director of the educational establishment at the beginning of each school year. For this reason school breaks may have different durations.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Colombia has complementary school shifts, which complement the curriculum of educational establishments. The aim of these programmes is to pedagogically guide leisure time activities that strengthen the basic and citizenship skills (recreational, sports, etc.).

Additional activities during the school holidays: There are no additional activities offered during the school holidays in Colombia. School activities are performed within the regular school calendar only.

Costa Rica

Methodology and interpretation

Years of compulsory education: Two years of pre-primary education are compulsory. In theory, all the years of preschool education would be compulsory (from 0 to 5 years old), but at present the public sector only offers preschool education in two years (for children of 4 and 5 years of age), so in practice, only two years of preschool education are mandatory.

Subjects reported in the category "Other subjects": In primary level (ISCED 1), it includes Industrial Arts and Home Education as semester subjects and also Music Education. In lower secondary education (ISCED 24), it includes Educational Guidance and Lesson Guide. In upper secondary level (ISCED 34), it includes Psychology, Philosophy and Lesson Guide.

Organisation of the school day

Organisation of the standard school week: For lower and upper secondary, the standard school week is organised by five (5) school days by using the following schedule:

Schedule	Time	Schedule	Time	Schedule	Time
Lesson 1	7:00-7:40 a.m.	Lesson 5	10:10-10:50 a.m.	Lesson 9	1:40-2:20 p.m.
Lesson 2	7:40-8:20 a.m.	Lesson 6	10:50-11:30 a.m.	Lesson 10	2:20-3:00 p.m.
Break 1	8:20-8:30 a.m.	Break 3	11:30 a.m.-12:10 p.m.	Break 5	3:00-3:10 p.m.
Lesson 3	8:30-9:10 a.m.	Lesson 7	12:10-12:50 p.m.	Lesson 11	3:10-3:50 p.m.
Lesson 4	9:10-9:50 a.m.	Lesson 8	12:50-1:30 p.m.	Lesson 12	3:50-4:40 p.m.
Break 2	9:50-10:10 a.m.	Break 4	1:30-1:40 p.m.		

Number of lessons in a standard school day: At lower and upper secondary, the average number of lessons taught is eight (8) lessons a day. The day ends at 1:30 pm. Lessons nine, ten, eleven and twelve are used to complete the amount of lessons each group has on a week basis. This is done in order to organise the week schedule for every group.

Organisation of the breaks between lessons: In primary schools, students have a break after every two lessons. During the day, they have 4 breaks: first, 10 minutes, second, 20 minutes, third, 40 minutes, fourth, 10 minutes. In lower and upper secondary, there are five breaks on day for the students who complete the 12 lessons. In the morning, there are two breaks of 10 minutes each one, and one of 40 minutes to lunch. In the afternoon, students enjoy one ten-minute break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Primary schools can offer leisure, sport, music or artistic activities, after class. One teacher (sometimes more than one) is assigned to be in charge of the corresponding activity. For lower and upper secondary, schools can offer several activities after classes like idioms workshops, club sports, arts, and more.

Additional activities during the school holidays: During holidays, schools do not offer activities in primary and secondary schools.

Czech Republic

Methodology and interpretation

Methodology: The presented instruction time is in accordance with the Framework Educational Programme for Basic Education (FEP BE) being effective from September 2017 (the updated version will be fully implemented by 2023/24 at primary level and by 2024/25 at lower secondary level, see more information below in the section

At primary level (ISCED 1), all pupils fulfil compulsory school attendance at *základní škola* (ZŠ). At lower secondary level (ISCED 24), pupil can fulfil compulsory school attendance at a *základní škola* (ZŠ), in lower grades of a six-year or eight-year *gymnázium* (G) (ISCED 24) or in the relevant stage of an eight-year dance conservatoire. At both types of educational institutions, ZŠ and G (lower grades of multi-year *gymnázium*), compulsory education is provided according to the Framework Educational Programme for Basic Education (FEP BE) since 2007/08 school year. On the basis of the FEP BE, schools create their own school educational programmes (SEPs). The instruction in conservatoires is provided according to the Framework Educational Programme for Dance Conservatoires, but the school educational programmes must respect also the FEP BE. In six-year bilingual gymnázium (first two grades which correspond to the last two years of compulsory education – ISCED 24), instruction is provided according to Framework Educational Programme for Bilingual Gymnázium, valid from 2016/17. As the proportion of pupils in these programmes is less than 1 %, further details are neglected. A special framework educational programme intended for pupils with moderate and severe intellectual disabilities exists. This document is not included in the given figures.

Notes on subject allocation: Subjects with instruction time distributed across group of grades, which must be taught in all grades are Reading, writing and literature, Mathematics, Natural sciences, Social sciences, and Arts Education.

For Natural sciences and Social sciences at primary level (ISCED 1), the Framework Educational Programme (FEP) sets total time allocated to the educational area “People and Their World”, which includes natural sciences as well as social studies. Thus, in the table the Social sciences are included in the Natural sciences column. For Natural sciences and Social sciences at lower secondary level (ISCED 24), geography is included into Natural sciences as set in the FEP (although it is composed of social as well as natural topics).

The first foreign language (Language 2) is a compulsory flexible option chosen by the school in grades 1-2. The school can include the education of the first foreign language for grades 1-2 in its school educational programme as compulsory subject or as an optional subject. In both cases, the lessons are allocated from the amount of the disposable lessons. From grade 3, it is a compulsory subject for all students. The number of lessons for the first foreign language can be increased above the fixed number of lessons at the first stage (Grades 1-5) as well as at the second stage (Grades 6-9), which is common.

The minimum instruction time for the second foreign language (Language 3) is given for grades 6-9. It is taught from grade 8 at the latest, but it can be taught also in lower grades. The second foreign language (Language 3) at primary level (ISCED 1) and the third (Language 4) and the fourth (Language 5) foreign languages at primary and lower secondary (ISCED 1 and 2) can be offered by schools despite the Framework Education Programme does not state it. The time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject, though in practice they are rarely offered. Theoretically the fourth foreign language (Language 5) could be taught but it is usually not provided (or only as a non-compulsory subject).

For Physical education and health, two lessons per week are allocated for physical education in each grade of primary level (grades 1-5). This time allocation can be extended in the two following years by offering compulsory swimming lessons, using the disposable lessons from "compulsory flexible subjects chosen by schools". At this level (grades 1-5), the health education is integrated in the natural and social sciences (educational are "People and the world"). At lower secondary level (grades 6-9), two lessons per week are allocated for physical education in each grade, as well. Furthermore, there are two more lessons per week designated for the whole educational area "People and the health". These may focus on various topics from the area of health education, or the time

for physical education can be increased. The school decides in which grades the individual topics are included. The figure on intended instruction time shows the average of 2.5 periods per grade for Physical education and health.

Subjects reported in the category "Other subjects": This category includes religion/ethics/moral education and cross-curricular topics: Personal and social education, education for democratic citizenship, education towards thinking in the European and global context, multicultural education, environmental education, and media studies.

Notes on interpretation of instruction time trends: About the ongoing reform, the updated Framework Education Programme for Basic Education was issued in 2021. It will be fully implemented by 2023/24 at primary level and by 2024/25 at lower secondary level, although many schools have started teaching according to the new version (in all or some grades). Within this report, the previous version of curriculum is shown. Compared to it, teaching time changed as follows in the new version: The teaching time for ICT increased from 1 to 2 weekly lessons at primary and from 1 to 4 weekly lessons at lower secondary level. The subject should be taught in all grades from 4th to 9th grade (it can be taught also in lower grades). The weekly lessons decreased for the following subjects: integrated Natural and Social sciences (from 12 to 11) at primary level, Natural sciences (from 21 to 20), Social sciences (from 11 to 10) and Arts education (from 10 to 9) at lower secondary level.

Organisation of the school day

Organisation of the standard school week: The school week, like the working week, comprises five days, from Monday to Friday.

Number of lessons in a standard school day: The school head decides on the actual organisation of the daily timetable, within the framework of the general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated. The maximum number of hours per week is set by the Education Act and the minimum number by the framework curriculum timetable. The number of lessons per week for each grade is as follows:

Grade	1	2	3	4	5	6	7	8	9
Interval	18-22	18-22	22-26	22-26	22-26	28-30	28-30	30-32	30-32

For primary education, this gives an average of approximately four lessons (45-minutes) per day for the 1st and 2nd grade and approximately five lessons (45-minutes) per day for grades 3-5. At lower secondary level a school day consists of approximately six lessons (45-minutes).

Organisation of the breaks between lessons: There are 10-minute breaks and at least one 15-minute break usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Exceptionally, 10-minute breaks can be shortened to 5-minute breaks and breaks between the morning and afternoon classes to at least 30 minutes breaks. This can help to harmonise the end of classes and commuting to school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): The range of activities offered is at the discretion of schools. Time for extracurricular activities is not stipulated. There are two types of school programmes for developing personal interests at basic schools (*základní školy*), which are regulated by the law: after-school centre (*školní družina*) for pupils of the first stage of *základní škola* (established in the majority of schools), providing education for children before and after-school lessons, and the school club (*školní klub*) for pupils of the second stage of a *základní škola*. In addition, some schools offer other leisure time activities like sports, art or handcraft courses etc., but it is not regulated by law or curricular documents. Remedial courses can be provided within the so-called "pedagogical intervention" as a support measure for pupils with special education needs. Furthermore, in 2022/23, remedial courses are funded from the National Recovery Plan budget in the responds to the negative effects of the COVID-19 pandemic, both for disadvantaged and non-

disadvantaged pupils. The school can also offer activities organised by private subjects. Outside schools, other school facilities exist like the leisure time centre (*střediska volného času*) that provide interest education.

Additional activities during the school holidays: The school building can be open during holidays, depending on the decision of the school head. The after-school centre (*školní družina*) normally operates during holidays, but its operation can be interrupted. The school clubs (*školní klub*) normally operate only during school days, but they can also operate during holidays. The leisure time centre generally operates during holidays.

Denmark

Methodology and interpretation

Notes on major changes in the educational system: Since the last data collection (two years ago) there have been some (minor) adjustments in the number of hours. The changes in the number of students' hours have occurred because of a political agreement on adjustments to the primary school from 30 January 2019, which included changes that were implemented from the school year 2019/20, among other elements:

- 30 annual hours are moved from Reading, writing and literature [Danish] in 3rd grade [grade 4 in this survey] to 2nd grade [grade 3 in this survey] to make room for more supportive teaching in 3rd grade [grade 4 in this survey]. [30 hours additional education for the 2nd grade in Denmark [grade 3 in this survey] was already implemented with last survey regarding school year 2020/21].
- 90 extra subject hours were added in languages (German/French), Visual arts and history at selected grade levels from the 2020/21 school year.

The political agreement and its sub-elements can be found online (link).

Methodology: For primary and lower secondary level the number of school days per year and the number of instruction hours for each grade and subject is decided upon by the local municipality within a framework set by national authorities (parliament and government). The Danish Ministry of Education provides figures for the minimum requirement and the recommended number of instruction hours. The figures indicated here combine the minimum and recommended requirements as decided by the Danish Parliament (*Folketinget*): Minimum for the subjects Danish and Mathematics for each grade, as for the accumulated compulsory instruction time for each grade, and recommended instruction time for each single subject at each grade.

The exact number of hours for actual instruction time is not available, but data collected from the schools by the Ministry of Education indicates – as an average for all schools and subjects – similarities between the recommended and the actual instruction time.

The relevant regulation defines annual number of instruction hours including breaks. However, the time spent on breaks have been excluded (by estimation) in the reported data. See section *Notes on the duration of the school year, school week and period length*.

Percentage of students following the reported curriculum: There is no information on the percentage of students following the reported curriculum in detail. The final curriculum is decided by each municipality, and it is followed by almost 100% of the pupils in public schools.

Interpretation: The kindergarten/pre-school class are and has long been a part of the *Folkeskole Act*, but was previously not compulsory. When the kindergarten/pre-school class became compulsory for all children from age 6 and the revision of the ISCED classification (ISCED 2011), the kindergarten/pre-school class (børnehaveklasse/0 klasse) became part of primary education (ISCED 1). Grade 1 in this data collection is the first year of compulsory education and corresponds to the pre-primary education (class 0/børnehaveklasse) in Denmark, grade 2 corresponds to class 1 etc. and therefore grade 10 refers to class 9.

Notes on the duration of the school year, school week and period length: There is no regulation of the number of days of instruction per year. However, the first and last day of the school year are national and mandatory.

The organisation of the school day is decided at municipal or school level and differs from school to school (See section *Notes on the organisation of the school day*). A reform on the primary and lower secondary school (*Folkeskolen*) effective from August 2014 introduced new regulations to have a more varied school day with increased class hours, new and more diversified teaching methods and extra time for physical activities/exercise and assisted learning activities.

The regulations of the number of hours a year including physical activities/exercise, and assisted learning activities and breaks are:

Hours per year, as regulated, including physical activities, assisted learning activities and breaks	Hours per year	Hours per week	Typical hours per day
Grades 1-4	1 110 hours	28 hours	5.6 hours
Grades 5-7	1 320 hours	33 hours	6.6 hours
Grades 8-10	1 400 hours	35 hours	7.0 hours

If we assume schools are planning to use one hour a day on breaks there will be 200 hours a year for breaks. The compulsory minimum number of hours a year without the breaks will in consequence be the following:

Hours per year, assuming a daily, one-hour break	Hours per year	Hours per day
Grades 1-4	910 hours	4.6 hours
Grades 5-6	1 120 hours	5.6 hours
Grades 8-10	1 200 hours	6.0 hours

Subjects reported in the category "Other subjects": In addition to "regular subjects", it is compulsory for pupils to participate in assisted learning activities. The number of hours a year for this is: Grade 1: 310, grade 2: 160, grade 3: 130, grade 4: 100, grade 5: 250, grade 6-7: 190, grade 8: 210, grade 9-10: 240. From August 2015 it is compulsory for schools to offer and for pupils to participate in academic in-depth study and homework assistance as part of the longer school day and as an integrated part of assisted learning activities.

Assisted learning activities aim to develop the pupils' receptiveness to teaching by working with their social competences, diverse development, motivation and well-being. The number of hours of assisted learning activities is not directly regulated at national level by a minimum number of compulsory hours. This is decided at municipal level. The number of hours is indicated by a calculation based on the assumption that the schools are having one hour daily for breaks equivalent to 200 hours annually.

Notes on interpretation of instruction time trends: Since the school year 2014/15 (August 2014), a reform on *Folkeskolen* (integrated primary and general lower secondary school) became effective. It introduced new regulations to have a more varied school day with increased class hours, new and more diversified teaching methods and extra time for physical activities/exercise, supportive learning activities and assisted learning.

Since the school year 2015/16 (August 2015), it is compulsory for schools (in primary and general lower secondary education) to offer and for students to participate in academic in-depth study and homework

assistance as part of the longer school day and as an integrated part of assisted learning activities. These activities, previously included in the non-compulsory curriculum, are included in the compulsory curriculum.

In 2019, a political agreement was made by the Danish Parliament to shorten the school week for the smallest primary classes (2.-4. grade (1.-3. class in a Danish context), as well as to implement a simpler option to shorten the school day for other class grades. (https://www.uvm.dk/aktuelt/nyheder/uvm/2019/jan/193001-folkeskoler-faar-styrket-faglighed-flere-midler-til-understoettende).

Since the school year 2021/22, it has been possible to decide locally to shorten the school day by converting the time for supporting learning activities to other educational activities e.g. typically two teachers in one class. Almost nine out of 10 schools made use of the option to shorten the school day in 2022 (https://www.uvm.dk/aktuelt/nyheder/uvm/2023/feb/230220-ny-kortlaegning-andelen-af-folkeskoler-med-sene-skoledage-er-faldet).

Organisation of the school day

Organisation of the standard school week: The organisation of a school week is decided at municipal level or school level and differs from school to school. However, a school week in Denmark is always 5 days. At primary and lower secondary level the number of school days will typically be 200 and the number of weeks 40.

Number of lessons in a standard school day: The organisation of a school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 a.m. or 8.15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the annual number of teaching hours.

Organisation of the breaks between lessons: This is decided at municipal or school level and differs from school to school. Normally most schools are planning to use about one hour a day for breaks, or 200 hours a year.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer activities before and after classes, but this varies from school to school. In Danish this is called SFO (*Skolefritidsordning* – "school free time arrangement"). The SFOs are run by pedagogues, not by teachers.

Additional activities during the school holidays: Typically, the SFOs are open and offer activities during the school holidays.

Estonia

Methodology and interpretation

Methodology: In each group of grades the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum.

Percentage of students following the reported curriculum: The percentage of students following the reported curriculum (i.e. the National Curriculum of Basic Schools) is 97.08%. About 3% of all students follow some type of simplified curriculum or curriculum of International Baccalaureate Organisation. Only public schools are under observation.

The estimations reflect the percentage of the students in stationary studies, following the national curriculum in grades 1 to 6 and 7 to 9. In each group of grades the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum.

Notes on the duration of the school year, school week and period length: The school year consists of at least 175 school days. One school week usually lasts 5 days. The duration length of a lesson, which was used for the calculation, is 45 minutes.

Notes on subject allocation: "Reading, writing, literature" category comprises Estonian or Russian language and literature (as language of instruction; literature begins in grades 4-6). "Natural Sciences" in grades 1-3 and 4-6 comprises science and in grades 7-9 geography, biology, physics, chemistry and science. "Social studies" comprises in grades 1-3 personal, social and health education (PSH) and in grades 4-6 and 7-9 history, PSH, civics and citizenship education.

"Second language (Language 2)" can be English, Russian, German or French, "Other languages (Language 3)" can be English, Russian, German, French or some other language. "Language 2" begins in grades 1-3; "Language 3" in grades 4-6. "Physical Education and Health" consists of physical education and "Arts Education" comprises in grades 4-9 technological studies, handicraft and home economics. In schools with a language of instruction other than Estonian, studying a second foreign language (Language 3) is not compulsory. Instead, students have to study Estonian as a second language (Language 2).

Schools have to offer some elective subjects but they decide which ones. Once selected, these subjects are compulsory for all pupils, i.e. compulsory flexible subjects chosen by the schools.

Notes on interpretation of instruction time trends: Since the school year 2013/14, the new national curriculum for basic schools became effective in all grades of primary and general lower secondary education. This involved a small increase in the total compulsory instruction hours and some changes in the instruction time in primary and general lower secondary education.

Organisation of the school day

Organisation of the standard school week: An academic year lasts from September 1 to August 31 and consists of academic quarters and school holidays. An academic year contains at least 175 school days in total. One school week comprises up to five school days (typical is a 5-day school week). School lessons start at 8.00 a.m. or later. If there are not enough student places in the school, then the participation in studies may be organised in two shifts. The school day in the second shift has to be ended at the latest at 7.00 p.m. Lessons are cancelled when the air temperature is less than 19 degrees in a classroom and less than 18 degrees in the gym.

Number of lessons in a standard school day: The Basic Schools and Upper Secondary Schools Act stipulate only weekly workloads for students. At primary level the maximum weekly workload of a student varies from 20 lessons in grade 1 up to 30 lessons in grade 6. At lower secondary level the maximum weekly workload varies between 30 and 32 lessons (30 lessons for grade 7 and 32 lessons for grade 8 and 9 students). The workload of students may be specified in the daily schedule of the school or, where necessary, in an individual curriculum.

Organisation of the breaks between lessons: In general education schools, lessons vary with breaks. One break lasts at least 10 minutes for every lesson. Two 45-minute lessons can be taught continuously without a break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Upon planning and implementing teaching and learning, it is ensured that students' academic workload corresponds to their age and abilities, granting them time for resting and hobby activities. The daily schedule of a school is established by the head of the school and stipulates the sequence and duration of study activities and extracurricular activities supporting the school curriculum such as activities organised in long day groups, hobby groups and studios. The work organisation and daily schedule of a long day group will be established by the head of school, setting a time for doing homework, outdoor recreation and hobby activities. Supervision and pedagogical instruction and guidance during spare time, doing homework, pursuing hobbies and developing interests is offered to students as extracurricular activities organised in a long day group. On the basis of a proposal of the board of trustees, a school will organise the formation of a long day group jointly with the owner of the school.

In extracurricular activities students have the right to use the civil engineering works, rooms and library of their school as well as the teaching and learning equipment, sports, technical and other facilities of the school pursuant to the procedures provided in the internal rules of the school.

Additional activities during the school holidays: Schools may offer activities during the school holidays but these activities are not regulated by any legal act.

Finland

Methodology and interpretation

Years of compulsory education: Since school year 2021/22, *c*ompulsory education has been expanded to upper secondary level (3 grades). The minimum school-leaving age is 18 years.

Notes on the duration of the school year, school week and period length: The school year comprises 190 days of teaching. However, the actual number of days in a school year may vary between 187 and 190 if Independence Day, Epiphany, or May Day happen to be a weekday. Therefore, the actual number of school days in 2022/23 is 187.

Notes on subject allocation: At ISCED levels 1, 2 and 34, the category "Natural Sciences" includes geography.

At ISCED levels 1 and 2, the category "Compulsory subjects with flexible timetable" refers to the additional lessons that schools must offer in physical education, arts, music, crafts or home economics. The "Compulsory flexible subjects chosen by schools" can be any subject.

Subjects reported in the category "Other subjects": Psychology at ISCED level 34.

Subjects reported in the category "Non-compulsory curriculum": At ISCED levels 1 and 2, the non-compulsory curriculum refers to an optional foreign language. The recommended time for the first optional foreign language (12 hours) refers to grades 3-9, although it can start already in grade 1. The minimum instruction time recommended for the second optional foreign language (4 hours) covers grades 7-9, although it can start already in grade 1.

At ISCED level 34, the pupils in general upper secondary level can study credits in any subject in addition to compulsory credits.

Percentage of students in general compulsory education attending the non-compulsory instruction time: 14.9% in primary level and 26.5% in lower secondary level.

Notes on the flexibility in the curriculum: At ISCED levels 1 and 2, schools and education providers can start the instruction of subjects with a flexible timetable already from grade 1. Subjects with a flexible timetable are foreign languages, history and social studies, home economics, guidance counselling and two non-compulsory languages.

In the case of foreign languages, schools and education providers can start the instruction already in grade 1, and they must do it at 1st grade spring term at the latest in the case of the first foreign language, and at least in grade 6 in the case of the second foreign language.

At ISCED level 34, general upper secondary education is based on the study units with no year-specific classes. The theoretical study time is 3 years (varies between 2 and 4 years) and includes years 10, 11 and 12. The curricula indicate the minimum requirements for compulsory and elective studies and the student plans their own individual learning path accordingly.

Notes on interpretation of instruction time trends: Since the school year 2019-2020 teaching of the first foreign language begin at the 1st grade spring term at the latest, therefore the total number of instruction hours in primary and lower secondary education increased.

ISCED 34: The general upper secondary education (ISCED 3) is based on study units (defined as certain number of credits) with no year-specific classes. The studies take two to four years to complete, but most students graduate in three years. Therefore, the theoretical instruction time during compulsory general upper secondary education is 3 years and includes years 10,11 and 12.

The scope of a study unit is defined as credits. The students complete at minimum of 150 credits. One credit is equivalent to an average of 14 hours 15 minutes of teaching time.

There are compulsory and optional studies; optional studies are divided into national elective and school-specific elective studies.

Compulsory studies consist of 94 or 102 credits depending on whether the student has chosen advanced mathematics syllabus or the basic mathematics syllabus.

The rest of the credits are elective studies; minimum 20 credits are national elective studies, and the rest - minimum 28 advanced mathematics syllabus / 36 basic mathematics syllabus credits - can be national elective or school-specific elective studies according to the individual choices of the student.

General upper secondary school students plan their own individual learning path according to this structure. It is possible for students to study more than the compulsory 150 credits over a maximum of four years. Non-compulsory studies can include any subject.

Organisation of the school day

Organisation of the standard school week: At ISCED levels 1 and 2, the regulations state that the average time of instruction per week must be at least 20 in grades 1-2, 22 in grade 3, 24 in grade 4, 25 in grades 5-6, 29 in grades 7-8 and 30 hours in grade 9. Otherwise, the schools are autonomous in organising the school weeks.

Number of lessons in a standard school day: Local autonomy.

Organisation of the breaks between lessons: Local autonomy.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): At ISCED levels 1 and 2, morning and afternoon activities are provided for children in grades 1-2 of primary education and for children admitted or transferred to special needs education in all grades. The local authorities are not obligated to organise these activities but can be granted state subsidies for their provision. Also, after-school leisure activities may be organised in conjunction with basic education to support the children's development and growth. The aim is to also attract those children whose backgrounds do not support regular participation in hobbies.

Remedial instruction is a subjective right for pupils who are lagging or need more support. This instruction may be generally provided after school hours by the teacher.

Additional activities during the school holidays: Local autonomy.

France

Methodology and interpretation

Deviation of coverage from that specified in the manual: The "Homework done" programme, implemented in all lower secondary state schools allows willing students in grades 6 to 9 to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon. The hours devoted to this programme have not been included in the intended instruction time as only students willing to participate are concerned. (Reference).

Notes on the duration of the school year, school week and period length: The annual hours of instruction, set by the curriculum for each subject and for each level of education, must be respected regardless of the number of public holidays within a week. The school year is not set in terms of days but in weeks. It must have 36 weeks of work; the public holidays included in the current school year are not deducted.

Notes on subject allocation:

- Natural sciences: In grades 1-3, it refers to the field of study called "questioning the world" which covers notions of Science, History-Geography, Technology, ICT and also integrates Ethics and Moral education (called 'Civic and Moral Education' in France). In grades 4-6, it includes Technology.
- Mathematics: In grades 4-6, it includes ICT (notions of computer science (programming)).
- Social sciences: In grades 4-9, it covers History-Geography and Civic and Moral Education. In grade 10, it also includes History-Geography and Social and economic studies.
- ICT: It is integrated in Natural sciences for grades 1-3. In grades 4-5, it is integrated in mathematics and includes notions of computer science (programming). In grades 6-9, ICT is mainly integrated in Technology and Mathematics, but it is included in the Total compulsory curriculum time because each subject can participate and no time is specifically dedicated to ICT. In grade 10, ICT includes Technology.
- Technology: In grades 1- 6, it is integrated in Natural sciences, and in ICT in grade 10.
- Ethics and moral education (called Civic and Moral Education in France): It is integrated in Social studies in grades 6-9. In grades 1-5, 36 hours per year are allocated to Civic and Moral education and 18 hours per year in grade 10.
- Other languages: For grade 10, the second foreign language (Language 3) is reported together with Second Language (language 2).
- Practical and vocational skills: in grades 8-10, it includes careers guidance.
- Compulsory options chosen by the students: Students in grade 10 must take two options (*enseignements d'exploration*) within a large choice, notably: Economics, a third foreign language (Language 4), Arts education, ICT, Technology, and Practical and vocational skills. Depending on the options chosen, the timetable can increase up to 162 hours per year.

Total compulsory curriculum: In grades 6-9, *accompagnement personnalisé* (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are included in Total compulsory instruction time and integrated in all subjects. In grade 8 or 9, a week for the close observation of the professional environment is also included: it applies to all students and takes place during instruction time - no additional time is mentioned. It was introduced in 2005/2006. In grade 10, it includes Form time (*vie de classe*) – no additional time is mentioned – and *accompagnement personnalisé* – time determined according to the students' need.

Subjects reported in the category "Other subjects": Grade 6-9: 10 hours per year of "Form time" and 10 hours per year dedicated to bullying prevention and life skills development. Grade 10: 82 hours = 10 hours of "Form time" + 72 hours of *accompagnement personnalisé* (i.e. methodological support/tailored teaching, knowledge enhancement and careers guidance). On individual tutoring in general and technological upper secondary, see Circular No. 2010-013 of 29-1-2010.

Subjects reported in the category "Non-compulsory curriculum": It is possible to cumulate several optional courses within the limits of what the school can offer, within the limits imposed by the organisation of timetables and the use of the teaching hours each school is allocated. The non-compulsory curriculum includes in grade 6 (216 hours/year = 6 hours/week) two hours a week of choral singing, two hours a week of a second foreign or regional language that cannot exceed 6 hours per week when it is combined with the first foreign language (Each school is free to choose the distribution of the 6 hours according to their needs.) and two hours a week of an introductory course to a regional language (""Regional Languages and cultures""). In grade 7 (252 hours/year), non-compulsory curriculum can include 2 hours a week of choral singing, 1 hour/week of Languages and cultures from antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a ""European languages and cultures"" course based on one of the two foreign languages studied. In grades 8-9 (324 hours/year), non-compulsory curriculum can include 2 hours a week of choral singing, 3 hours/week of Languages and cultures from antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a ""European languages and cultures"" course based on one of the two foreign languages studied. In grades 6-9, the non-compulsory curriculum also includes the 'homework done' programme, which allows willing students to do their homework under supervision. In grade 10, students can choose to take one or two additional subjects (*enseignements optionnels*) : one from a list of

general education subjects (3 hours/week), including a third foreign modern language (foreign or regional language 4), ancient languages and cultures (Latin and/or Greek), Arts education (Visual arts, film/audio-visual media, dance, History of Arts, music or drama), physical education and Circus arts (6 hours/week). The second optional subject can be chosen from a list of technological education subjects (1.5 hours/week), including Management, Health and social studies, Biotechnologies, Sciences and Laboratory, Engineering Sciences, Technological creation and innovation, Artistic workshop, and Creation and culture – design (6 hours/week).

Ancient languages and cultures (Latin and/or Greek) can also be chosen on top of the two optional subjects.

Depending on the additional optional subjects chosen, instruction time could theoretically increase by up to 648 hours/year. In practise, 216 hours per year are unlikely to be exceeded.

Percentage of students in general compulsory education attending the non-compulsory instruction time: Data is provided for academic year 2021-2022 (Source: *Repères et références statistiques sur les enseignements, la formation et la recherche* (RERS 2022 : https://www.education.gouv.fr/media/70737/download) fiche 4.11 (grade 10), fiche 4.19 (grades 7-9), fiche 4.17 (grade 6).

The percentage of students attending non-compulsory courses in the 2021-2022 academic year in public schools is:

- Grade 6: A second foreign or regional language (15.2%) (in public and private state-funded schools)
- Grade 7: Latin (15.4%); introductory course to Latin & ancient Greek (0.9%);
- Grade 8: Latin (12.6%); ancient Greek (0.1%); introductory course to Latin and Ancient Greek (0.8%);
- Grade 9: Latin (12.7%); ancient Greek (1.9%); introductory course to Latin and Ancient Greek (1.2%)
- Grade 10 (in public and private state-funded schools):

  • General education optional subjects: third modern language (5%), Latin (3.3%), Physical education (3.8%), Visual arts (3.8%), Drama (1.6%), film/audio-visual media (1.4%), ancient Greek (0.8%), Music (0.8%), History of Arts (0.5%), Dance (0.2%), French sign language (0.2%)

  • Technological education optional subjects: Engineering Sciences (4.4%), Sciences and Laboratory (2.9%), Management (3.1%), Health and social studies (1.7%), Technological creation and innovation (1.3%), Biotechnologies (0.9%), Creation and culture – design (0.6%).

Notes on the flexibility in the curriculum: In grades 6-9, the *Accompagnement personnalisé* (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are integrated in various subjects and are therefore included in total compulsory instruction time. In grades 8 or 9, the 'total compulsory curriculum' also includes a 5-day work shadowing placement in the world of work.*Notes on interpretation of instruction time trends*: In the school year 2016/17, the reform in lower secondary general programmes is reflected in the data by a decrease in the number of instruction hours.

Since the school year 2016/17, the new Order in primary education (*Arrêté du 9 novembre 2015 fixant les horaires d'enseignement des écoles maternelles et élémentaires*) adjusted instruction time in some subjects without any changes in the total number of compulsory instruction hours.

In the school year 2017/18, a modification of a Decree in lower secondary general programmes (Modification in the Decree of May 19, 2015 relating to the organisation of classes in lower secondary schools) resulted in an increase in the non-compulsory instruction time.

Organisation of the school day

Organisation of the standard school week: For primary schools (Grades 1-5), the school week includes for all students twenty-four hours of instruction, spread over nine half-days. Instruction time is provided 4.5 days a week (Monday, Tuesday, Thursday and Friday, all day, and on Wednesday morning), with a maximum of 24 hours of

instruction per week, 5.5 hours of instruction maximum per day and 3.5 hours maximum per half-day. Lunchtime break cannot be shorter than one hour and a half. Since September 2017, by way of derogation from this general framework, public primary schools have been allowed to set up 3 other types of organisation of the school week and distribute the 24 hours of weekly instruction either: over 4.5 days (Monday, Tuesday, Thursday and Friday, all day, and on Saturday morning, instead of Wednesday morning); or over 8 half-days which should include 5 mornings (in this case, extracurricular activities are gathered together in one afternoon) instruction time does not exceed six hours per day and three-and-a-half hours per half-day. Moreover, it is possible to shorten holidays to compensate for the reduced weekly instruction time; or over 4 days (Monday, Tuesday, Thursday and Friday) - instead of four and a half (as long as instruction time does not exceed six hours per day and three-and-a-half hours per half-day). Moreover, it is possible to shorten holidays to compensate for the reduced weekly instruction time. As of September 2022, all ISCED 1 pupils will have a daily 30-minutes session of physical exercise (for example, it can take place during breaks), in addition to the 3 hours of Physical Education/PE per week. At secondary level, under the terms of Article R. 421-2 of the Education Code, lower and secondary education schools (*Etablissements publics locaux d'enseignement* - EPLE) have autonomy, particularly with regard to the organisation of school time, subject to the provisions of Article R. 421-2-2, which states that:

- In *collèges* (ISCED 2), the pupils' lunch break may not be less than one and a half hours [...], unless an exemption is granted by the education authority [...], in the case of specific constraints";
- The duration of the lessons given to pupils in the sixth grade (1st grade of ISCED 2) may not exceed six hours per day, except by way of derogation. (Reference)

Number of lessons in a standard school day: For primary schools (Grades 1-5), 5 hours and 30 minutes is the maximum of instruction time per day and 3 hours and 30 minutes the maximum per half-day. Exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. In grade 6 (lower secondary), 6 hours is the maximum of instruction time per day; exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. For grades 7-9, 7 hours is the recommended maximum of instruction time per day. For grade 10, it is locally defined by the school administration.

Organisation of the breaks between lessons: In grades 1-5 (primary), Breaks between lessons are not defined nationally. However, the reform of the organisation of school time (see above) set the minimum duration of the lunch break at 1hour and 30 minutes. Breaks between lessons last about 15 minutes. They are determined according to the actual duration of each half-day of instruction. Time devoted to breaks between lessons is to equally impact all the fields of education and therefore is to be allocated in a balanced way throughout the week. For grades 6-10 (secondary), prior to 2009, each lesson officially lasted 55 minutes and was followed by a break of 5 minutes (Circular No. 76-121 of 24 March 1976). However, the duration of lessons is no longer defined nationally.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): For grades 1-5 (primary), the reform of the organisation of school time in pre-primary and primary schools (see note on Organisation of the standard school week) includes the implementation of additional learning activities in small groups to help students experiencing difficulties in their learning, for tutoring or for an activity provided by the school project, or if necessary with the territorial educational project. The general organisation of these extracurricular activities shall be determined by the inspector of education of the district, on the proposal of the board of teachers. In addition, extracurricular activities may be proposed by the municipality. These artistic, sports or cultural activities are intended to contribute to the development of students and to develop their intellectual curiosity. Student participation in these activities is optional.

For grades 1-9 (primary and lower secondary), educational support after classes is offered to students in schools from priority education zones at the primary and lower secondary levels. This service proposes homework assistance, modern languages practice, sports practice, or activities with an emphasis on culture or art, for a duration of about 2 hours a day.

In grades 6-9 (lower secondary), the "Homework done" programme, implemented in all lower secondary state schools, allows wiling student to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon.

For Grade 10 (upper secondary), since 2011, high schools offer the opportunity for the students to attend training courses. These training courses aim for three objectives: to raise student-level in foreign languages (English mainly), to afford refresher courses or to make changes possible in students' course choices. This opportunity is incorporated within the framework of academic success. The training courses follow a growing evolution.

Additional activities during the school holidays: In grades 1-5 (primary), during the school holidays, students in grades 4 and 5 can participate in "refresher courses" in mathematics and French, organised in three annual sessions. Each session lasts 5 days (3 hours per day) and they take place in schools. Each group consists of 5 to 6 students who are evaluated at the end of the session.

For grades 6-10 (secondary), the programme "Open School" is designed for students who do not go on holiday (or do not go to school on Wednesday or Saturday morning). Priority is given to students from disadvantaged backgrounds. It is offered on a voluntary basis by head teachers, teaching staff and all stakeholders involved in the programme. It offers a wide range of educational, cultural, sports and recreational activities.

Germany

Methodology and interpretation

Deviation of coverage from that specified in the manual: Instruction time includes teacher development days and examination periods, because regulations in the *Länder* are different.

Methodology: The calculation is based on a weighted average and was calculated in the Secretariat of the Standing Conference of the Ministries of Education and Cultural Affairs of the Länder. The Länder provide data on the compulsory core curriculum. Full-time compulsory education ends after grade 9 or 10, afterwards compulsory part-time education ends at age of 18 years. The averages are weighted by the number of students across each type of school. Data from Lower Saxony and North-Rhine-Westphalia (only for primary education) are missing in the calculation.

The average instruction time reported for grade 10 has been calculated in the same way. The data provided by the *Länder* does not differentiate between lower secondary general programmes (ISCED 24) and upper secondary general programmes (ISCED 34) with regard to grade 10. In more than 35% of all cases grade 10 is added to upper secondary general programmes (ISCED 34). However, a clear allocation to the ISCED levels is not possible.

Interpretation: Differences between intended and actual instruction time should be eliminated. Based on empirical sources provided by the *Länder*, differences between both are marginal, therefore they have no influence on the calculation of the weighted averages (for example the cancellation of lessons for a variety of reasons).

Most teachers in Germany are employed as civil servants. Civil servants are not allowed to strike and all public sector industrial action is illegal by definition.

Subjects reported in the category "Other subjects": Open learning and interdisciplinary subjects.

Notes on interpretation of instruction time trends: Due to the changeover from the eight-year *Gymnasium* course of education back to the nine-year *Gymnasium* course of education in North Rhine-Westphalia, there has been a change in the number of instruction hours for the third language (second foreign language). Previously, there were significantly more instruction hours for the third language in fifth and sixth grade. However, due to the changeover in NRW, instruction in the second foreign language (third language) now starts later. Therefore, the number of instruction hours for the third foreign language has significantly decreased for grades 5 and 6.

Organisation of the school day

Organisation of the standard school week: In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday). Primary school pupils attend lessons for 20 to 29 periods a week. In most *Länder* there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule, each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day. The weekly teaching periods are laid down by the Ministries of Education and Cultural Affairs of the *Länder* for the different types of school and may be distributed over five or six days in the week. As a rule, in those *Länder* with a six-day school week, there are two Saturdays per month on which no lessons take place. In most *Länder*, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all schools. In some *Länder*, the *Schulkonferenz* (school conference) may decide the number of days in the school week.

At lower secondary level (*Sekundarstufe I*), lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. (Monday to Friday) or 7.30/8.30 a.m. to 11.30 a.m. (Saturday). With an exception of the eight-year Gymnasium, pupils generally have 28 to 30 weekly periods in compulsory and optional subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7 to 10. Each period is 45 minutes. For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

For upper secondary level (*Sekundarstufe II*) there is no fixed end to teaching times. The weekly instruction time at the *gymnasiale Oberstufe* is usually also 30 periods and consists of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year *Gymnasium*, the number of weekly periods at the lower and upper secondary level is generally increased by two to four periods. To guarantee the mutual recognition of the *Abitur*, all *Länder* have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe* to which up to five hours of elective subjects may be added.

For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

Number of lessons in a standard school day: A standard school day has 4-5 lessons at primary level 6 lessons at lower secondary level, 6 lessons at upper secondary level and 6-7 lessons at 8-year *Gymnasium*.

Organisation of the breaks between lessons: The length of breaks at individual schools depends on the type of school and the start of lessons in the morning as well as on the provisions made by the *Schulkonferenz* (school conference) in agreement with parents' representatives. Breaks can vary between 15 and 60 minutes. The first longer break usually is between 9.30 a.m. and 10.15 a.m. and the next longer break follows after two more lessons at around 11.30 a.m. As a rule, there are three kinds of breaks: short break, long break (mid-morning break) and lunch break. While the short breaks last 5 to 10 minutes and mainly allow pupils to change the classroom and/or visit the restrooms, the longer breaks last 15 to 20 minutes and allow pupils to eat a quick snack, communicate with each other or walk/play in the schoolyard.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): At the primary level all-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, but also by *Horte* (after-school centres). In many places all-day offers are implemented in co-operation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of *Länder*, after-school centres are run by the public youth welfare services. Pedagogical efforts are put on a closer co-operation between schools and after-school centres. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week.

At secondary level, education and care outside morning lessons is provided to lower secondary level pupils at *Ganztagsschulen* (all-day schools) and extended *Halbtagsschulen* (half-day schools), via all-day offers in schools, as well as in programmes which are run in co-operation with providers of youth welfare services or cultural education, sports clubs, parents' initiatives or other external co-operation partners. All *Länder* have signed co-operation agreements with education providers outside the school sector. In all-day schools, an all-day programme comprising at least seven hours per day is offered on at least three days per week. All-day offers are to be organised under the supervision and responsibility of the head staff and to be carried out in co-operation with the head staff. The activities should be conceptually linked with the lessons in the morning. All-day supervision is organised by teachers, educators, *Sozialpädagogen* (graduate youth and community workers), *pädagogische Fachkräfte* (pedagogic staff) and, if necessary, by other staff and external co-operation partners. All-day schools provide a midday meal on the days on which they offer all-day supervision.

Additional activities during the school holidays: School cannot offer activities during holidays.

Greece

Methodology and interpretation

Deviation of coverage from that specified in the manual: The content of Geography in the primary and the Geology-Geography in the lower secondary education focuses more on the natural environment, therefore the subject is taught by teachers of Natural sciences. Consequently, the subject is classified in Natural sciences and not in Social sciences.

Percentage of students following the reported curriculum: In general, public schools: Primary education: 97,8%; Lower secondary education: 88,2%.

Notes on the duration of the school year, school week and period length: Primary and secondary schools open for students on 11 September, or, if this date is on a weekend, the next day. For school year 2022/23, schools opened on Monday 12/09/22. In primary schools, lessons end on 15 June. For school year 2022/23, the instruction days in primary schools amount to 174 and are organised in 5 day weeks, from Monday to Friday. In lower secondary schools a provisional date (31st May) is used as the final date for lessons, since the exact date is specified by a Ministerial Decision before the end of April of every school year (according to Ministerial Decision 79942/ΓΔ4/21-5-2019 art. 1 G.G. 2005/B/2019). For school year 2022/23, the instruction days in lower secondary schools amount to 164 and are organised in 5 day weeks, from Monday to Friday. The exam period begins on the 1st of June; it has two phases and is completed by the end of June. Students who fail one or more subjects are offered additional days of instruction within June before they repeat the examinations at the end of June. These additional days of instruction have not been included in the number of instruction days, because it is not clear at this moment how many periods will be needed in each school. The above teaching days for school year 2022/23 (174 for primary schools and 164 for lower secondary schools) exclude days when schools are closed for festivities, such as national holidays, days when students are not expected to be at school or examination periods.

The daily timetable of primary schools comprises, for all grades, six compulsory periods (three 45-minutes and three 40-minutes) and three non-compulsory periods of 45 minutes. For the schools that in 2022/23 piloted the upgraded all-day programme, two more non-compulsory periods of 45 minutes were added.

The compulsory curriculum of lower secondary schools comprises of six or seven periods per day (32 periods per week), of which 30 periods every week last 45 minutes, while two periods last 40 minutes. The periods of non-compulsory curriculum last 45 minutes in the case of remedial classes and 60 minutes in the cases of classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship. In-school examinations have not been included.

Notes on subject allocation: The first foreign language (Language 2) taught in all grades is English.

In primary education, Natural Sciences refers to Study of the Environment in grades 1-4 (which includes the study of the natural, social and cultural environment) and to physics and geography in grades 5-6. Social sciences includes History in grades 3-4 and refers to History and Civic and Social Studies in grades 5-6. Other languages (Language 3) corresponds to the second foreign language in grades 5-6 (where students choose between French and German). Compulsory flexible subjects chosen by schools corresponds to what is called a “Flexible Zone” (2 or 3 hours per week in grades 1-4), in which cross-thematic teacher-initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.

In lower secondary education, Reading, writing and literature refers to the subjects Modern Greek Language and Literature and Ancient Greek Language and Literature (grades 7-9). Natural sciences includes physics and biology in grade 7, physics, geology-geography, biology and chemistry in grade 8 and physics, biology and chemistry in grade 9. Social studies corresponds to history in grades 7-8, and history, Civic and Social Studies in grade 9. Practical and vocational skills refers to home economics in grade 7. Other languages (Language 3) corresponds to the second foreign language in grades 7-9 (Students choose among French, German and Italian).

Subjects reported in the category “Non-compulsory curriculum”: It is offered as an option to students after the end of the compulsory timetable.

In the primary education, non-compulsory programme (all-day schooling) includes one period of educational activities in the morning, and in the afternoon one period of homework and one period of instruction on an elective subject (ICT, English, Physical Education, Art, Music, Drama and Cultural Activity Clubs). In the case of primary schools that function with more than five groups, priority is given to families presenting concrete social criteria. Since 2022/23, certain primary education school units (pre-primary and primary schools) piloted a new, upgraded full-day programme. The non-compulsory programme of these schools will include a third zone (from 16:00 to 17:30) entitled "School Student Clubs".

In the lower secondary, it includes (a) remedial instruction on mathematics, modern and ancient Greek, physics, chemistry, and English (each period lasts 45 minutes), (b) classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship that last 2 hours a week. Students can follow remedial courses for only one subject or for all of them (1 to 11 periods per week for students of grade 7 and 1 to 12 hours per week for students of grades 8-9) and can choose one or two projects (2 or 4 hours per week).

Percentage of students in general compulsory education attending the non-compulsory instruction time: During the current school year, the non-compulsory curriculum in the primary level is attended by 34% of primary school students in all types of schools. The pilot upgraded full-day programme is attended by 2.7% of primary school students. In the secondary level, where both the remedial courses and the activities-projects begin in December, information on the percentage of students attending non-compulsory instruction is not yet available for all regions.

Notes on interpretation of instruction time trends: Since school year 2020-21, one period of 40 minutes was added in the compulsory program of grades 7 and 8, making the total number of instruction periods 33 per week, and two periods were added in grade 9 making the total number of instruction periods 34 weekly. For grades 5 and 6, instead of 2 hours of Geography per week, students are taught Geography for one hour and take part for another hour in compulsory flexible subjects (Skill Labs).

Organisation of the school day

Organisation of the standard school week: In primary education, there are 174 instruction days for the school year 2022/23, from 12 September until 15 June. In lower secondary education, there are 164 instruction days, for the school year 2022/23 from 12 September until 31 May. These numbers of school days exclude days when schools are closed for festivities, such as national holidays, other days when students are not expected to be at school and examination periods. They also exclude about 10 days of instruction within the examination period of June offered to students who failed one or more subjects at the beginning of June and repeat the examinations at the end of June.

The daily timetable of primary schools comprises, for all grades, six compulsory periods (3 periods of 45 minutes and three periods of 40 minutes) and three non-compulsory periods of 45 minutes. Some pre-primary and primary schools (defined with the M.D. F.7/ΦΜ/98404/Δ1/04-08-2022 (Government Gazette 4215B/10-8-2022) will pilot a new, upgraded full-day program in the 2022-2023 school year, including a third zone (from 16:00 to 17:30) entitled School Student Clubs.

The compulsory curriculum of lower secondary schools has been increased by one school period for grades 7 and 8 and by two periods for grade 9 since school year 2020-21 because "Skill Labs" were incorporated into the Curriculum and the weekly timetable (article 52 of Law 4807/2021 Official Gazette 96A). Therefore, for school year 2022/23, the curriculum comprises six or seven periods per day (33 periods per week for grades 7 and 8 and 34 periods for grade 9), of which 30 periods every week last 45 minutes, while the other three (for grades 7and 8) and four (for grade 9) last 40 minutes. The periods of non-compulsory curriculum last 45 minutes in the case of remedial classes and 60 minutes in the cases of classes on programmes of school activities concerning culture, ecology, health issues, career options and entrepreneurship.

Number of lessons in a standard school day: Primary education consists of 4-6 lessons on average per day. Lower secondary education consists of seven lessons on average per day.

Organisation of the breaks between lessons: Breaks take place after the end of a lesson or a teaching period. A teaching period in at primary level may cover one or two lessons but in the secondary only one. In all cases (primary - secondary education), breaks are defined by ministerial decisions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Remedial courses are offered to students with learning difficulties or low performance who wish to improve their educational performance. This is an institution introduced in the early 1990's in primary and secondary education aiming at pupils' smooth reintegration in the learning process and combating early school leaving. While in primary schools, remedial courses (that cover language and mathematics) are offered during the compulsory programme, in lower secondary education, the remedial courses are offered after classes for up to three periods. The fields covered in lower secondary remedial classes are modern and ancient Greek, mathematics, physics, chemistry, and foreign languages (Language 2).

In the secondary, non-compulsory classes working on projects concerning arts, environmental and health issues, career options and entrepreneurship are also offered after the end of compulsory daily curriculum.

Additional activities during the school holidays: During the school holidays, schools do not offer any activities. However, municipalities and parents' associations have the possibility to organise activities during the holidays (in the school building and the schoolyard).

Hungary

Methodology and interpretation

Methodology: The "new" legislation concerning all grades stipulates an obligatory weekly number of classes while the "older" regulation recommended an annual number of classes. In the school year 2018/19, the weekly number of classes is given due to the fact the old regulation has phased out. The Ministerial Decree No 13/2018. (VI. 14.) (EMMI rendelet) stipulates the number of the school days.

In Hungary there is a three level structure of curricular regulation. The national core curriculum (Level 1), which is obligatory, specifies the percentage (a minimum and a maximum) of time allocated to a subject area. There are also national framework curricula with time allocations by week by subjects (Level 2), which are compulsory in all grades. This data collection is based on the framework curricula (Level 2). At institutional level (Level 3), schools develop their own curriculum on the basis of the regulations of higher levels.

Data for the joint lower and upper secondary programmes for 6 and 8 school years organised in Gimnázium and bilingual programmes were excluded.

Due to reforms (legislation adapted in 2012 – later modified – and implementation started in school year 2013/14) in all grades: New compulsory framework curricula (issued in the annexes of the Ministerial-EMMI-decree Number 51/2012. (XII. 21) have to be followed by schools.

Notes on the duration of the school year, school week and period length: In general, classes last 45 minutes but schools may also organise longer or shorter ones. No class may take more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken to provide rest for children.

Notes on subject allocation: Natural Sciences: Environmental Studies in grades 3-4; Biology, Physics and Chemistry or integrated Natural Science for grade 7; Physics, Biology and Chemistry for grades 8 and 9-10 in *Gimnázium*; Natural Science 5-6; Social studies: History in grades 5-6, Geography and History in grade 7; Geography and History/Social/Civic Studies in grade 8; History and Geography and in grades 9 and10 in *Gimnázium.* Arts Education: Music and Visual Culture in grades 1-8 and grades 9-10 in *Gimnázium.* Religion/Ethics/Moral education: Ethics or Religion (students/parents choose between the two) in grades 1-8.

Compulsory flexible subjects chosen by schools: *Szabadon tervezhető órakeret* (schools allocate this amount of time to subjects of their own choice (they can introduce a new subject with framework curriculum and/or raise the number of other classes).

Subjects reported in the category "Other subjects": Form teachers' class in grades 5-10.

Organisation of the school day

Organisation of the standard school week: A teaching year is composed of five-day school weeks. Saturdays and Sundays are resting days without teaching. Compulsory lessons (compulsory curricular lessons) typically take place in the morning and early afternoon for a significant portion of schools. From the school year 2013/14, basic schools (grade 1-8) are obliged by law to organise educational activities until 4.00 p.m. and students are required to attend them. In practice it means that students have their compulsory curricular classes and afterwards participate in extracurricular activities. According to recent research results schools mostly organise homework clubs. Parents may ask exemption from the extracurricular activities. Furthermore, until 5.00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools. This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods.

Number of lessons in a standard school day: At the primary level (Grades 1-4) it is about five periods; at lower secondary level (Grades 5-8) about six periods and at upper secondary level (Grades 9-10) about seven periods.

Organisation of the breaks between lessons: Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools' local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons, including the duration of breaks between lessons, and for incorporating the schedules in their teaching programmes and school regulations. The first lesson may be started, upon request of the opinion from the school board, or, in default of that, the school's parental organisation or community and the student council, by no more than 45 minutes before 8.00 a.m. pursuant to the relevant decree (Decree No 20/2012 (VIII.8.) EMMI; 16. § (1)).

In general, classes last 45 minutes but schools may also organise longer or shorter ones with the requirement that no class may last more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45

minute lessons. Breaks between curricular and extracurricular lessons should be taken in order to provide rest for children.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are responsible for setting their schedules of curricular and extracurricular lessons for incorporating the schedules in their teaching programmes and school regulations. From the school year 2013/14, basic schools (grade 1-8, primary and lower secondary) have to organise activities for children until 4.00 p.m. Students have to participate only if parents ask for exemption in written form. According to recent research results (from the 2014/15 school year) altogether 42% of children stay and participate in the activities (such as student clubs, homework activities, tutoring, etc.).

From the school year 2012/13, community service is obligatory for grades 9-12 (upper secondary), which means that students have to complete 50 hours of community service until they start their upper secondary school-leaving examination. Schools organise these activities.

According to the Public Education Act (Act CXC of 2011 on National Public Education) a school operating with at least four grades has to ensure the operation of a school sports club. The tasks of a school sports club may also be fulfilled by a students' sports association operating at the school, on the basis of an agreement with the school. For the purposes of organising school sports club activities, at least two times 45-minutes may be ensured.

Iceland

Methodology and interpretation

Methodology: Intended instruction time is stipulated in the National Curriculum Guidelines for Compulsory Schools.

Notes on the duration of the school year, school week and period length: National Curriculum Guidelines allocate a certain number of minutes per week for each subject over three periods, 1-4 grades, 5-7 grades and 8-10 grades. Schools and local educational authorities have autonomy in organising the distribution of weekly instruction time within these periods.

Notes on subject allocation: Two foreign languages are compulsory, English and Danish (in some cases Norwegian or Swedish). Schools are free to decide how much time should be assigned for the first and the second foreign language (Languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction (Language 4) is included in compulsory options chosen by the students.

Compulsory options chosen by students can include 'elective subjects' chosen by each individual school. Schools can choose to offer elective subjects that are the same as the core subjects, e.g. language and mathematics, if they want to provide more extensive education in those subject fields. The guidelines instruct schools to keep a balance between academic and more vocational subjects. It is recommended that schools offer subjects in the arts and practical/vocational subjects, especially in grades 8-10.

Notes on the flexibility in the curriculum: One of the main issues of the Compulsory School Act of 2008 was to increase more latitude flexibility and continuity between and within the three single structure compulsory school levels (grades 1-4, grades 5-7 and grades 8-10). The purpose was to better accommodate the diverse needs of children and increase flexibility in organisation. A reference timetable for the core subjects was granted (core subjects are; Icelandic, Icelandic as a second/or sign language, mathematics, English, Danish/other Nordic languages, arts and crafts, natural sciences, physical education, social sciences, equal rights affairs, religious studies, life skills and information and communication technology), stipulating the proportional division of time between different subjects areas. It is up to each school determine if a particular subject is taught in a separate or integrated manner as the reference timetable allows certain flexibility within subject areas between the three grade stages.

Notes on interpretation of instruction time trends: Introduced in the school year 2011/12, the National Guideline on Curriculum led to a significant decrease in compulsory instruction time compared to previous years.

Organisation of the school day

Organisation of the standard school week: All school levels have a full five-day school week from Monday to Friday.

Number of lessons in a standard school day: At the primary level, grade 1-4 students have on average six lessons and grade 5-7 have 7 lessons. At lower secondary level (grade 8-10) they have on average 7.4 lessons.

Organisation of the breaks between lessons: Schools have autonomy in organising breaks. Usually they are divided into a few short 10-minute breaks, one 20-minute break in the morning for refreshments and one 40-minute lunch break. Two lessons may be consecutive without a break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Primary and lower secondary schools (compulsory education) offer optional leisure activities after classes. Music schools and local sports clubs may organise activities after classes to coincide with the individual timetables.

Additional activities during the school holidays: Schools do not normally offer activities during school holidays (at any school level).

Ireland

Methodology and interpretation

Years of compulsory education: At primary level (ISCED 1), pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year-olds and almost all five-year-olds) is one hour shorter.

In general programmes of lower (ISCED 24) and upper secondary (ISCED 34) levels, the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities.

Notes on major changes in educational system: Curriculum reform at lower secondary level (ISCED 24) commenced in 2014 and was implemented on a phased basis up to 2021. The phased implementation included the introduction of new specifications for the different subjects offered at this level. The curriculum reform gives schools considerable flexibility to design their learning programmes at lower secondary level (ISCED 24). Schools are now expected to fully implement the changes as they related to the phasing in of new specifications and adjustments to the minimum time given to different subjects.

As schools have greater flexibility in relation to the design of their programmes at lower secondary level (ISCED 24), a greater proportion of time is now reported under the category “Compulsory flexible subjects chosen by schools”. Although schools have flexibility, they are still required to ensure that students study Language 1 and Language 2 (English or Irish depending on the medium of instruction in the school) and Mathematics. In addition, students are required to study Physical Education (minimum time has been reduced from 2 hours to 1.35 hours per week), Civic Social and Political Education (CSPE) and Social Personal and Health Education (SPHE) as core components of Well-being, a new mandatory area of learning.

A new specification in English, Irish and Mathematics has been introduced as part of the curriculum reform at lower secondary education (ISCED 24). The new specifications for these three subjects provide for an intended minimum instruction time of 2.4 hours weekly. In the case of English and Mathematics, the intended minimum

instruction time of 2.4 hours represents a reduction of 56 minutes from the 3.33 hours weekly that was indicated in previous years. The additional time that was previously assigned is now placed under the category “Compulsory flexible subjects chosen by the school”. It is expected that schools will choose to timetable additional time for English, Irish and Mathematics in light of the key role played by these subjects in supporting literacy and numeracy and also the cultural importance of Irish.

At lower secondary level (ISCED 24), a greater proportion of time is now reported under the category “Compulsory flexible subjects chosen by schools”. For example, science which was previously included under "Compulsory options chosen by the students" is now under "Compulsory flexible subjects chosen by schools" and History and Geography, are included in the category “Compulsory flexible subjects chosen by schools” for Years 1 and 2 of lower secondary level rather than in the “Social Studies” category as in the previous years. Other subject areas now included for Years 1 and 2 of lower secondary level under “Compulsory flexible subjects chosen by the school” include second foreign language (Languages 3 and/or 4; French, German, Italian, Spanish), Arts education (music, art-craft-design), Religious education, Technology, Practical and vocational skills (home economics, materials technology (wood), metalwork, technical graphics, business studies) together with subjects such as Latin, ancient Greek, classical studies, Jewish studies and environmental studies.

Notes on the duration of the school year, school week and period length: In Ireland, primary schools are from 2022 typically required to be open to pupils for a minimum of 182 days annually for student instruction, representing a reduction of one day to the previous minimum of 183 days in accordance with Government provision for an additional public holiday each year. In addition, during the school year 2022/23, all primary schools were allowed three half-day closures in support of the implementation of the new primary language curriculum. Hence, the school year for 2022/23 at ISCED 1 was 180.5 days. For primary education (ISCED 1), each day consists of 5 hours and 40 minutes with 40 minutes allocated to breaks and general recreation. The duration of lessons may vary in primary schools but the average is 30 minutes.

At secondary level (ISCED 24 and 34), schools are typically required to be open to pupils to receive instruction for a minimum of 166 days, representing a reduction of one day to the previous minimum of 167 days in accordance with Government provision for an additional public holiday each year. As in 2021/22, post-primary schools (ISCED 24 and ISCED 34) were permitted to close for two days in support of curriculum and assessment reform at junior cycle. Hence, the school year 2022/23 at ISCED 24 and ISCED 34 was 164 days. The duration of lessons is not specified in any directive to schools. While the length can vary, lessons usually last 40 minutes although hour long lessons are now more common as part of junior cycle reform.

Notes on subject allocation: In primary education (ISCED 1), the list of prescribed subjects and instruction time to be allocated makes up most of the school week. The school week also includes 2 hours of discretionary time at grades 1-6 which can be allocated, at the teacher’s and at the school’s discretion, to any of the six curriculum areas or to any of the subjects within them. In line with the measures outlined in the National Literacy and Numeracy Strategy, since January 2012 all primary schools have been required to increase the time spent on the development of literacy skills by one hour per week (i.e. from 7.5 hours to 8.5 hours for grades 1-6), particularly in the first language of the school. They have also been required to increase the time spent on mathematics by 70 minutes per week (i.e. from 3 hours to 4 hours 10 minutes for grades 1-6.) Schools have been requested to make provision for these arrangements through a combination of approaches such as integrating literacy and numeracy with other curriculum areas, using some or all of curriculum discretionary time (two hours) for literacy and numeracy activities, and re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy. In the data reported, this increased time has been already reflected for grades 1-6 (additional one hour in literacy and one hour in mathematics). The other additional 10 minutes per week for mathematics (Grades 1 to 6) is drawn from legacy time given to roll call and assembly which is recorded under the category “Other subjects”.

“Reading, writing and literature” category refers to either English or Irish depending on the first language of the school and the other language is reported under the category Second Language (Language 2) in both primary and secondary education. In English-medium schools, English is regarded as the first language (Language 1)

and Irish as the second language (Language 2) while in Irish-medium schools, the first language is Irish and the second language is English. All primary schools teach both English and Irish. At Grade 10, the time for foreign languages and Second Language (Language 2; Irish or English) is reduced to accommodate the greater diversity of courses undertaken by students in the transition year.

Irish is compulsory for all grades at lower secondary education (ISCED 24), unless students are exempted in special circumstances, as outlined in Department Circular 0052/2019. It is covered in the category “Compulsory subject with flexible timetable” as there is no specific allocation of time specified in the syllabus in Irish for these years. As part of the curriculum reform at lower secondary level (ISCED 24), a new specification (syllabus) has been introduced. This new specification provides for a minimum of 240 hours of instruction over the course of the three years of ISCED 24 or on average a minimum of 2.4 hours per week.

"Social studies" in lower secondary education (ISCED 24) encompasses Civic, Social and Political Education (CSPE) and History. History was made a compulsory subject in 2020/21 at ISCED 24. In addition to year 1 of ISCED 24 (Grade 7), history is now included as compulsory under social studies for year 2 (Grade 8) and year 3 (Grade 8) of ISCED 24. Consequently, the time allocated to compulsory flexible subjects chosen by schools has been reduced in each of these years.

CSPE and Social, Personal and Health Education (SPHE) are required components of a new compulsory area of learning called Well-being. Schools are required to provide for a minimum of 70 hours of instruction in each of CSPE and SPHE to these students over the course of the three years of ISCED 24 or on average a minimum of 0.7 hours a week. Physical Education is also a required component of Well-being.

Schools are required to provide for a minimum of 135 hours of instruction in Physical Education to these students during the course of the three years of ISCED 24 or on average a minimum of 1.34 hours each week.

The final year of compulsory education is technically the first year of general upper secondary education (ISCED 34) for many students. This is called "transition year", but it is not compulsory and many students directly enter other programmes after general lower secondary education (ISCED 24) such as the Established Leaving Certificate or the Leaving Certificate Applied programme which is more vocational-oriented than general upper secondary education (ISCED 34). In the transition year, while subjects like English, Irish, mathematics and physical education must still be offered, the only subject which is nationally designated a specific time (Circular 37/10) is an aspect of SPHE, called Relationships and Sexuality Education (RSE). Six periods across the two or three years of senior cycle (ISCED 34) must be allocated to this subject but it need not be timetabled every week. Schools are also free to design their own subjects and curricula to a far greater degree during the transition year than has been the case in general lower secondary education (ISCED 24), or in other years.

In general upper secondary education (ISCED 34), the "Compulsory flexible curriculum" assumes a period or two per week for guidance, and three other subjects, each provided within blocks for four or five periods per week. The number of compulsory subjects varies depending on the school type that a student attends. Only (i) English, (ii) Irish, (iii) Mathematics, (iv) Civic, Social and Political Education and (v) Social, Personal and Health Education are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition).

Subjects reported in the category “Other subjects”: At primary level (ISCED 1), it includes Social Personal and Health Education (SPHE) and the legacy time allocated for assembly and roll call. At lower secondary general programmes (ISCED 24), it includes Social Personal and Health Education only.

Notes on the flexibility in the curriculum: The curriculum reform at general lower secondary education (ISCED 24) provides for vertical flexibility within individual subjects across the three years of this level. It is left to individual schools to decide how they provide for this.

Organisation of the school day

Organisation of the standard school week: At primary level, pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year-olds and almost all five-year-olds) is one hour shorter.

In general programmes of lower and upper secondary levels, the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities.

Number of lessons in a standard school day: Primary schools plan their timetables in line with the Suggested Minimum Weekly Time Framework that is outlined in the Introduction to the Primary Curriculum (1999). They also take account of the requirements for literacy and numeracy that are outlined in the National Literacy and Numeracy Strategy. In order to make the mediation of the curriculum as effective and efficient as possible, teachers may implement the time allocation framework in a flexible manner. The duration of lessons may vary but the average is 30 minutes.

All secondary schools must meet a minimum of 28 hours of instruction time per week. Most commonly, schools provide a 42-period week, with each period lasting 40 minutes, but there is no regulation on how long the duration of a lesson should be. However, as part of curriculum reform being introduced at lower secondary level, schools have the flexibility to provide instruction periods of up to 1 hour in accordance with the needs of the students and subject requirements.

Organisation of the breaks between lessons: In primary schools, there are two official and required breaks in the day: a ten-minute morning break and a thirty minute lunch break. Typically any extension to these break times necessitates an earlier commencement time or a later finishing time.

At lower and upper secondary levels, there is generally a short break of 10-15 minutes after the initial three lessons; then after a further three lessons, there is a longer lunch break of between 40 minutes and one hour with a final block of three lessons after lunch. Breaks in secondary school are not included within the 28 hours of tuition time. The manner in which breaks between lessons are organised may change as schools change their timetabling arrangements in accordance with the implementation of curriculum reform in lower secondary education.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In primary schools, activities including sports, music and drama, apart from normal curriculum provision in these areas, may be offered. These tend to take place either during lunch times or before or after school and are generally offered on a voluntary basis by school staff.

In secondary schools, such activities are generally offered on a voluntary basis by school staff. These activities cannot be included in the minimum of 28 hours per week and are not funded from state educational budgets, except in cases where schools have the disadvantaged status, allowing them some resources for extracurricular supports and activities.

Additional activities during the school holidays: State funding is provided to special schools, mainstream primary schools and mainstream secondary schools to provide summer education programmes (duration of at least two weeks and a maximum of four weeks) for children with severe/profound general learning disabilities and children with autistic spectrum disorders. Where schools do not offer summer programmes for these children, funding is provided directly to parents through the home tuition scheme. Funding is also provided to special schools at High Support Units and Special Care Units for summer education programmes.

In addition, funding is available to primary schools that support pupils who come from disadvantaged backgrounds (i.e. schools participating in the Delivering Equality of Opportunity in Schools (DEIS) initiative).

These schools can avail of funding to run 5-day summer camps in numeracy and literacy, including Irish language, for targeted pupils. These camps are run and managed in line with guidance and training provided by the Department of Education. Schools may also, at their own discretion, offer activities during the school holidays, such as activity camps, which are not funded by state education budgets.

Israel

Methodology and interpretation

Methodology: The scope includes both public and government-dependent private institutions.

Only longitudinal mandatory hours are reported. The report applies to students under the supervision of the Ministry of Education only. Subjects which award a vocational qualification, in schools supervised by the Ministry of Work and when successfully completed, were excluded from this report. The class sessions reported here represent only the state public education. The class sessions of Talmud Torah and the recognised Ultra-Orthodox Hebrew sector (Tarbuti Yhudi), which are about 8% each, are not considered in these figures because they are not enrolled in state official education. The independent education Nets (Atzmai, Maayan and the recognised education) are included in the data of the primary education.

The reported instruction time is a weighted average based on the proportion of classes for the primary and lower secondary education, and on the proportion of students for the upper secondary education by sector. Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (56.6%), state-religious education (9.8%), sciences & tech (non-vocational) track (27.6%) and religious sciences & tech (non-vocational) track (5.9%). Students were allocated to educational levels according to the ISCED definition: Students aged 6-11 are enrolled in primary education, students aged 12 14 are enrolled in lower secondary education, and students aged 15-17 are enrolled in upper secondary education. As a rule in Israel, students in the primary education are aged 6 to 11 but in some schools enrolment in primary education is until age 13 (grade 8). In general, in lower secondary education students are aged 12-14. In upper secondary education they are aged 15-17, and in some schools 14-17.

Percentage of students following the reported curriculum: 92%.

Notes on the duration of the school year, school week and period length: In 2018/19, there were 36.5 studying weeks in grades 1-6 and 35 studying weeks in grades 7-10.

As a rule, the actual instruction time scheduled by the ministry is the same as the intended instruction time.

Notes on subject allocation: For the non-Jewish sectors (Druze and Arab institutions), Hebrew is reported as Other languages (Language 3) as another national language.

In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. The average learning hours for primary education includes the hours of the "Long School Day" programme which are additional to the allocated base hours. This year, 29% of the primary classes are participating in this programme. As an average over all classes for students aged 6-11, 1.3 hours were added to the Compulsory flexible subjects chosen by schools.

In lower secondary education, technology and communication subjects were merged with exact sciences. In upper secondary education, state-religious education includes 4 additional hours of Religion/Ethics/Moral education, which are mandatory for obtaining a matriculation certificate.

Subjects reported in the category "Non-compulsory curriculum": Missing. The school can use non-compulsory hours to teach supplementary lessons in one of the compulsory subjects.

Notes on the flexibility in the curriculum: Today the horizontal flexibility exists in the 10-12 grades, principally for the ICT which is generally included in the Natural Sciences. The vertical flexibility is very rare in upper secondary

education. The reason is that the budget from the Ministry of Education in a concerned profession is divided equally between the grades.

Organisation of the school day

Organisation of the standard school week: The figures and information provided represent the average of all programmes within each educational level. The total annual number of school days was set at 219 for primary education. In the lower and upper secondary education, the official number of school days is 209 yearly (in a study week of six days). In the 11th and in the 12th grade, on average of 26 days is reduced for matriculation exams and preparation for national exams, totalling 183 days per year for these two grades.

In Israel, most students in primary education attend school six days a week. The minorities are learning five days a week (For example, the Arab students are learning 183 days in primary education and 177 in the secondary education in a year). Students in both tracks are learning the same total hours per week.

A student in upper secondary education can choose, beyond the required mandatory hours, two elective subjects during 3 years (10th-12th grades) of the general track, resulting in 30 hours plus an additional 8.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and languages. In the Sciences and Tech track, a student should choose 3 subjects (scientific, major and specialisation) totalling 54 hours plus additional 5.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and languages. The elective hours may be of any of the subject fields offered at school. The reported figures are the result of dividing the study hours across subjects in the most commonly way. However, there is a high flexibility in the choice of subjects, the horizontally distribution of hours between subjects and the vertical grade level (but the particularities of this flexibility are not shown in the data as the figures presented are averages).

Number of lessons in a standard school day: In primary education, the minimum base of learning includes 5 8 lessons a day according to the grade level and the learning days per week (6 or 5 days): 32 hours for grades 1-2; 34 hours for grades 3-4 and 35 hours for grades 5-6. An average of 1.3 hours for the “Long School Day Programme” is included to the compulsory flexible hours.

Organisation of the breaks between lessons: The average class session lasts 47 minutes. Some class sessions are 50 minutes long and others are 45 minutes long. There is a main break of 20-30 minutes for breakfast and another break for lunch if it is a long day. Schools are permitted to combine every two lessons to allow a better programme design.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): These are organised by the municipalities and funded by parents. Programmes at schools with low social-economic level which are under the act of "long educational day" are subsidised by the Ministry of Education.

Additional activities during the school holidays: The Ministry of Education initiates summer camps during summer vacation for students in primary education. There is also the programme “Third Half – Summer Semester” that operates in learning centres. The programme's goal is provided to close gaps, encourage the capabilities of students and to enable students to complete their matriculation certificate before they leave the secondary education system. Other activities are organised and funded by the municipalities and by parents.

Italy

Methodology and interpretation

Methodology: Differences in instruction time between reference years can be due to changes in the weights and might not reflect changes in the curriculum.

For primary education, the reported instruction time corresponds to a weekly timetable of 27 hours over 33 weeks (891 hours per year) and 36.3% of students follow this. The other school times are the following: 26.7% of

students have 990 hours, 36.5% have 1 320 hours, and 0.5% have 792 hours. At the primary level there is horizontal flexibility (except for religion and other languages (Language 2-5)).

For lower and upper secondary education, instruction time data is reported based on the legal requirements. In the lower secondary education, 88.2 % of students follow a timetable of 30 hours per week. However, in the music branch (attended by 7.5% of students), one hour per week is added to the weekly timetable for each instrument for a maximum of three instruments. Therefore the weekly timetable in the music branch ranges from 31 to 33 hours per week.

At the upper secondary level, weighted averages of all general tracks are reported (based on the percentage of students enrolled in each track). There are six tracks: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences.

Percentage of students following the reported curriculum: Lower secondary education: 88.2%.

Notes on the duration of the school year, school week and period length: According to legislation, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. However, the annual instruction time is commonly calculated based on an average of 33 weeks. Schools have autonomy in the distribution of the timetable both over the week and the school year. In many schools, especially at secondary level, lessons are distributed over 6 days. One hour lasts 60 minutes. Schools can organise the timetable in periods lasting less than 60 minutes, provided that the sum of periods corresponds to the total amount of time foreseen by the timetable.

At the primary level, the minimum annual instruction time is calculated according to the minimum weekly timetable of 24 hours for 33 weeks, which was gradually introduced since school year 2009/10. However, schools most commonly work according to the weekly timetable of 27 hours a week (891 hours per year) and several schools also offer the 40-hour timetable.

Notes on subject allocation: At all levels of education, the teaching of Citizenship and Constitution is included in the timetable of the history/geography/social teaching. In the lower secondary level, the instruction time for this subject is included in Reading, writing and literature category, while for primary and upper secondary levels it is included in Social studies category.

In primary education, Music (included in "Arts Education"), history and geography (included in "Social studies") are taught as separate subjects.

At lower secondary level, Reading, writing and literature includes history and geography, Citizenship and Constitution and 1 hour of in-depth studies in literacy learning. Mathematics category includes sciences. No indication is given on the distribution of hours among subjects in the same area. Music (included in Arts Education) is taught as a separate subject (2 hours/week). The hours foreseen for the second foreign language (Language 3) can be used for complementary teaching of the first foreign language (Language 2), English, up to a total of 5 hours/week. At upper secondary level (grades 9 and 10), Mathematics category includes ICT (ICT is taught as a separate subject in the applied sciences option of the *liceo scientifico*).

Arts Education includes different set of subjects in different tracks. In the *Liceo artistico* track, it includes History of Arts, Drawing and Graphics, geometry, Sculpture and Plastic Disciplines and Arts Laboratory. In the *Liceo musicale e coreutico* (music branch) track, it includes History of Arts, Performance and Interpretation, Theory, Analysis and Composition, History of Music, Music for Ensemble Laboratory and Music Technologies. In the *Liceo musicale e coreutico* (dance branch) track, it includes History of Dance, Dance Techniques Dance laboratory, music theory and practice for dance.

In the *Liceo delle scienze umane* track, Social studies category includes history and geography, Human Sciences (anthropology, pedagogy, psychology, sociology) as well as Law and Economy.

Subjects reported in the category “Other subjects”: Latin and literature in the *liceo scientifico* and *liceo classico* and ancient Greek and literature in the *liceo classico*.

Organisation of the school day

Organisation of the standard school week: Schools have autonomy in the organisation of the school day. At primary level, the daily timetable depends on the weekly timetable model offered by the school and chosen by the family. In this case only examples can be provided, but they do not have any correspondence to regulations nor can they be taken as a nationwide valid reference. The same applies to the lower secondary level. At upper secondary level, only one weekly timetable model is possible and therefore there are fewer differences among schools. However, the organisation of the school day varies as well. In general, lessons are spread over 6 days, e.g. 3 days of 5 hours and 3 days of 4 hours; schools can also offer lessons over 5 days, e.g. two days of 6 hours and 3 days of 5 hours. It is therefore not possible to provide information that is valid nationwide.

Number of lessons in a standard school day: Schools have autonomy in the organisation of the school day. At primary level, the number of lessons/hours that should be allocated to each subject is not established (horizontal flexibility except for religion and second and other languages). At lower and upper secondary level the number of lessons that are held during one day depends on the daily timetable set for each class, which means that it can vary (one lesson corresponds to 60 minutes). In general, one day of 5 hours includes 3 to 5 lessons. For example, Italian, mathematics and sports education are often taught for two consecutive hours (2 lessons). In this case, in a 5-hour day, students are taught only three subjects (for example, Italian, mathematics and English). It may also happen that in one day they attend five lessons of different subjects. One day of 4 hours includes 2 to 4 lessons and one day of six hours can include 3 to 5-6 lessons.

Organisation of the breaks between lessons: The organisation of breaks varies, as it depends on the organisation of the school day/week, which is set at school level. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10.30 a.m.). At lower secondary level a break of 10-15 minutes is generally scheduled between the second and the third lesson, e.g. at about 10.30 a.m. At upper secondary level the break, again 10-15 minutes, can be set between the second and the third lesson (in the 4-hour and 5-hour day) or between the third and fourth lesson (in the 6-hour day). However, the above mentioned are examples and should not be taken as a reference that is valid nationwide.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools have autonomy for offering additional activities, for example additional teaching of a second foreign language, or in-depth studies of subjects already included in the curriculum. These additional activities increase the minimum number of hours foreseen by regulations. Schools can also offer these additional subjects only to some of the classes of the school, in order to widen the offer and give families the opportunity to choose the timetable and the curriculum that best suits their and their children's needs. Schools often offer remedial courses at upper secondary level because students failing at this level in some subjects have their assessment suspended until they have passed a remedial exam. Students have to take this exam before the start of the following school year. This offer helps families to avoid more expensive private tuitions. At primary and lower secondary level there are often pre- and post-school activities organised by external organisation within the spaces of the schools. These activities are organised in order to meet the needs of parents who work and need to leave their children at school before the official starting of lessons.

Additional activities during the school holidays: In general, during the school holidays schools are open for administrative and didactic planning purposes. However, they can autonomously organise activities during such periods.

Japan

Methodology and interpretation

Methodology: The intended instruction time indicated in the Enforcement Regulation for School Education Act and the results of the "The curriculum formulation and implementation survey for public primary and lower secondary schools (2015)" are calculated in units of 60 minutes.

The average numbers of instruction day per year and the instruction time in compulsory general education are calculated using the numbers of instruction time indicated in the Enforcement Regulation for School Education Act and the instruction time reported as planned instruction time at each school at the beginning of the school year.

Subjects reported in the category "Other subjects": For primary education: Home Economics, Living Environment Studies, the Period for Integrated Studies and *Tokkatsu* (Student-Led Activities). For lower secondary education: Technology and Home Economics, the Period for Integrated Studies and *Tokkatsu* (Student-Led Activities).

Organisation of the school day

Organisation of the standard school week: There is flexibility for schools to organise its schedule taking in consideration the characteristics of the students, its school and the local community. The characteristics of each subject and learning activity have to be considered as well.

Number of lessons in a standard school day: The General Provisions of the National Curriculum Standards provide that each school may develop their own class schedules that provide flexible structures in accordance with the circumstances of the students, its school and the local community and in accordance with the characteristics of each subject and learning activity.

Organisation of the breaks between lessons: At the primary and lower secondary level the General Provisions of the National Curriculum Standards for primary schools and lower secondary schools provide that the breaks between lessons should be properly determined at each school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In many lower secondary schools, extracurricular club activities are provided after school. The general provisions of the National Curriculum Standards for lower secondary schools provide that club activities familiarise participants with sports, culture and science, contribute to motivation for learning and the cultivation of a sense of responsibility, feelings of solidarity and so on, so attention should be paid to ensuring the relevance of extracurricular club activities to the curriculum as part of school education. In doing so, schools adopt appropriate operational methods in accordance with the circumstances of the school and the local community, including co-operation with local people and partnerships with various types of organisations, such as social education facilities and social education-related groups.

Additional activities during the school holidays: Each school can offer classes on school holidays provided that the board of education that administers the school acknowledges the necessity of doing so. In addition, the local community may organise various educational, experiential and exchange activities on school holidays. For further information (in Japanese) http://manabi-mirai.mext.go.jp/.

Korea

Methodology and interpretation

Methodology: The intended instruction time is stipulated in the "Elementary and Secondary Education Act" and in "Primary and Secondary School Curriculum Overview" (2015 Revision). The instruction time required for primary and lower secondary school levels is the standard instruction time and the instruction time is allowed to vary by plus or minus 20% depending on the particular school.

Notes on the duration of the school year, school week and period length: Elementary and Secondary Education Act specifies that given the minimum number of instruction days in the year (190 days), local and school jurisdictions are responsible for the scheduling of school year.

Under the pedagogical supervision of teachers or non-teaching staff, a "play-based learning" program implemented by all primary schools (grades 1-6) allows students to benefit from time dedicated to learning through play. Depending on local circumstances, hours devoted to this program can be scheduled during vacant

slots in the timetable. According to the 2018 survey results, every school provided play-based learning in addition to the compulsory curriculum for an average of 57 hours per annum. Hours devoted to this program have not been included in the intended instruction time and/or non-compulsory curriculum, as the program is based on a recommendation from the Ministry of Education and is not a set requirement for schools.

Notes on subject allocation: Natural sciences and Practical and vocational skills, of which 340 lesson periods are required for grades 5-6, fall within the same subject cluster “Science/Practical Arts” in the Korean Primary School Curriculum. Moreover, Practical and vocational skills for grades 5-6 also includes ICT and Technology.

Compulsory options chosen by students can include elective subjects chosen by each individual school. Options for elective subjects are specified in the national curriculum as Environment, Health and "Career and Occupation", which are not the same as the other compulsory subjects at the lower secondary level. Individual schools are required to choose one subject among these three and arrange 170 lessons for grades 7-9.

Subjects reported in the category “Other subjects”: For the first two years of primary education, students study Natural Sciences, Social studies, Physical Education and Health, Arts Education, and Religion/Ethics/Moral education in an integrated way through interdisciplinary subjects, which were classified as Other subjects. The subjects are named Disciplined Life (grades 1-2: 128 hours over two years), Intelligent Life (grades 1-2: 192 hours), Pleasant Life (grades 1-2: 384 hours) and Safe Life (grades 1-2: 64 hours).

Creative Experiential Learning Activities (grades 1-12): At primary school level, it is recommended that ICT, health education, and Chinese Characters and Classics are systematically taught through Creative Experiential Learning Activities as well as related subjects. At lower secondary education level, they consist of self-initiated activities, club activities, volunteer activities, and future career activities.

"Free-semester": Implemented since 2016, one of the first three semesters of lower secondary education is operated as "Free-Semester", which allows students to explore their career paths and to obtain vocational experiences through extracurricular programmes. During this semester, Free-semester activities (future career activities, selective activities, club activities, and arts & sports activities) are allocated in the curriculum for 8-14 periods per week.

Organisation of the school day

Organisation of the standard school week: The typical school week is composed of 5 days at all levels.

Number of lessons in a standard school day: At the primary level, students have 4 to 6 lessons a day on average; and at the secondary level, students have 6 to 8 lessons a day on average.

Organisation of the breaks between lessons: Generally, both 40-minute primary level classes and 45-minute lower secondary level classes are followed by a short break of 10 minutes. Block lessons can be organised to combine lesson times into larger blocks of time; primary schools can combine 80 minutes of lesson time and lower secondary schools can combine 90 minutes of lesson time. A longer 30-minute break follows these combined lessons. They can be reorganised depending on weather conditions, students’ developmental characteristics, and other circumstances at school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most primary and secondary schools offer extracurricular activities. After-school activities vary in nature and include art, music, cooking, foreign language study (Language 2-5), dance, sports, and other areas of student interest. At the lower and upper secondary school levels, schools may offer remedial courses as after-school activities. Principals make the final decision on all after-school activity-related matters by taking school conditions into account after having discussions with the school board as well as the committee members.

Additional activities during the school holidays: After-school activities are provided at the primary and secondary school levels during school holidays (Saturdays and summer and winter vacations) depending on the needs of parents and students.

Latvia

Methodology and interpretation

Methodology: The data on instruction time are provided based on the legislative acts reported in Table X3.D1.1(Sources and References). Weighted averages of the two main education sample plans (model programmes) are reported (curriculum of model programme with Latvian language of instruction and curriculum of model programme for ethnic minorities).

Percentage of students following the reported curriculum: 100% (according to the Ministry of Education and Sciences, 72% of all pupils are in programmes with Latvian language of instruction and 28% are in minority education programmes in full-time general education schools (in 2017/18)).

Notes on the duration of the school year, school week and period length: According to the General Education Law the school year lasts 34 weeks in grade 1, 35 weeks in grade 2 to 8 and 37 weeks in grade 9 which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2018/19, there are five national holidays: 18 November 2018 (Proclamation of the Republic of Latvia, transferred to Monday, 19 November); 19-22 April 2019 (Easter); 1 May 2019 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2019 (Restoration of Independence of the Republic of Latvia, transferred to Monday, 6 May); therefore the actual number of instruction days in school year 2018/19 is 165 days in grade 1, 170 in grades 2 to 8 and 177 in grade 9. The dates for the beginning and end of the school year 2018/19 are set by the Cabinet of Ministers' Regulations on the Beginning and End of School Year 2018/19 (issued in December 2017).

The General Education Law prescribes the duration of lessons, which can last 40 to 45 minutes and are determined by the head of school. Usually, lessons last 40 minutes.

At the beginning of the school year the director approves the lessons plan for the year. Every year a school decides on project week activities for grades 1–9, informing pupils and their parents in advance. Learning excursions, subjects Olympiads, sports activities and other activities related to teaching and upbringing may not exceed 5 days a school year.

Notes on subject allocation: All subjects are allocated according to the subject categories listed in the table although allocation might be different according to the National Basic Education Standard where, for example, the subject Literature belongs to the arts education sphere, and geography belongs to the technology and sciences sphere. However, in the data table, literature is part of literacy learning and geography is part of "Social studies".

According to the National Standard for Basic Education Subjects and Standards for Basic Education Subjects as well as the Basic Education Sample Plans (2014), in the 1st model for the 1st variant of the sample plan for a basic education programme for ethnic minorities, the subject Ethnic Minority Language (grades 1-9) included in "Other subjects" category, is taught in the respective ethnic minority language. The same applies to the subjects Literature (grades 4-9, included in "Arts Education"), mathematics (grades 1-4) and Ethics/Introduction to Christianity (grades 1-3, included in "Compulsory flexible subjects chosen by students"). The language of instruction is Latvian in the following subjects: Latvian language and literature (grades 1-9), IT (grades 6-7), natural sciences (grades 4-6), biology (grades 7-9, included in "Natural Sciences"), physics (grades 8-9, included in "Natural Sciences"), chemistry (grades 8-9, included in "Natural Sciences"), geography (grades 7-9, included "Social studies"), world history and history of Latvia (grades 6-9, included in "Social studies"), Social Studies (for grades 7-9, included in "Social studies"), crafts (for grades 4-9, included in "Practical and vocational skills"), sports (for grades 4-9), music (for grades 4-9, included in "Arts Education") and Visual arts (for grades 4-9, included in "Arts Education"). Other subjects are taught bilingually using Latvian language and the language of ethnic minorities.

In grades 1-3, pupils can choose between the subjects Ethics and Introduction to Christianity which are taught one lesson/period per week.

In addition to the total load of learning lessons, the following activities have to be included: (1) Class upbringing period (indicated in category "Other subjects") – at least one period for each class every week; (2) optional lessons for groups of pupils on a voluntary basis (and according to parents' application). Optional lessons may include singing in chorus, dance, brass bands, theatre classes, creative design, foreign language lessons etc. It is not mandatory to attend optional lessons; (3) lessons for individual work with pupils who need additional support or with talented pupils; (4) prolonged-day groups.

Subjects reported in the category "Other subjects": For the basic education programme for ethnic minorities, "Other subjects" also include the subject Ethnic Minority Language (grades 1-9).

There must be at least one period (not regarded as teaching but upbringing) for all the grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance etc. The standard model defines number of lessons chosen by schools: one lesson for grade 1; 2 lessons for grade 2; no lesson for grade 3, 6 and 9; 4 lessons for grade 4, 5 and 7; and six lessons for grade 8. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

Subjects reported in the category "Non-compulsory curriculum": Schools must offer optional lessons for groups of pupils on a voluntary basis (e.g. choir, dance, drama, sports or a foreign language), lessons for individual work with students and prolonged-day groups.

Percentage of students in general compulsory education attending the non-compulsory instruction time: In Latvia, there are both extracurricular activities (offered by schools and interest-related education institutions) and non-compulsory/elective subjects fakultatīvi (offered by respective schools of pupils). Latvia has a long and successful tradition of extracurricular education (also called interest-related/hobby education) – around 70% of all pupils attain extracurricular activities (offered by schools and interest-related education institutions).

Organisation of the school day

Organisation of the standard school week: The standard school week lasts 5 days at primary, lower and upper secondary level. According to the General Education Law, the lesson load per week in one education programme may not exceed: 22 lessons in grade 1; 23 lessons in grade 2; 24 lessons in grade 3; 26 lessons in grade 4; 28 lessons in grade 5; 30 lessons in grade 6; 32 lessons in grade 7; and 34 lessons in grades 8 and 9. There is an additional lesson for all grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance. The standard model defines number of lessons chosen by schools. Number of lessons is 1 for grade 1, 2 for grade 2, 0 for grade 3, 4 for grade 4, 4 for grade 5, 0 for grade 6, 4 for grade 7, 6 for grade 8, and 0 for grade 9. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

According to the General Education Law the school year lasts 34 weeks in 1st grade, 35 weeks in 2nd to 8th grade and 37 weeks in 9th grade which corresponds to 170, 175 and 185 days (without national holidays), respectively. Starting date of the school year for primary and secondary schools is 1st of September, 2018. There are autumn holidays (one week) on October 22-26, 2018. Winter holidays last for two weeks from December 24, 2018 till 4th of January, 2019. There is one week long spring holidays (March 11-15, 2019). End of school year is in May 31, 2019. Examination time periods for grades 9 and 12 are on top of this. Public holidays: 18 November 2017 (Proclamation of the Republic of Latvia- holiday is transferred to Monday, 19 November); 19– 22 April 2019 (Easter); 1May 2019 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2019 (Restoration of Independence of the Republic of Latvia, transferred to Monday, 6 May).

Education institutions decide when to carry out an additional 1 week long holidays in the second semester for the 1st grade. Education institutions decide when to carry out a 1 week long project week in the second semester. Extension of the school year for grades 1-8 and 10-11 may be made if specific circumstances hindering education process arise during the school year (e.g. extreme temperature, strike, emergency situation in school, etc.).

In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school's brass band, theatre, language learning, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of the school. However, it is regulated by law that the formal learning load per day may not exceed: 5 lessons in grades 1 to 3; 6 lessons in grades 4 and 5; 7 lessons in grades 6 to 7 and 8 lessons in grades 8 to 9. The duration of one lesson is 40-45 minutes. The duration of lessons (40 or 45 minutes) is determined by the head of a school, but 40 minute lessons are more common.

Organisation of the breaks between lessons: Each school can decide on the length of breaks between lessons, taking into account the regulations of the Cabinet of Ministers stating that lunch breaks can be organised from 11.00 a.m. and must be at least 30 minutes long.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school's brass band, theatre, language learning, creative design, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

Additional activities during the school holidays: Usually, schools are not obliged to offer activities during the school holidays and they do not offer them. However, they may organise workshops and camps. For instance during the Latvian Youth Song and Dance festival (usually taking place in the summer), schools in the capital Riga become lodging places for pupils' choirs and folk-dance groups from other places of Latvia who are arriving in Riga to participate in the festival activities.

Lithuania

Methodology and interpretation

Methodology: The data are based on legal acts and regulations and were recalculated and transferred to fit in this report. For example, the general teaching plan in Lithuania provides the subject's lessons number, therefore the lessons number was converted into the hours of 60 minutes for this joint data collection.

Percentage of students following the reported curriculum: Primary education 91.8%; lower secondary education 91.9%.

Notes on the duration of the school year, school week and period length: The duration of the school year, school week and period length is indicated in the legal acts "General Education Plans of the Primary, Basic and Upper Secondary Education Curricula for 2021-2022 and 2022-2023". In order to improve student achievement, the

school year has been extended in primary education. From 2019, the duration of the educational process is in grade 1-4, 175 days per year, in grade 5-10, 185 days a year. The school administration may further extend the duration by 5 days a year.

Notes on subject allocation: The subjects Ethics and Religion are compulsory options chosen by the student in the Lithuanian legal acts, but these subjects are allocated to the category "Religion/Ethics/Moral education" in the reported data.

Social sciences include both compulsory study subjects and Socio-civic activities (7.5 hours per year).

Subjects reported in the category "Other subjects": Human safety.

Subjects reported in the category "Non-compulsory curriculum": General Teaching Plan for grades 5-10 includes both compulsory subjects and chosen subjects, optional subject courses. The content of all subjects is determined in study programs which are approved by the Minister of Education, Science and Sport of the Republic of Lithuania and (or) prepared by school and approved by a school head.

It is recommended to give minimal number of lessons for grade 5. If grades 5-10 (and *gymnasium* grades 1-2) have more lessons for studying chosen subjects, optional subject courses (i.e. the number of minimal compulsory lessons is bigger), a study plan must be approved by parents (caregivers).

Grades 5-10 can choose optional subject courses to improve Lithuanian language, reading and speaking skills, and literature knowledge. Students can choose Natural Science chosen subjects, optional subject courses and Art subjects such as Theatre, Dance and other Contemporary Art subjects.

Grades 9-10 (including *gymnasium* grades 1-2) may choose optional subject courses such as Psychology, Ethnic Culture, Module of National Security and National Defence, Biochemistry etc. In these grades, the subject of Information Technologies includes both compulsory course and optional subject course (Programming Basics, Basics of Computer-aided Publishing or Website Design Basics).

Percentage of students in general compulsory education attending the non-compulsory instruction time: During the school year 2022/23 there are 299 327 students in grades 1-10. During the school year 2022/23 190 291 students participating in non-formal education activities (89 621 in grades 1-4; 100 670 in grades 5-10).

Notes on the flexibility in the curriculum: The schools are required by the legal acts to ensure minimal number of the lessons per week in order to implement General Teaching plans. Flexibility of the curriculum is reflected in the ability to use additional lessons from the non-compulsory curriculum, which varies across schools, for teaching support for low achievers and for personalised teaching and learning for talented students. The basic and upper-education schools have some more flexibility in the curriculum, for example:

Increasing or reducing the number of the lessons of the concrete subject up to 10%,

Organising up to 10% of the lessons of the concrete subject not in a classroom or not in a regular way, e.g. class time can be used for a project activities or other activities attractive for students, or

Implementing a part of the curriculum through the instruction time set for the cognitive and cultural activities.

Notes on interpretation of instruction time trends: The changes of the General Education Plan are related to the implementation of the Sports Law of the Republic of Lithuania (amendment of Law No. I-1151 on Physical Education and Sports of the Republic of Lithuania was approved by the Parliament of the Republic of Lithuania on October 18, 2018 No. XIII-1540), as well as with pupils' mathematics achievements and examination results.

Since 2021-2022 three Physical Education lessons per week are planned for 8th grade pupils (there used to be two lessons per week). The plan has already been implemented with 5th to 8th grade pupils who have had three physical education lessons per week since 2021-2022. In the plans for 2021-2022 / 2022-2023 four Mathematics lessons per week are planned for 9th and 10th grade pupils. In the plans for 2019-2020 / 2020-2021, the school had (a freedom) to choose from the following distribution of the lessons: between 3 Mathematics lessons for 9th

grade and 4 lessons for 10th grade pupils or 4 Mathematics lessons for 9th grade and 3 lessons for 10th grade pupils.

In addition, it is recommended to provide opportunities for 9th-10th grade pupils to do a one-year project work. The project work is planned include up to 37 lessons, using the hours of non-formal education for the needs and learning support of pupils. Compulsory hours (2-3 hours per week) are allocated to individual meet the needs of pupils (.... BUP).

Ministry of Education, Science and Sport provides opportunities for Ukrainian children to learn their native language. If a pupil from Ukraine chooses to study Ukrainian, 5 lessons per week are envisaged, if the school is capable of ensuring provision thereof. Ukrainian language teaching can be provided by teachers from Ukraine. Available at: https://smsm.lrv.lt/lt/informacija-del-karo-pabegeliu-is-ukrainos/duk-pitannia-shcho-chasto-zadaiutsia-frequently-asked-questions/bendrasis-ugdymas-zagalna-osvita-general-education.

Organisation of the school day

Organisation of the standard school week: There are 5 full school days for all schools. The standard school week lasts 5 days at primary, lower and upper secondary level. According to the Hygiene Norm 21:2017, lessons start at 8.00 a.m. to 9.00 a.m., but a school head can move the starting time as long as it is not earlier than 8.00 a.m. If there are two shifts in the school, the second shift must finish until 7.00 p.m.

According to the general teaching plan, the number of hours per week per years is as follows:

Year	1	2	3	4	5	6	7	8	9	10
Minimum lessons	23	25	24	25	26	29	30	31	32	31
For national minorities' schools	27	29	29	29	31	32	33	34	34	33

In the primary grades (Grades 1-4), integrated or separate lessons (from lessons designed to meet students' needs) are used to develop students' computational thinking, to teach creative and responsible use of modern technologies, safe and responsible behaviour in the digital environment and digital content creation. Students have a possibility to choose additional lessons from the non-compulsory curriculum. These lessons might be used to improve student's knowledge in particular subject or to learn a new subject that is not included in the compulsory curriculum.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of school. Regulated load per day may not exceed 5 lessons in grade 1, 6 lessons in grade 2-4, 7 lessons in grade 5-10; 7 lessons in grade 11-12.

The duration of one lesson is 45 minutes (grades 2-12). The duration of one lesson is 35 minutes only in grade 1. If a lesson is organised in a different form (e. g. project, didactical game, creative task), uninterrupted instruction time can be regulated, but may not exceed 90 minutes.

In a case when students of grades 5-10 (including students of first and second gymnasium grades) have more than minimal compulsory lessons for studying modules, optional subjects, a study plan must be approved by parents (caregivers). The maximum number of lessons per week in lower and upper secondary programs may not exceed more than 10 per cent of recommended minimal number of lessons.

According to paragraph 73.1.1.1.1 of the General Education Plans (2021), the school shall provide for periods of integrated education (e.g. integrated education for a day, a month or the whole school year) in the primary

curriculum. In this case, it shall allocate a proportionate number of lessons/hours of education to the subject area or subject, the start and end of the daily educational process, and the timing of educational activities. In the case of integrated education, the lessons and their timing are not specified.

Organisation of the breaks between lessons: Typically, breaks between lessons are 10 minutes long. There must be one longer break up to half an hour or two breaks up to 20 minutes intended for the lunch. If the school council approves, the duration of breaks may be regulated, but one break between lessons must be at least 5 minutes. Total duration of breaks between lessons of grades 1 to 4 should be at least 1 hour and 10 minutes. Total duration of breaks between lessons of grades 5-10 and *gymnasium* grades 1-4 should be at least 1 hour and 20 minutes. Long lunch breaks of 30 to 45 minutes are encouraged to allow pupils to eat their lunch at a leisurely pace.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Students can choose from a range of available activities after lessons such as sports, arts, maths or science clubs, etc. Additionally, there is additional time foreseen in the general teaching plan that are available for underperforming students, gifted and talented students and students who might need educational support for other reasons. Up to three hours a week of such support is allocated for each tutor group. About 90% of students partake in non-compulsory extracurricular activities. It is recommended to provide opportunities for 9th-10th grade pupils to do a one-year project work. The project work is planned include up to 37 lessons, using the hours of non-formal education for the needs and learning support of pupils.

Additional activities during the school holidays: During summer holidays, regular extracurricular activities are not provided. However, there are summer camps and various summer projects organised for students. During mid-semester and winter breaks, most extracurricular activities are provided as usual.

The summer holidays for students of grade 1-11 start in June when the process of education ends. The exact date of the beginning of summer holidays is set by the school head, school council and local administration (in a case of a state school). The summer holidays for students of grade 12 start after passing state-level examinations. Summer holidays last until 31st August. There are autumn, winter, winter (Christmas) and spring holidays during a school year. These breaks last 21 days except days of holidays (e. g. Christmas, Easter). The beginning and the end of autumn, winter and spring holidays is set by the school head, school council and local administration (in a case of a state school).

Luxembourg

Methodology and interpretation

Methodology: The reported data refer to the study plan for primary education and timetables for secondary education and technical secondary education.

Notes on subject allocation: In grades 1-6, German and Luxembourgish are both languages of instruction and their instruction time is reported under the category Reading, writing and literature whereas French is reported under second language (Language 2).

In grades 7-10 the language of instruction is French with German as the first foreign language (Language 2) and English as the second foreign language (Language 3).

Notes on the flexibility in the curriculum: The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades, in accordance with the annual time specified for each subject area and the needs of children.

Organisation of the school day

Organisation of the standard school week: For primary education, municipalities are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Secondary schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year and after agreement of the board of education and the minister.

Number of lessons in a standard school day: On average, 4-7 lessons per day are given in both primary and secondary education.

Organisation of the breaks between lessons: There are no national regulations determining the length of lunch breaks.

For primary education, municipalities and regional directorates are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Secondary schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In primary education, artistic activities (Arts à l'école), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes in collaboration with the municipalities. More and more schools offer remedial activities.

Secondary schools can provide extracurricular activities before and after school on school premises (workshops in singing, dance, dramatic expression, fashion design, photo, sports, etc.). Remedial activities are also available to students.

Additional activities during the school holidays: For primary education, municipalities offer different activities during school holidays which can partly take place on school premises. Generally it is not the school which organises these activities.

Secondary schools do not organise activities during holidays except at the end of summer vacation when remedial courses may be offered.

Mexico

Methodology and interpretation

Methodology: The methodology used to provide intended instruction time is the curriculum choice of the most common studies program.

Percentage of students following the reported curriculum: Primary education 92.9%, lower secondary education 70.9%, and upper secondary education 99.5%.

Notes on subject allocation: Natural Sciences includes physics and chemistry.

Subjects reported in the category "Other subjects": Tutoring (grades 7-9).

Organisation of the school day

Organisation of the standard school week: The number of school days per week is 5 days for primary, lower and upper secondary education.

Number of lessons in a standard school day: In a standard school day at primary level there are 4.5 hours of lessons per day, 7 lessons per day at lower secondary and 6 lessons per day at upper secondary education.

Organisation of the breaks between lessons: At primary level there is a 30 minutes break after 2 lessons, at lower secondary level the break is 15 minutes after 4 lessons, and at upper secondary level the break is 20 minutes after 3 lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Only at primary level around 8% of the schools in Mexico offer additional activities in two different programmes: Full-time schools and extended school day schools.

Additional activities during the school holidays: Around 15% of primary schools have services on school holidays (leisure activities, sport, child care or remedial courses), through the programme "School Always Open" (Escuela Siempre Abierta). The lower and upper secondary schools do not have activities during the school holidays.

Netherlands

Methodology and interpretation

Years of compulsory education: Compulsory lower secondary general programmes consist of three tracks with different number of grades: 3 years for HAVO and VWO, and 4 years for pre-vocational secondary education (VMBO). Compulsory upper secondary general programmes have two tracks of different duration: 2 years for HAVO and 3 years for VWO.

Methodology: Total compulsory instruction time in pre-primary and primary schools (*basisonderwijs groep* 1-8) is 7 520 hours. It is at the discretion of the individual school to distribute these hours across grades. Assuming equal distribution over eight grades, 5 640 hours is the average for primary education (*basisonderwijs groep* 3-8).

For lower secondary education, weighted averages of the instruction time in different tracks are reported (HAVO, VMBO and VWO). As the number of grades in lower secondary education is 3 or 4 years depending on the track, the fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.

For upper secondary education, weighted averages of HAVO (two years) and VWO (three years) are reported. Instruction time in grade 12 only refers to instruction time for VWO.

After grade 10 of VMBO and grade 11 of HAVO, students normally continue their education in vocational schools or universities of applied sciences. As vocational education is out of scope of this data collection, data for these grades have not been provided. As it was not possible to show flexibility across grades in secondary education, instruction time for this cycle has been artificially divided.

Percentage of students following the reported curriculum: Grades 1-11: 100% (in grades 10-11: HAVO 48%, VWO 52%); Grade 12 (age 17): 52% (VWO).

Notes on subject allocation: About 50% of the instruction time in the last grades of primary education is spent on literacy and numeracy (based on a study of the Inspectorate).

Notes on the flexibility in the curriculum: It is at the discretion of the individual school to distribute 7 520 hours over pre-primary (*basisonderwijs groep* 1-2) and primary (*basisonderwijs groep* 3-8) schools over the eight years.

Organisation of the school day

Organisation of the standard school week: Usually the length is 5 days a week, but in lower and upper secondary level, this is at the discretion of the individual school.

Number of lessons in a standard school day: This is at the discretion of the individual school.

Organisation of the breaks between lessons: This is at the discretion of the individual school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): This is at the discretion of the individual school.

Additional activities during the school holidays: This is at the discretion of the individual school.

New Zealand

Methodology and interpretation

Notes on the duration of the school year, school week and period length: ISCED 24, 'Lower Secondary' covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand's 'Primary' system and Years 9-10 are part of New Zealand's 'Secondary' system.

The number of half-days a school is required to be open for instruction is a function of the Education Act – the Minister may, before 1 July in any year, prescribe the number of half-days on which schools must be open during the next year; and different numbers may be prescribed for schools of different classes or descriptions.

Schools in New Zealand are required to deliver the national curriculum, as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa.

Notes on subject allocation: National Administration Guidelines, issued under primary legislation (section 60A of the Education Act 1989) require that all students in years 1-10 of schooling are delivered teaching and learning programmes that give them the opportunity to achieve success in all areas of the curriculum. (Beyond year 10 more specialisation is possible and it is not a requirement for students to cover all subject areas; the number of subjects studied and the depth of subject material will typically be determined at this level by the requirements for earning National Certificates of Educational Achievement, or equivalent qualifications).

The National Administration Guidelines also require that priority is given to achievement in literacy and numeracy, especially in years 1-8, to physical activity that develops movement skills, especially in years 1-6, and that appropriate career education and guidance is provided for all students in year 7 and above.

Notes on the flexibility in the curriculum: The requirements in the National Administration Guidelines are expressed in general terms, and schools may meet the requirements in any way they determine is effective. There is no prescribed number of hours of teaching, either in total or of any particular subject, at any level of primary or secondary schooling (providing schools meet the requirement to be open for instruction for a minimum number of mornings and afternoons, each half-day being at least two hours in duration). Neither is there a requirement that lessons be of a particular duration, or at a particular time of the morning or afternoon.

Organisation of the school day

Organisation of the standard school week: In practice, schools are open for ten half-days per week, from Monday to Friday, at all levels of primary and secondary education, except during school holiday periods. Primary and intermediate schools (years 1-8) are required to be open for 390 half-days (or 195 full days), and secondary (years 7 13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half-days (or 190 full days). School holiday dates are prescribed, though with some flexibility over the start date of the first term and the end date of the final term. Schools are required by law to be closed on Saturdays, Sundays, 12 public holidays and the Tuesday following Easter (see section 65C of the Education Act 1989).

Number of lessons in a standard school day: Schools are required to be open for instruction for at least two hours in the morning and two hours in the afternoon to fulfil the requirement of being open for a half-day (section 65B of the Education Act 1989), which implies a minimum of four hours per full day. There are no explicit restrictions on the number of lessons that are to be delivered during this minimum period, or any longer period for which the school is open each day.

Organisation of the breaks between lessons: There are no explicit restrictions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Additional activities may be organised by the school (teachers, other staff members, or contractors taking activities on either a voluntary or paid basis) or by third parties which are permitted by the school to come on to the premises to provide activities or other services to students.

Additional government funding is provided for Study Support Centres, which provide additional support for students in late primary/intermediate education, particularly those in socio-economically disadvantaged communities. These centres are run by schools or community groups, and operate outside normal school hours.

Additional activities during the school holidays: These activities would ordinarily be organised by schools or by third parties permitted to come on to the school grounds.

Norway

Methodology and interpretation

Notes on the duration of the school year, school week and period length: The number of days and weeks reported are the minimum (190 days and 38 weeks) and the maximum (225 days and 45 weeks) with 190 days and 38 weeks being typical. The length of a period/lesson is set to 60 minutes.

Notes on subject allocation: In lower secondary education (ISCED 24) grades 8 to 10, students can choose between 16 subjects (from 2019/20, the subject 'practical crafts' is introduced) as compulsory options for a total number of 171 hours. Every school must offer at least two different subjects as compulsory options. In addition, a student can choose between a second foreign language (Language 3) and 'in-depth studies' or 'work-related training' for a total number of 222 hours. The 'in-depth studies' give students the opportunity to develop their competences in English, reading writing and literature, Sami, mathematics or work-related training instead of starting a new foreign language subject. Schools can decide which subjects to offer as 'in-depth studies' and how to organise them but they must offer at least one in addition to the second foreign language (Language 3). In 2021/22, 69% of the students had second foreign language (Language 3) while only 14% chose in-depth studies in other languages and 17% in-depth studies in mathematics or work-related training.

Subjects reported in the category "Other subjects": Included in Compulsory options chosen by the students. See *Notes on subject allocation*.

Notes on the flexibility in the curriculum: The distribution of teaching hours per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 24) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects "Reading, writing and literature", "Mathematics", "Natural sciences" and "Second language (Language 2)" are prescribed for grades 1-4 as a whole and grades 5-7 as a whole. The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each grade. It is not possible to move subjects and class sessions between the above mentioned levels. Each school has the freedom to organise class sessions within the prescribed teaching hours.

Organisation of the school day

Organisation of the standard school week: The Ministry issues regulations concerning the minimum instruction hours in primary and secondary school. The school owner may issue regulations on instruction hours beyond this and decide on pupils' timetables, including the number of days, half-days, etc. Nevertheless, pupils are at school five days a week at all levels.

Number of lessons in a standard school day: The responsibility for organising the number of lessons has been delegated to the schools. Therefore, the average number of lessons included in a standard school day varies between schools. An estimation based on dividing the total compulsory curriculum by the number of days of instruction multiplied with the number of grades gives the following averages in 60 minutes periods: At primary level 3.96 lessons of 60 minutes each day (5 272 hours / (190 days × 7 grades)) and at lower secondary education 4.6 lessons of 60 minutes each day (2 622 hours / (190 days × 3 grades)).

Organisation of the breaks between lessons: The responsibility for organising the school day including breaks has been delegated to the schools. This implies the organisation of breaks may vary between schools.

Nevertheless, it is common to organise a longer break for lunch and shorter breaks between the lessons before and after lunch.

Additional activities during the school holidays: School owners (municipalities) have autonomy to decide whether to offer activities during the school holidays and how they should be organised, so there might be some differences between municipalities. It is more common for larger municipalities to offer such activities.

Poland

Methodology and interpretation

Notes on major changes in the educational system: Starting in 2017/18 two different approaches to Instruction time are in place. One derives from the old education system (general education: 6-year primary school + 3-year lower secondary school + 3-year upper secondary school) which is being phased out where instruction time was defined per 3-year educational stages. The second one derives from the new structure (general education: 8-year primary school covering both primary and lower secondary education (ISCED 1 and 2) with a 4-year secondary school covering upper secondary education (ISCED 3)) where instruction time is defined per year and by week with subjects indicated. Thus compulsory education covered 9 grades (6+3) in the old system, but the new system covers 8 years of primary school (single structure education covering both ISCED 1 and 2).

Methodology: In the school year 2022/23, instruction hours for particular subjects were calculated by multiplying the number of weeks by the number of instruction hours assigned to one week (with an exception of the Career Guidance subject, for which the number of 10 hours in grades 7 and 8 is set for one year). The school governing body, at the request of the school head, may additionally grant up to 3 hours a week to each class in a given school year for a periodic or annual increase in the number of hours of selected compulsory subjects. This regulation allows the school heads to influence the actual number of compulsory teaching hours. These hours are not reported in the questionnaire.

Notes on subject allocation:. In Poland the subject geography is considered to be a Natural science subject (natural science education). However, for the purpose of the tables provided here, geography has been classified as a subject included in "Social studies". “Practical and vocational skills” includes Career Guidance in grades 7 and 8.

Subjects reported in the category “Other subjects”: Form time (grades 4-9) and Education for Safety (grades 8-9).

Subjects reported in the category “Non-compulsory curriculum”: In grades 4 - 8 of primary school, students have a non-compulsory subject Education for Family Life. In addition, in grades 1-8 students can attend non-compulsory lessons of religion or ethics (2 teaching hours per week of religion; the amount of instruction time for ethics lessons is left to the discretion of the school head).

Percentage of students in general compulsory education attending the non-compulsory instruction time: The information on the number of students attending religion is not collected in the School Education Information System database (*System Informacji Oświatowej*, SIO).

Data is collected for the subject Education for Family Life and according to the data 63.5% of students attend these classes in grade 4 and 53.9% in grades 5-8 of primary school (SIO database, school year 2021/2022).

Notes on the flexibility in the curriculum:

In grades 1–3 of primary school (educational stage I – integrated early school education), the total number of hours of instruction for each grade is distributed among the individual compulsory educational activities (classes) (20 teaching units or hours a week including Polish language, mathematics, social education, natural sciences, art education, technology, ICT, music and a modern foreign language) by the teacher responsible for early school education who teaches all of these subjects. In the case of art education, ICT, music, physical education and modern foreign languages, classes can be also taught by teachers with relevant qualifications, as specified in

the regulations. In such exceptional cases the weekly number of hours allocated for these classes is as follows: art education, ICT and music – 1 hour in each grade; physical education – 3 hours in each grade; modern foreign languages – 2 hours in each grade.

Notes on days when schools are closed for teacher development and/or student examination periods: There are three days of national examinations for students in grade 8 (at the end of 8-year primary school).

Organisation of the school day

Organisation of the standard school week: In the Polish education system the standard school week consists of five days (Monday to Friday).

Number of lessons in a standard school day: In line with the regulation by the Minister of National Education and Sport of 31 December 2002 (§ 4) on safety and hygiene in public and non-public schools and institutions, the school timetable should be organised such that an equal distribution of lessons among the school days is ensured. Physical and psychological abilities of pupils to undertake intense mental effort should be also taken into consideration.

Organisation of the breaks between lessons: There is no regulation specifying the length of breaks. Typically, they range from a minimum of 5 minutes to a maximum of 30 minutes. General rules of organisation breaks between lesson are included in the regulation by the Minister of National Education and Sport of 31 December 2002 (§ 14) on safety and hygiene in public and non-public schools and institutions. The school head, upon consulting the parents' council and the pupils' self-government, establishes the length of breaks and organises them in a way which allows pupils to consume meals on school premises. If weather permits, pupils can take their break outside, in the fresh air. Pupils are always supervised by teachers during breaks.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): A school is obliged to organise additional activities devoted to the development of students' interests and abilities/talents. Legislation also provides for hours left to the discretion of the school head. These hours are allocated to the activities leading to development of students' interests and abilities/talents with 2 hours per week in a three-year cycle (grades 1-3) and with 3 hours per week in a five-year cycle (grades 4-8).

Moreover, schools are obliged to provide day care for those pupils who stay longer at school. Primary schools (ISCED 1) are obliged to organise such activities. Day care centre (*Świetlica*) provides for day-care activities which take into consideration educational and developmental needs of children and young people, their psychological and physical abilities, in particular activities developing pupils' interests, activities providing for correct physical development and doing the homework. Schools are also obliged to provide psychological and pedagogical support to their pupils, in response to their needs. This support can be offered on ongoing basis, during day-to-day work with pupils, but also in a form of talent development classes, specialist classes (corrective, compensation, speech therapy, developing emotional and social skills, or other therapeutic classes), or in a form of individual learning path in one-year compulsory pre-school education and during compulsory school education. Provision of advice and consultations is also envisaged.

Additional activities during the school holidays: Schools are not obliged to conduct any childcare or educational activities/classes on days off. However, it is obligatory for schools to conduct childcare classes on the so-called additional days off, which can be administered by the school head. On working days during the holiday breaks for students (both winter and spring), the school may organise childcare and educational activities - if it results from the needs reported by parents.

During the winter and summer holidays, local governments and schools may organise additional activities and leisure for children. Students, parents and teachers can submit their own ideas related to the organisation of that time. The local government makes the final decision whether the school is open during school holidays.

Portugal

Methodology and interpretation

Notes on major changes in the education system: The Decree-Law no. 55/2018, of July 6th, takes effect from the school year of: (a) 2018/19, with respect to the 1st, 5th, 7th and 10th grades; (b) 2019/20, for the 2nd, 6th, 8th and 11th grades; (c) 2020/21, for the 3rd, 9th and 12th grades; (d) 2021/22, with respect to the 4th grade.

With regard to the classes of schools covered by Order No. 5908/2017, of July 5th, the provisions of Decree-Law no. 55/2018, of July 6th, shall apply in the following terms: (a) 2018/19, regarding the 2nd, 6th, 8th and 11th grades; (b) 2019/20, for the 3rd, 9th and 12th grades; (c) 2020/21, regarding the 4th grade.

Notes on years of compulsory education: Pre-primary level is not compulsory in Portugal. It is recommended that the child may attend pre-primary education at least from age 4, with the government guaranteeing the existence of an available opening in public schools or in the solidary private network (government-dependent private education).

Interpretation: Regarding the admission to compulsory primary education (at the age of 6), it is important to note that children who turn six years between September 16 and December 31 are also eligible to enter first grade upon request of a parent.

Notes on the duration of the school year, school week and period length: In 2022/23, the total number of instruction days varies between 161 and 177 days. For the first four years there are no formal indications on the length of the lessons, they may vary between 45 and 100 minutes, depending on the school choice (options are 45, 50, 60, 75, 90 or 100 minutes).

Notes on subject allocation: According to legislation, primary schools (grades 1-4) should offer a weekly minimum instruction time of 25 hours. If a school decides to offer the maximum instruction time (i.e., 30 hours), then the non-compulsory curriculum decreases to 5 hours a week.

For grades 1-2, 7 hours are allocated to literacy, 7 hours to mathematics. Then 11 hours of compulsory subjects with flexible timetables are distributed as follows: 3 hours to curricular subjects Estudo do Meio (study of the environment), which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 3 hours to Apoio ao Estudo (monitored study) and Oferta Complementar (Complementary Offer). There are also 5 hours allocated to non-compulsory activities called Atividades de Enriquecimento Curricular (Curricular Enrichment Activities).

For grades 3-4, 7 hours are allocated to literacy, 7 hours to mathematics, and 2 hours of first foreign language (English). Then 9 hours of compulsory subjects with flexible timetables are distributed as follows: 3 hours to curricular subjects *Estudo do Meio*, which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 1 hour to *Apoio ao Estudo* and *Oferta Complementar*. There are also 5 hours allocated to non-compulsory activities (Curricular Enrichment Activities), where in some cases, schools may withdraw 1 hour to allocate to Moral and Religious Education.

In grades 5-6, Reading, writing and literature (Portuguese), English and Social studies (which includes history and geography of Portugal) and *Cidadania e Desenvolvimento* (Citizenship and Development) are part of the same curricular area and allocated 8.75 hours. Mathematics and Natural Sciences are also part of the same curricular area and allocated 5.83 hours. Arts and Technology Education (which includes visual education, technological education, musical education and ICT) is allocated 5.42 hours. Complusory flexible subjects chosen by schools are allocated 3.33 hours: 1 hour for *Oferta Complementar*, 0.83 hours for *Complemento à Educação Artística* (Complement to Arts Education) and 1.5h for *Apoio ao Estudo*. There are 0.75 hours of non-compulsory curriculum time allocated to Moral and Religious Education.

At lower secondary (grades 7-9) students learn another foreign language (Language 3) (French, Spanish or German) besides English with an allocation time of 4.17h. Reading, writing and literature (Portuguese) must have 3.33 hours. Social Studies (which includes History, Geography and Citizenship and Development) are part of the

same curricular area and allocated 4.58 hours (grade 7) and 3.75 hours (grades 8-9). Mathematics allocated 3.33 hours and Natural Sciences 4.17h (grade 7) and 5h (grades 8-9). Art and Technology Education (which includes Visual Arts, Technology Education, Music and ICT) is allocated 2.92 hours. Physical Education is allocated 2.5 hours. Compulsory flexible subjects chosen by schools are allocated 3.33 hours, referred as *Oferta Complementar*. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

At upper secondary level, students may choose among 4 different courses: Sciences and Technology, Social and Economic Sciences, Languages and Humanities, Visual Arts. In all these courses the students have Português (literacy learning), a foreign language (Language 2), philosophy (Social Sciences) and Physical education, with 3 hours, 2.5 hours, 2.5 hours and 2.5 hours respectively allocated.. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years.

For grades 10-11, in all these tracks the students have Português (L1), a foreign language (Language 2), Philosophy (Social Sciences) and Physical Education, with 3 hours, 2.5 hours, 2.5 hours and 2.5 hours respectively allocated. The student chooses a triennial subject (4.17 hours) and two biennial subjects with 4.5 hours or 5.25 hours. Compulsory flexible subjects chosen by schools of 1.83 hours correspond to the flexible time to be managed by the school. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

For grades 12, in all these courses the students have Português (L1) and Physical Education, with 3.33 hours and 2.5 hours respectively allocated. The other subjects depend on the courses chosen, the student continues the triennial subject (now with 4.5 hours) and two annual subjects with 2.5 hours each. Compulsory flexible subjects chosen by schools of 1.92 hours correspond to the flexible time to be managed by the school. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

Subjects reported in the category "Other subjects": Apoio ao Estudo (monitored study) in primary education and *Oferta Complementar* (complementary offer) at upper secondary level.

Subjects reported in the category "Non-compulsory curriculum": Educação Moral e Religiosa (Moral and Religious Education).

Notes on the flexibility in the curriculum: The schools have autonomy to decide within a minimum and a maximum of time granted to subjects and curricula areas per year. In general the instruction time for subjects has a predefined minimum. Schools are autonomous to decide the time of the lesson. Schools may manage up to 25% of the curriculum in a flexible way, provided that they comply with the syllabi, the curriculum learning outcomes and the curriculum guidelines in each course of study and for each subject.

The difference between the minimum established for each subject/group of subjects and the total minimum instruction time was reported in the category "Compulsory flexible subjects chosen by schools". Note that this is not another subject but time to be allocated by the schools to existing subjects. In grades 10-12 the minimum instruction time varies for different courses. The lowest minimum of 25.5 hours per week was reported in grades 10 and 11 but the minimum can also be 27 hours a week.

Organisation of the school day

Organisation of the standard school week: The standard school week at primary, lower and upper secondary level has five days. At primary level, there are two periods. The lessons may begin at nine o'clock and end at half past three (5 teaching hours daily). At lower and upper secondary, the students' timetable is organised by schools and usually has room for free mornings or afternoons.

Number of lessons in a standard school day: At primary level (grades 1-4) there are on average three or four lessons within the curriculum. After 4.00 p.m. students may have curriculum enrichment activities. At primary level (grades 5-6) there are six lessons a day. At lower and upper secondary level (grades 7-12) there are on average seven lessons a day.

Organisation of the breaks between lessons: At primary level (grades 1-4) there is one break in the middle of the morning (30 minutes) and a lunch break (1 or 1.5 hours). There is another break in the afternoon (30 minutes) for those who extend their attendance to the curriculum enrichment activities. At primary level (grades 5-6) and at lower and upper secondary level (grades 7-12), the breaks between lessons vary between 10 and 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are autonomous in this respect and can offer additional activities. Typically, primary schools (grades 1-4) offer activities (before 9.00 a.m. and after 5.30 p.m.) promoted by municipalities, parents associations or NGOs. These activities may include English or other foreign languages, sports, artistic, scientific, information technology, community and citizenship education and school support activities chosen by the schools.

Additional activities during the school holidays: At the primary level (grades 1-4) a family support component usually runs during school holidays. Only a small number of schools offer such activities for students from grades 5-12.

Romania

Methodology and interpretation

Notes on major changes in the educational system: A new structure for 2022/2023 school year, entailing an increase of total number of hours/year (two weeks extension of the school duration). In addition, compulsory education has been extended to the entire duration of upper secondary (Law 56/2019).

Years of compulsory education: The Framework Plan for lower secondary education (grades 6-9 = grades 5-8 in the Romanian system), approved in 2016 (https://rocnee.eu/index.php/dcee-oriz/curriculum-oriz/planuri-cadru-actuale/planuri-cadru-invatamant-gimnazial) , started to be implemented with the school year 2017-2018, at grade 6. The actual Framework Plan have been implemented in the last four school years, starting with school year 2018-2019. The new Framework Plan for Gymnasium brings the following novelties for the 6th grade (the 5th grade in the Romanian educational system): reducing the number of hours per week of the Romanian language from 5 to 4; introducing the compulsory study subject Informatics and ICT, allocating 1 hour / week; increasing the number of hours allocated to the Social Studies domain (2 hours per total, 1 for History subject and one for Social education subject); the obligation of an optionally integrated one hour / week.

Subjects reported in the category "Other subjects": The 'other subjects' category includes: In grades 1-5 (preparatory and grades 1-4 in the Romanian system), Music and movement and in grades 1-3 (preparatory and grades 1-2 in the Romanian system) Personal development; in grades 6-9 (5-8 in the Romanian system), Counselling and guidance; in grade 8 (7 in the Romanian system), Elements of Latin Language and Romanic Culture; in grade 11 (10 in the Romanian system), Entrepreneurship education.

For the "humanities track": The 'other subjects' category includes: In grades 1-5 (preparatory and grades 1-4 in the Romanian system), Music and movement and in grades 1-3 (preparatory and grades 1-2 in the Romanian system) Personal development; in grades 6-9 (5-8 in the Romanian system), Counselling and guidance; in grade 9 (8 in the Romanian system), Elements of Latin Language and Romanic Culture; in grade 10-11 (9 is 10 in the Romanian system), Latin Language; in grade 11 (10 in the Romanian system), Entrepreneurship education.

Organisation of the school day

Organisation of the standard school week: The exact calendar of the 2022/2023 school year was established by Order of the National Education Minister No 3505 of 31 March 2022 (Order on the structure of the 2022/2023 school year) published in the Official Gazette of Romania No 326 of 4 April 2022.

The 2022/2023 school year has 36 weeks of school (a 5-day week system), adding up to 180 school days. The school year in Romania has five learning modules/periods of classes and five holidays. Students start classes on 5 September and finish on 23 June.

Order No 3505 of 31 March 2022 specifies the periods or classes and the holidays (See *Figure X3.D1.2* and *X3.D1.3 for details*).

Number of lessons in a standard school day: The weekly (5-day week system) and daily timetables for primary education are established by the administration council of the schools. As a general rule, all compulsory education is organised in day-classes.

Primary education is usually organised in the morning, starting each day of the week (5-day week system). The average number of lessons included in a standard school day at primary, lower and upper secondary level is the following: 4 hours a day at preparatory grade; 4-5 hours a day for grades I-IV; 5-6 hours a day at lower and upper secondary level.

Organisation of the breaks between lessons: According to the 'Framework regulation for the organisation and functioning of school education establishments' (ROFUIP), approved by Order of the National Education Minister No 4183 of 4 July 2022 and published in the Official Gazette of Romania No 675 of 6 July 2022, for the preparatory grade and grade 1, class periods (lessons) last for 30-35 minutes. For grades 2-4, class periods last for 45 minutes, and for grades 5-12, class periods last for 50 minutes. Class periods are followed by breaks.

In primary education, each class period is followed by 15 minutes breaks; after the second-class period, the schools organise a 20-minute break and after the third-class hour, the schools can organise a 15–20-minute break.

Additional activities before/after classes (e.g., leisure activities, sport, child care or remedial courses): At the discretion of the school. According to the Law of Education (no.1/2011), art 58, the schools can decide to organise after school programmes, which offer to students' educational activities, leisure activities and remedial activities. It is possible to organise these programmes in partnership with NGO's having competencies in the field. For disadvantaged students, these programmes are financially supported by the state.

According to the 'Framework regulation for the organisation and functioning of school education establishments' (ROFUIP), schools have the obligation to provide for their students at least one individual learning plan. Such a plan is developed following assessments taken by a student and after the interpretation of the results at such assessments by the teacher and is used in several contexts, as follows: 'to reinforce knowledge, to carry out remedial learning actions and to encourage those students who are capable of high achievement'.

Additional activities during the school holidays: According to an order of the Education and Research Minister (Order on the structure of the 2022/2023 school year) [References: https://cdn.edupedu.ro/wp-content/uploads/2022/04/ordin_structura-an-scolar-2022-2023.pdf], it is compulsory for all schools to organise the 'Other kind of school' national programme and the 'Green week' national programme, which can take place in the period 27 February— 16 June 2023, covering intervals of five consecutive days.

The purpose of the 'Other kind of school' programme is to involve all preschool children/students and teachers in activities that meet the interests and concerns of various preschool children/students, to highlight their talents and abilities in different areas, not necessarily in those in the present national curriculum, and to encourage their participation in various activities in non-formal contexts. The purpose of the 'Green week' programme is to involve students in actions dedicated to the protection of the environment.

Slovak Republic

Methodology and interpretation

Years of compulsory education: Since September 2021, pre-primary education is compulsory for any child who reaches the age of 5 years by 31 August.

Methodology: There is vertical flexibility for upper secondary level (ISCED 34), which lasts 4 years. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as 1/4 of the time dedicated to upper secondary level (ISCED 34).

Percentage of students following the reported curriculum: Primary education 93%; lower secondary education 90%; upper secondary education 51%.

Notes on the duration of the school year, school week and period length: The school year 2022/23 had 188 teaching days. The weekly teaching time was 5 days (Monday to Friday) and one lesson took 45 minutes.

Notes on subject allocation: Language 3 instruction for grades 7 to 9 (lower secondary education) is compulsory optional. This means that while schools must offer one language 3 (French, German, Russian, Spanish or Italian) according to the school's capabilities and pupils' interests, pupils can apply this compulsory instruction time to an alternative subject other than a language 3. Minimum intended instruction time for students who choose this option is 2 lessons in each grade.

In grade 1-2 instruction time for social studies is integrated into the natural sciences as an education area "Man and society."

Subjects reported in the category "Other subjects": Transport education, Personal and social development, Education for marriage and parenthood, Environmental education, Media education, Multicultural education, Life and health protection, or sexual education, among others.

Notes on the flexibility in the curriculum: Flexible hours (for compulsory options) for subjects can be chosen by the school and the students (it depends on the conditions of the school and the interest of pupils/students or their guardians). These can be new subjects such as further foreign languages (Language 3-5), transport education, or sexual education, among others. Alternatively, these flexible hours can be devoted to increase the stipulated number of hours for some compulsory subjects.

Notes on interpretation of instruction time trends: In the school year 2015/16, the new legislation (the State Education Programmes) took effect. It no longer allocates instruction time across different levels of education, and the minimum instruction time is defined by grade for primary and lower secondary education. The minimum instruction time for upper secondary education is defined by education level.

There is also another general education pathway for secondary level (8-years *gymnasia*). Differences are that for this education pathway the minimum instruction time is defined with vertical flexibility, "Language 3" is compulsory throughout the whole duration of study, "Practical and vocational skills" is not compulsory, and difference is in instruction time allocated to "Compulsory flexible subjects chosen by schools."

Organisation of the school day

Organisation of the standard school week: Lessons take place five days per week (Monday-Friday). As a rule, teaching begins at 8.00 a.m. According to local conditions the head teacher may determine the beginning of teaching between 7.00 a.m. and 8.30 a.m. In classrooms with extended hours of physical training and sports, the head teacher may indicate the beginning of teaching at 7.00 a.m. In case teaching cannot be organised in morning hours due to a lack of premises in primary schools (ISCED 1), lessons may be held exceptionally in two shifts. The lessons and educational activities end at 5.00 p.m. at the latest.

Number of lessons in a standard school day: A standard school day consists of 4.8 lessons on average at primary, 5.8 at lower secondary and 6.2 lessons at upper secondary level.

Organisation of the breaks between lessons: Lessons in primary, lower and upper secondary levels take 45 minutes. Short breaks last, as a rule, ten minutes and the main (large) break lasts 15 to 30 minutes, taking place usually after the second lesson. If conditions allow, pupils spend the main break, which was designed for this purpose, outside the classrooms on the premises of the school building.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools that have a children's school club provide undemanding leisure activities according to the educational programme of the club for children who fulfil compulsory school attendance. These activities are oriented at students' preparation of their classes but should also satisfy or help to develop other interests. Schools that include a

special-interest centre as a constituent part offer relaxation and leisure activities for children's free time, according to the educational programme of the centre.

Additional activities during the school holidays: According to needs, children's school clubs also operate during school holidays. Holiday activities of school centres for leisure time activities are carried out in the form of permanent, touring and weekend camps or short time events.

Slovenia

Methodology and interpretation

Methodology: Schools implement an adapted curriculum in areas where Italian and Hungarian ethnic minorities live. For this reason the total number of lessons in those schools includes two more lessons per week than the reported curriculum and the distribution of hours between subjects is slightly different due to the fact that all pupils have to learn two languages: Slovenian, and the Italian or Hungarian language. (The adapted curriculum is followed by 3.9% of pupils.)

Percentage of students following the reported curriculum: 95.0%.

Notes on the duration of the school year, school week and period length: The school year comprises 35 weeks or 175 school days (in grade 9) to 38 weeks or 190 school days (in grades 1 to 8) between the 1st of September and the 31st of August of the following year. Lessons are provided until the 24th of June; for pupils in year 9, lessons end on June 15th. There are 32 weeks of teaching days and 3 weeks of "days of activities" (*dnevi dejavnosti*) in this grade. In grades 1 to 8, there are 35 weeks of teaching days and 3 weeks of days of activities (*dnevi dejavnosti*). Schools are open five days a week. For the compulsory part of the curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of lessons can vary (e.g. 50 minutes for after-school classes) but for the reported activities it is 45 minutes.

Notes on subject allocation: In grade 1-3, the subject "Learning about Environment" combines different subject categories; the subject (3 lessons a week) is allocated to the following categories: Natural sciences (1.25 lessons a week), Social studies (1.25 lessons a week) and Technology (0.5 lessons a week). The subject "Natural sciences and technics" (grade 4-5) combine two different subject categories. The subject (3 lessons a week) is allocated to the categories of Natural sciences (2 lessons a week) and Technology (1 lesson a week). There is a lot of ICT content during the compulsory education in Slovenia, accessible to all pupils. ICT is integrated into all the subjects in grades 1-9 and is included in various subjects and also taught as extracurricular lessons. In grades 6-8, it is integrated into the subject Technics and Technology. In grades 7-9, ICT is provided as a core curriculum option as well as a subject in its own right. Religion/Ethics/Moral education is not a stand-alone subject in the Slovene compulsory curriculum and it is mainly integrated into social studies. In grades 7-9, religion and ethics is provided as a core curriculum option as well as a subject in its own right. The subject "Patriotic and citizenship culture and ethics" (grades 7 to 8) is aimed at developing civic competences, social and political instruction, education on religion, ethics and philosophy and has been reported (1 lesson per week) in the category Social studies. The annual compulsory additional 15 days of activities in arts, science, physical education and technology are also included in the respective category. There are 5 sports days in each grade and 3 to 4 days of activities in the field of culture, natural science and technics. Each day lasts 5 lessons.

The Compulsory options chosen by students in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as ICT, Technology, foreign languages (Language 3-4), Religion/ethics/moral education, Social studies, Physical education, Practical and vocational skills, Arts education and Natural sciences. Schools have to offer at least three subjects from each field, including mandatorily a foreign language, rhetoric, and religions and ethics in the field of social sciences and humanities. Students may be exempted from attending Compulsory options for attending music school with an accredited programme.

Subjects reported in the category "Other subjects": Class discussion periods (grades 4 to 9) are also devoted to setting and discussing rules of behaviour and other issues and to determining how to live according to social principles.

Subjects reported in the category "Non-compulsory curriculum": Schools must provide the following non-compulsory subjects: in grade 1, first foreign language; in grades 4-6: second foreign language, arts, ICT, sports and techniques; in grades 7-9, a foreign language; in grades 7-9, an additional lesson of compulsory options.

The non-compulsory column shows only a small part of the non-compulsory basic school programme. In the non-compulsory column only participation in interest activities (2 lessons per week), supplementary classes (1 lesson per week), remedial classes (1 lesson per week), and an additional lesson of optional subject in grades 7-9 as well as non-compulsory optional lessons in grades 4-6 (2 lessons per week), and non-compulsory first foreign language learning in grade 1 and additional (second) foreign language in grades 7-9, are reported. Students may choose and attend as many lessons and activities as they wish, except non-compulsory optional subjects and the foreign language for which an upper limit applies, namely 2 lessons per week. The report does not include time students spend in morning care (grade 1) and after-school classes (grades 1-5). After-school classes include physical and creative activities, homework, learning, lunch and relaxation. Morning care and after-school classes are guided by official guidelines for implementation and taught by qualified teachers.

Percentage of students in general compulsory education attending the non-compulsory instruction time: Participation rates are as follows: in grade 1, first foreign language 92.3%; in grades 4-6, second foreign language 19.9%, technology 10.6%; in grades 7-9, foreign language 5.1%.

In morning care 74.1% of students in grade 1, in after-school classes around 83.0% of students in grades 1-5. Data on the percentage of students attending other non-compulsory instruction time is not available.

Organisation of the school day

Organisation of the standard school week: Classes are held five days a week from Monday to Friday, teaching takes place only exceptionally on Saturdays. In all basic schools (ISCED 1 and 24), classes are held in the morning and as a rule do not start before 7.30 a.m.

Number of lessons in a standard school day: The curriculum for basic school education (ISCED 1 and 24) determines the number of lessons per week for each year: In grades 1-3, pupils have 20-24 lessons per week (on average 4.5 lessons a day); in grades 4-6, pupils have 23.5-25.5 lessons per week (on average 5 lessons a day) and in grades 7 9, they have 27-28.5 lessons of 45 minutes per week (on average 5.5 lessons a day).

Organisation of the breaks between lessons: Between lessons, breaks are at least 5 minutes long. Once a day, there must be a break lasting 20-30 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): For pupils in grade 1, there is organised morning care (2 hours before the lessons start – usually from 6.00 to 8.00 a.m.). Pupils of grades 1-5 can stay in after-school classes (*podaljšano bivanje*) where they can study, complete their homework, play, get involved in creative and sport activities, have lunch, learn to relax and participate in extracurricular activities (usually 25 lessons per week, from the end of the lessons up to 5.00 p.m. if needed). The option of morning care for first graders and after-school classes for pupils up to fifth grade has to be offered by the school but it is not compulsory for pupils to attend. Around 83% of pupils from year one to five choose to participate in after-school classes and around 74% of pupils in year one are attending morning care. The morning care and after-school classes are guided by special curricular guidelines and are taught by qualified teachers. They are a part of the extended non-compulsory basic school programme.

Pupils in grades 4-9 spend half an hour per week in a special class dedicated to class housekeeping (class discussion period) before or after regular lessons.

Schools organise non-compulsory remedial and supplementary lessons as well as individual and group learning support provided by teachers or in-school counsellors, usually before or after classes.

Schools also organise special-interest activities (*interesne dejavnosti*) after classes – extracurricular activities such as sports, artistic activities, choir singing, technology, ICT and similar activities.

Additional activities during the school holidays: Schools may offer holiday care for younger children. Some schools organise research camps, workshops, sport activities and similar activities.

Spain

Methodology and interpretation

Methodology: The figures provided are national weighted averages calculated according to the following procedure. First, a table with data on regional intended instruction time was filled in for each Autonomous Community, based on the regional regulations on curriculum. Then, the specific weight (in terms of percentages) of each grade in each Autonomous Community was established, based on the statistics on the number of students per grade in each Autonomous Community provided by the Statistics Office of the Ministry of Education and Vocational Training. The latest consolidated data on the number of students was used, corresponding to the school year 2020/21. Finally, the national weighted average for each subject and grade was calculated based on these two kinds of data (intended instruction time and specific weights). The resulting figures are shown in the national "intended instruction time". Since 2014/15, breaks (87.5 hours per year) are not included in the total instruction time as they do not fall into the scope of the data collection, although in primary education this time period is defined by Autonomous Communities' legislation as compulsory instruction time.

Since 2022/23, there are changes due to the establishment of the new Act of Education (LOMLOE, 2020) in the odd-numbered grades, which means that, during this school year, there are two Acts of Education (LOMCE, 2013 and LOMLOE 2020) operating at the same time until the newest law is established in all grades. In addition, when compared to the data provided in the previous year, slight changes in the number of hours in the even-numbered grades can be observed. These are due to the changes in the number of students registered in 2020/21, reference year used for the weighted averages in the present data collection.

In addition, in the even-numbered grades, slight changes in the number of hours can be observed compared to the data provided in the previous year. These are due to the changes in the number of students registered in 2020/21, reference year used for the weighted averages in the present data collection.

Notes on the duration of the school year, school week and period length: The duration of the instruction periods was considered to be 60 minutes, as this is the way in which the intended instruction time is expressed in the royal decrees of the national core curriculum and in regional regulations on the curriculum for primary and lower secondary education. However, schools can make the necessary arrangements regarding the duration of classes in order to elaborate their own schedules. For this, they always have to respect the distribution within subjects and the global total time established by the Autonomous Community for each grade.

The new Act on Education (LOMLOE), approved in 2020 and which substitutes the previous Act on Education (LOMCE, 2013), introduced changes that affect instruction time, including a higher degree of autonomy at regional and school level in the allocation of time to different subjects.

There are no changes related to duration of the school year, school week and period length.

Notes on subject allocation: The 'reading, writing and literature' category includes the instruction time for the co-official language in the autonomous communities, where applicable. Those autonomous communities with a co-official language have a 10% of the total of school timetable to allow sessions for that language.

According to the new Act on Education (LOMLOE, 2020) the subject of religion must be offered at levels 1 to 10 and during school hours, and schools must also offer an alternative educative option for students who don't attend the subject of religion. Most autonomous communities name this subject "*atención educativa*" and it consists of a parallel session with contents that will focus mainly on the development of key competences.

Since the new Act is being introduced progressively and first in odd grades, at this moment there are two Acts (LOMLOE, 2020; and LOMCE, 2013), thus two different regulations about religion classes, coexisting in different grades:

- grades 2, 4 and 6 (LOMCE, 2013): students must choose between religion and "social and civic values".
- grades 8 and 10 (secondary, LOMCE, 2013): students must choose between religion and "ethical values".
- grades 1, 3, 5, 7 and 9 (LOMLOE, 2020): students must choose between religion and an alternative subject (usually called "*atención educativa*") with contents that will mainly focus on the development of key competences.

LOMLOE (2020) states that the subject "education in civic and ethical values" is compulsory with a minimum of 50 hours between grades 5 and 6 in primary education, and 35 hours between grades 7 and 9.

In grades 7-10, the 'other subjects' category includes a weekly group tutorial session that is compulsory for all students. Tutoring is also included in grades 1-6 when it is specifically mentioned in regional regulations.

Arts education category includes music and Visual arts. The new Act on Education (LOMLOE) specifies that music and/or Visual arts will be compulsory in grades 7, 8 and 9; and a compulsory flexible subject chosen by schools in grade 10.

From this school year 2022/23 onwards, the hours of "arts education" will no longer be allocated in the "Compulsory flexible subjects chosen by schools" instruction time since, according to the new Act on Education (LOMLOE), the subjects of "music" and "arts" are no longer optional subjects.

It is important to note that although the hours of "Compulsory flexible subjects chosen by schools" appear to decrease compared to the hours of the previous year, if we deduct the hours of "arts education", the hours of "Compulsory flexible subjects chosen by schools" have increased with the new law.

S*ubjects reported in the category "Other subjects"*: In grades 7-10, it includes a weekly group tutorial session, which is compulsory for all students. Tutoring is also included in grades 1 to 6 when it is specifically mentioned in regional regulations.

Organisation of the school day

Organisation of the standard school week: In primary education, the school day usually consists of 5 one-hour lessons. Most regions allow schools to set the length of periods, which vary between 45 and 60 minutes, as long as the instructional time is at least 25 hours per week. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes and a short brake of 5 minutes for change of class.

The new Act on education (LOMLOE) encourages schools to assume autonomy and adopt pedagogical innovations, educational programmes, working plans and forms of organisation including timetable, extension of school hours or extracurricular activities within the possibilities allowed by the applicable regulations, including labour legislation.

Number of lessons in a standard school day: In primary education, the school day consists of 5 one-hour lessons, the only exceptions are Andalucía, the Canary Islands, Ceuta and Melilla, where a lesson in grades 1 to 6 lasts only 45 minutes, and Navarra where they last 50 minutes. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes.

Organisation of the breaks between lessons: In primary education, there is a half-hour break per day in the middle of the morning session, which is considered a part of the 5 daily instruction hours. In lower and upper general secondary education, there are one or two daily breaks amounting to a total of 30-40 minutes. The curriculum regulations do not make any specific reference to additional breaks between lessons. Since 2013/14, breaks

(87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although in primary education this time is defined by autonomous communities' legislation as compulsory instruction time.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools may be open after school hours to offer catch-up and remedial courses as well as extracurricular activities that address educational issues of interest for the students. Extracurricular activities are defined as related to areas such as the following: Foreign languages, ICT, sports, fine arts, reading and writing workshops, directed study activities, etc. On the other hand, municipalities are responsible for the conservation, maintenance and surveillance of pre-primary, primary and special education schools and they can use this time for other educational, cultural, sports or social activities. However, the prior authorisation from educational authorities of the corresponding autonomous community is required. Furthermore, according to the Act on Education (LOE, 2006) and the recently approved Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) educational, sports and municipal administrations must collaborate to establish the procedures allowing the double use of the sports facilities of both the schools and the municipalities.

Moreover, in pre-primary and primary schools child care activities are organised, sometimes in collaboration with the municipalities, before and/or after school hours. These can include breakfast and games.

Additional activities during the school holidays: It is up to the school board and/or educational authorities of the autonomous communities to offer educational, cultural, sport and other social activities during the school holidays. In some communities, for example, urban camps for children are organised during the summer holidays. Besides, during Christmas holidays or other holidays like Easter, the local administrations in some autonomous communities offer programmes like "open schools" or others, where collaboration with parents and teachers' associations (AMPA) may be involved, aiming at balancing family and professional life of parents and contributing to the personal development and education of children.

Sweden

Methodology and interpretation

Years of compulsory education: Preschool class (final year of pre-primary education (ISCED 02)) is compulsory on the year the child turn six years old. Preschool class has a duration of one year with minimum duration of 525 hours for one school year.

Notes on major changes in the education system: Since 2017/18, the instruction time has been divided in to three stages; *Lågstadiet* (lower stage) grades 1-3 (ISCED 1), *Mellanstadiet* (middle stage) grades 4-6 (ISCED 1) and *Högstadiet* (higher stage) grades 7-9 (ISCED 2). As there has been a change in the educational act regulating the instruction time, the regulation has been moved from the Education Act (SFS 2010:800) to the Compulsory School Ordinance (SFS 2011:185).

Deviation of coverage from that specified in the manual: The scope includes both public and government-dependent private institutions.

Methodology: In 2017/18, 73% of the pupils in grade 9 studied a second foreign language (Language 3), with a total of 320 hours for compulsory school (primary and lower secondary). However, it is not compulsory to study a modern language, hence the subject marked as "language option". The hours can also be used for education in mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language.

In Sweden, the compulsory school also comprises the special school (for children with impaired hearing and/or with severe speech and language disabilities), the Sami school, the compulsory school for children with learning disabilities and international schools. They constitute about 1.8% of pupils enrolled in compulsory school.*Percentage of students following the reported curriculum:* 98.12%.

Notes on subject allocation: Education providers decide how to allocate lessons/hours throughout each stage (lower stage, middle stage and higher stage) of compulsory education after receiving suggestions from the principal.

The overall number of hours for compulsory education is 6 890. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20% to accommodate school options in each stage. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language.

Some particularities are as follows:

Natural sciences have a minimum instruction time of 143 hours in lower stage, 193 hours in middle stage and 264 hours in higher stage. Natural sciences consists of three subjects in middle- and higher stages; biology, physics and chemistry. In middle stage each subject in natural sciences should have minimum distribution of 55 hours in each subject, the remaining 28 hours may be distributed freely between the three subjects in the middle stage. In the higher stage, the pupils are guaranteed a minimum instruction time of 75 hours in each subject. The remaining 39 hours may be distributed freely between the three subjects in the higher stage.

Social sciences have a minimum instruction time of 200 hours in lower stage, 333 hours in middle stage and 352 hours in higher stage. Social sciences consist of four subjects in middle- and higher stages; geography, history, religion and civics. Regarding to the subjects in social sciences, middle stage pupils are guaranteed a minimum teaching time of 70 hours in each subject. The remaining 53 hours may be distributed freely between the four subjects. In the higher stage, the pupils are guaranteed a minimum teaching time of 75 hours in each subject. The remaining 52 hours may be distributed freely between the four subjects in in higher stage.

The total number of instruction time for the second foreign language (Language 3) is 320 hours. The steering documents lays down that schools should not start teaching the second foreign language later than grade 6. If the pupil does not choose a second foreign language, they can study Swedish, Swedish as a second language (provided that pupils have already received education in this subject), English, sign language and mother tongue tuition. Second foreign language is 320 hours, but the instruction time is distributed between middle stage and higher stage, 48 hours in middle stage and 272 hours in higher stage.

In Arts education, total of 460 hours is divided into 230 hours of Music (70 hours in lower stage, 80 hours in middle stage and 80 hours in higher stage) and 230 hours of Art (50 hours in lower stage, 80 hours in middle stage and 100 hours in higher stage).

In practical and vocational skills, it includes the subject home and consumer studies 118 hours in total, 36 hours in lower- and middle stage and 82 hours in higher stage.

The reported hours for ‘compulsory options chosen by the students’ has been distributed equally (59 hours per stage) over the three different stages that covers grades 1 to 9 for practical reasons.*Subjects reported in the category “Non-compulsory curriculum”:* The non-compulsory subject refers to the mother tongue tuition to children of other mother tongue than Swedish. There is no regulated number of instruction hours. The school head decides about the pupils' mother tongue tuition.

Percentage of students in general compulsory education attending the non-compulsory instruction time: In2021/22, 16.1% of all pupils participated in mother tongue tuition to children of other mother tongue than Swedish.

Notes on the flexibility in the curriculum: Schools decide how to allocate lessons/hours throughout each stage of compulsory education. The pupil's option enables them to deepen and broaden their knowledge of one or more subjects in school.

In Sweden, the minimum instruction time is recommended/guaranteed for every stage of compulsory education and schools decide distribution of time per year. The number of hours for a subject or group of subjects may be

reduced by at most 20% to accommodate school options, except for English, mathematics, Swedish and Swedish as a second language.

Organisation of the school day

Organisation of the standard school week: The standard number of days is 5 (from Monday to Friday). However, schools decide independently how to distribute the total of 178 school days per year.

Number of lessons in a standard school day: Schools decide independently how to distribute the total number of hours/lessons throughout every three-year stage (lower, middle and higher) during the nine years of compulsory education in every stage and during the 178 school days a year. The school day should at most comprise 8 hours a day in general and 6 hours a day for the two lowest grades.

Organisation of the breaks between lessons: Schools decide independently on how to organise breaks.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Municipalities must offer leisure time centres for children aged 6-13 years, until the spring term the year the pupil turns 13. They can also offer other activities, but there is no data on how they actually do this. There were 4 375 leisure time centres in 2021 and 54.7% of the children aged 6-12 years were enrolled in one of these centres. There has been a slight decrease in the number of children enrolled in leisure centres every year since 2016.

Additional activities during the school holidays: Schools must offer leisure time centres for children aged 6 13 years. They can also offer other activities, but there is no data available on how they actually do this.

Switzerland

Methodology and interpretation

Years of compulsory education: Compulsory education in Switzerland starts in most cantons with two years of pre-primary education (ISCED 02) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years.

Deviation of coverage from that specified in the manual: Teacher development days are at the discretion of the school and therefore cannot be excluded.

Methodology: Due to the federal nature of Switzerland there is no standard curriculum and no standard instruction time defined at a national level. Curricula and intended instruction time for primary and lower secondary levels of education (ISCED 1 and 24) are determined by the 26 Cantons at the regional level. Because the delimitation and the number of both compulsory and non-compulsory subjects as well as the total instruction time and the distribution of instruction time between subjects vary between Cantons, only figures for the total instruction time per grade and level of education can be presented. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).

The figures are presented as weighted averages of the cantonal requirements for each grade and the total instruction time as given by the 26 cantonal timetables (*Stundentafeln* / *grilles horaires*) for compulsory education. The averages are weighted by the number of students per Canton in primary education (6 years) and lower secondary education (3 years) in 2016/17. For the Canton Ticino which has 5 years of primary education and 4 years of lower secondary education, calculations are – for reasons of comparability – based on synthetic 6 years of primary and 3 years of lower secondary education. The instruction time indicated in lower secondary education is not indicated separately, but as a mean for the different tracks (basic and advanced requirements; without Baccalaureate schools for grade 9).

The total compulsory instruction time for six years of primary level varies between a minimum of 4 452 and a maximum of 5 255 hours between Cantons. The total compulsory instruction time for the three years of lower secondary level varies between a minimum of 2 341 and a maximum of 3 060 hours.

The length of holiday periods and the number of public holidays also vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated average of 5 public holidays.

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

Notes on the duration of the school year, school week and period length: The length of holiday periods and the number of public holidays vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated 5 public holidays.

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

Organisation of the school day

Organisation of the standard school week: A standard school week has 5 days with no school on Wednesday afternoon. At primary level the number of school afternoons gradually increases with each grade.

Number of lessons in a standard school day: The number of lessons per week varies by canton, level of education and grade. In grades 1 to 2 of primary education there are around 20 to 28 lessons per week. From grade 3 to 6 the number rises to 26 to 32 lessons. On lower and upper secondary level 30 to 37 lessons per week are held.

The municipalities/schools are responsible for class timetables. An average standard school day on primary level includes 6 to 7 lessons of 45 minutes (usually 4 in the morning and depending on the grade 2 to 3 in the afternoon). On lower and upper secondary level a standard school day comprises 7 to 8 lessons.

Block teaching is a widespread method of school organisation which combines lesson time into larger blocks of time. Lessons are bundled together into full half-days. In block teaching the children are in the care of the school on five mornings for at least three-and-a-half hours (i.e. four lessons) and on one to four afternoons. Depending on local conditions and needs different models of block teaching may be applied. Most cantons have introduced comprehensive block teaching for primary level.

Organisation of the breaks between lessons: The organisation of breaks is at the discretion of each school. Usually there is a 5-minute break between two lessons and a longer break of 15 to 30 minutes at around 10.00 a.m. in the morning and 3.00 p.m. in the afternoon. The lunch break usually has a duration of 1.5 to 2 hours.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most cantons require the municipalities/schools to provide a demand-oriented range of additional activities during compulsory education. These can include child care, before/after classes, midday meals, leisure activities and homework support. These services are voluntary and parents normally have to pay for them. Remedial courses are usually held during regular class time.

Sports, musical and other creative activities which are not part of the curriculum are normally organised by other organisations within the municipality.

Additional activities during the school holidays: During school holidays, schools usually do not offer any activities.

Türkiye

Methodology and interpretation

Methodology: Instruction time for all public schools (ISCED 1, 24 and 34) is centrally determined by the Ministry of National Education. The reported instruction time for upper secondary education is the weighted average of four upper secondary general education programmes, i.e., Anatolia High School, High School, Science High School and Anatolia Teacher Training High School programmes, and based on the number of students enrolled in each programme by grade. From 2014 onwards, both the High School and the Anatolia Teacher Training High

School systems are gradually transformed into Anatolia High Schools. This explains the variations in intended instruction time across compulsory subjects at the upper secondary level.

Notes on subject allocation: The number of hours reported under "Compulsory options chosen by the students" reflects the compulsory elective subjects that students have to choose as part of the compulsory curriculum. In lower secondary education students have to choose 3 elective subjects per grade. Possible options are: Religion and ethics, subjects related to reading, writing and literature, foreign languages (Language 2-5), subjects related to science and maths, subjects related to arts and sports, and subjects related to social studies. In upper secondary education, the number of subjects students have to choose varies according to the school type. Some possible options are: Language, Turkish Literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages (Language 2-5).

In upper secondary education a large amount of time is allocated to the compulsory flexible curriculum in most pathways. Students choose among a wide range of elective subjects based on their interest and the programmes they want to follow in tertiary education. In grades 11 and 12, the majority of students study Mathematics and Natural sciences as elective compulsory subjects. Nonetheless, due to the different pathways available, for a small proportion of students Mathematics and Natural sciences are compulsory subjects with defined compulsory instruction time (i.e. in Science High Schools). Likewise, in grade 12, Social studies are also part of the optional compulsory subjects for the majority of students. Yet, for a small amount of students this topic is a subject with defined compulsory instruction time (i.e. in Anatolia Teacher High Schools). Finally, in grade 11, for an important amount of students second foreign language (Language 3) can be studied as a compulsory option (i.e. in High Schools), while in grade 9 and 10 a small proportion of students can study Arts education as a compulsory option as well (i.e. in Science High Schools).

Subjects reported in the category "Other subjects": For primary education, "Free Activities" (144 hours per year during grade 1 and 72 hours per year during grades 2 and 3).

Organisation of the school day

Organisation of the standard school week: The standard school week is organised in terms of number of days. There are five days in a standard school week in public schools at all educational levels.

Number of lessons in a standard school day: At the primary level a standard school day consists of 6 lessons, at lower secondary level of 7 and at upper secondary level of 7 to 8 lessons, depending on the school type and/or grade.

Organisation of the breaks between lessons: In primary and lower secondary education one lesson lasts 40 minutes and school administrations should allocate at least 10 minutes for each break. The lunch break lasts 30 minutes in schools where education is organised in morning and afternoon shifts and between 40 and 60 minutes in normal education (full day) schools. In upper secondary education, one lesson is 40 minutes and breaks are organised by school administrations. In principle, breaks between lessons and lunch breaks cannot be less than 10 and 45 minutes, respectively. However, these breaks can be shorter in schools where education is organised in morning and afternoon shifts.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Social activities such as student clubs, community service, visits, competitions, theatre and sports activities can be offered by schools. To this end, an annual work plan for social activities is prepared by the responsible teachers in co-operation with the students who are taking part in these activities. All these activities are implemented upon approval by the social activities council and the school management. In addition, remedial after class courses may be organised by schools if needed.

Additional activities during the school holidays: Social activities such as visits can be organised on weekends or during school holidays.

United Kingdom (England)

Methodology and interpretation

Years of compulsory education: The start of compulsory full-time education is set as the 'relevant date' after a child's fifth birthday: the 'relevant date' being the start of the school term beginning on or following 1 September, 1 January or 1 April. For a child whose birthday falls between 1 April and 31 August, compulsory education begins at the start of grade 1 (ISCED 1). For a child whose birthday falls between 1 September and 31 March, compulsory education begins during the reception year (ISCED 0). See *Figure X3.D1.1*.

There is a legal requirement to engage in full- or part-time education or training from age 16 to 18.

Deviation of coverage from that specified in the manual: The scope of the information on intended instruction time is public schools (maintained schools) only. The scope of the country-specific notes is both public schools and government-dependent private institutions (academies, including free schools).

Percentage of students following the reported curriculum: Ninety-three percent (93%) of UK pupils attend public mainstream schools. These include maintained schools, that must follow the reported curriculum, and academies, that may choose to do so.

Notes on the duration of the school year, school week and period length: For the academic year 2022/23 only, there are an additional 2 bank holidays for the Queen's funeral and King's coronation, so the number of school days is 188 instead of 190.

Schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. There is no prescribed minimum time.

Notes on examination periods: Schools may grant study leave to pupils in grade 11 taking public examinations.

Notes on subject allocation: For maintained schools (public schools), the national curriculum designates subjects as compulsory, but does not specify teaching time for these subjects.

First foreign language (Language 2): It refers to any modern or ancient foreign language in grades 3-6 and any modern foreign language in grades 7-9.

Religion: Schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.

Practical and vocational skills: Schools are required to secure access to independent and impartial careers advice and guidance for pupils in grades 8-11.

Other subjects: Schools are required to provide for the teaching of sex and relationships education to all pupils in grades 7-11. Parents have the right to withdraw their child from this teaching.

Compulsory options chosen by students: Pupils in maintained schools in grades 10 and 11 must be offered options in foreign languages, arts, technologies and social sciences.

Compulsory options chosen by schools: Schools may require pupils to study subjects that are not part of the compulsory curriculum, for example foreign languages, arts, technologies or social sciences in grades 10 and 11. For academies, the minimum subject requirements are not set by legislation but by an individual funding agreement with the Secretary of State. Funding agreements all include a requirement for a broad and balanced curriculum which includes English, mathematics, science and religious education.

Notes on the flexibility in the curriculum: There are no central requirements for instruction time. 'Some vertical flexibility' indicates that, for some subjects in primary level (ISCED 1), the national curriculum sets out subject content by grade, while for other subjects and educational levels, it sets out subject content for a number of grades.

Organisation of the school day

Organisation of the standard school week: Regarding the length of the school year the Education (School Day and School Year) (England) Regulations 1999 require all maintained schools to open to educate their pupils for at least 380 sessions (190 days) in each school year. These regulations do not apply to government-dependent private schools (Academies and Free Schools) – as with the length of the school day the academy trust is responsible for deciding the length of the school year.

Number of lessons in a standard school day: Regarding the length of the school day, all schools in England are free to decide when their school day should start and end. There are no specific legal requirements about how long the school day should be. Governing bodies of all maintained schools in England are responsible for deciding when sessions should begin and end on each school day. Governing bodies are also responsible for deciding the length of each lesson and the timings for the morning session, the midday break, and the afternoon session.

Organisation of the breaks between lessons: The Education (School Day and School Year) (England) Regulations 1999 require maintained schools (public schools) to divide the school day into two sessions, separated by a break in the middle of the day. Other than this, there are no specific legal requirements or recommendations for breaks between lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are free to offer such classes. The Department for Education promotes the provision of activities outside normal school hours that children take part in voluntarily. They encompass a wide range of activities (breakfast clubs, after-school clubs and extracurricular activities such as sport), and also help meet the childcare needs of parents.

Additional activities during the school holidays: Schools are free to offer such activities. The Department for Education promotes the provision of activity outside normal school hours that children take part in voluntarily.

United Kingdom (Scotland)

Methodology and interpretation

Notes on subject allocation: The Scottish Curriculum for Excellence does not prescribe any minimum instruction time with the exception of 2 hours per week for physical education, but it states the 'experiences and outcomes' that the five levels of the Broad General Education Phase - which span several grades each – must include across eight curriculum areas. Local authorities and schools are responsible for agreeing to the specific subjects and the time allocated to them in each grade.

Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1872, imposes a statutory duty on local authorities to provide religious education in Scottish schools. In the case of religious education in Roman Catholic Schools, – all Catholic schools are expected by the Bishops' Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum.

Developing the Young Workforce policy (see https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/) includes an expectation that practical and vocational skills are integrated across a range of subjects in primary education, although there is no formal guidance on instruction time.

Notes on the flexibility in the curriculum: Once a young person enters the senior phase at the beginning of Grade 11(S4) (ISCED 34) they will begin studying for National Qualifications. These National Qualifications have a notional time allocation assigned to them – 10 hours of learning time per Credit point. These do not measure the time taken by any individual learner. Therefore, courses taken by young people in S4 will have a notional amount of instruction time allocated to them. The courses may be taken over more than one grade. Therefore, we feel that vertical flexibility applies to the final year of Scottish compulsory education.

Organisation of the school day

Organisation of the standard school week: There is no fixed daily and weekly timetable applying to all schools. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the school week in primary schools: 25 hours (with reduced hours for younger classes) over Monday to Friday.

Number of lessons in a standard school day: Pupils are usually in school during the morning and the afternoon, with a lunch break. In most cases the school day starts at 9.00 a.m. and ends by 3.30 p.m. Just as there is no centrally set timetable, there is no fixed lesson length.

Organisation of the breaks between lessons: The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place.

Additional activities before/after classes: They are organised at school or local authority level.

Additional activities during the school holidays: They are organised at school or local authority level.

United States

Methodology and interpretation

Years of compulsory education: With regard to age of compulsory education, in 2020 there were 12 states (District of Columbia included) which have a starting age of 5, 26 states with a starting age of 6, 12 states with a starting age of 7, and 1 states with a starting age of 8. Fifteen states end compulsory education at age 16, 10 states at age 17, and 25 states (District of Columbia included) at age 18, and one state at age 19. The table can be found here (link).

17 states and the District of Columbia require kindergarten attendance (1 year of ISCED 0 attendance prior to entry to ISCED 1).

Methodology: The classification of grade levels into primary, lower and upper secondary schools is decided at the local or state level. While there is general harmonisation across the United States, there is variation around the end of a programme and start of another, typically grades 6 through 9. For a detailed look at the distribution of grades at the primary and secondary levels in the 2019/20 school year (the most recent year of available data), please visit the linked table (link).

Due to the federal nature of the United States education system, there are no data available on standard instruction time as this varies at the local level. The U.S. average instructional time data are a weighted average of state policies related to instructional time. State averages are calculated as either the minimum amount of instruction time per school year, or the minimum time for any day to count as an instructional day multiplied by the minimum amount of instructional days per year. Thus, the data refers to estimates based on state requirements of the minimum length of time that constitutes an instructional day.

Instruction time in compulsory education represents state minimum instructional hours per grade, if specified in state policy. If not specified, minimum instruction time in compulsory education is estimated based on state minimum instructional days per year multiplied by state minimum hours for any day to be counted as an instructional day (if these are specified in state policy); this estimate would typically be significantly lower than actual minimum instructional time.

Notes on subject allocation: Individual subjects included in intended instruction time vary by state.

Organisation of the school day

Organisation of the standard school week: At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible

for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. While state requirements vary on the number of instructional days and hours per year, the majority of states set the school year at 180 days (28 states and the District of Columbia) for school year 2022/23 (the most recent year of available data). Six states set the minimum number of instructional days between 160 and 179 days, and three states set the minimum above 180 days (Illinois, Kansas and North Carolina). Finally, 13 states currently do not set a minimum number of instructional days. Instead, the school year in these states is measured in numbers of hours. This information was compiled by the Education Commission of the States (ECS) in January 2023 for the 2022/23 school year. Supplemental information on state instructional time requirements can be found here. In most cases, this is a school district level decision.

Number of lessons in a standard school day: Given the nature of the education system, there is no way to generalise how many lessons are included in a standard school day.

Organisation of the breaks between lessons: Given the nature of the education system, there is no way to generalise how breaks are organised in a standard school day.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer before and/or after class activities at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

Additional activities during the school holidays: Schools can offer activities during holidays, particularly over the long summer break, at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

Indicator D2. What is the student-teacher ratio and how big are classes?

This indicator was not included in Education at a Glance 2023. Please see information for this indicator in section *Indicator D8.*

Indicator D3. How much are teachers and school heads paid?

Methodology

Data on salaries of teachers and school heads refer to salaries of full-time teachers and school heads in public institutions. The indicator presents both statutory salaries and actual salaries of teachers as well as information on criteria for additional allowances in public institutions.

Annual salaries are provided in national currencies, and these data are converted into USD using purchasing power parities (PPPs) for private consumption from the OECD National Accounts database.

Statutory salaries of teachers: Tables D3.1, and D3.7.

Statutory salaries of teachers: salaries are presented for specific qualifications levels of teachers:

- The minimum qualification to enter the teaching profession at a level of education,
- The most prevalent qualification at a given level of education,
- The most prevalent qualification at different points in teachers' careers
- The maximum level of qualification at a given level of education.

Please note that most prevalent qualifications may differ between the different stages of the career, and salaries are displayed in table D3.1 for most prevalent qualification at each stage of the career. For information on minimum, most prevalent and maximum qualification of teachers by level of education, see Table X3.D3.3 (see see Statlink below Table 4.1).

For countries with different salary ranges and providing weighted averages for statutory salaries, the different salary scales are presented in Table X3.D3.4 (see Statlink below Table 4.2).

Social security and pension scheme contributions: Statutory salaries reported in the indicator must exclude the part of social security and pension scheme contributions paid by the employers and must include the part of social security and pension scheme contributions paid by the employees.

For information on whether statutory salaries include or exclude social security and pension scheme contribution, see Table X3.D3.5 (see Statlink below Table 4.2).

Subnational data

Information on the participation in the subnational data collection on salaries of teachers is available in Table X3.D3.2 (see Statlink below Table 4.2)).

Source

The indicator draws on data from the 2022 Joint Eurydice-OECD data collection on salaries of teachers and school heads and refer to the school year 2021/22 (or 2022 for the southern hemisphere). Sources for these data are displayed in Table X3.D3.1 (see Statlink below Table 4.2).

In editions of Education at a Glance prior to 2018, data on salaries were collected through another survey with a different scope, methodology and definitions than the 2021 Joint Eurydice-OECD data collection on salaries of teachers and school heads. As a result, data on salaries of teachers are not comparable with those published in previous editions of *Education at a Glance*.

This indicator also draws on data collected by the INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO). The full-time full-year earnings for workers with tertiary education (ISCED levels 5, 6 and 7-8) were collected by LSO. For further details on the sources of these data per country, please see the Annex 3, Chapter C, and Indicator C6.

Notes on specific countries

Australia

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Weighted average of data from reporting jurisdictions (government schools in the 5 largest jurisdictions). The weighting is based on the number government teaching staff in each of the jurisdictions. Australia does not have a national data collection on teacher salaries or school curriculum. Instead, the survey is sent out to all of the states and territories, with the results weighted to derive a national response. As such, the data from Australia should be seen as indicative only and comparisons between years should only be made with caution.

Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. The reported average minimum number of years to reach the top range is subject to the satisfactory performance of teachers' duties. In those jurisdictions and sectors that participate in Highly Accomplished and Lead Teacher (HALT) certification, there is a hard barrier to reach the level of "Highly Accomplished" or "Lead Teacher" (top of the salary scale of the Standards Based Remuneration). To progress for this level the Teacher Accreditation authority must confirm "Highly Accomplished" accreditation. Teachers cannot reach this level prior to having completed certain years of teaching (depending on the requirement of the jurisdictions).

Caution should be used in interpreting national figures as practices vary from region to region.

Australia has no maximum qualification for being a teacher associated with a particular salary range. Only a minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching (ISCED 6) is the qualification requirement.

Explanatory notes on decision making authority: Salaries are determined by an industrial Award, that is, the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award. Bargaining parameters are approved and set by the Government Treasury. The Industrial Award itself is negotiated between the Department of Education and the Teachers' Federation.

Comments on qualifications of teachers: The minimum qualification of a teacher is also the most prevalent qualification.

Explanatory notes: (1) Salaries are determined by an industrial Award [that is, the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award]. Bargaining parameters are approved and set by the Government Treasury. (6) The Industrial Award itself is negotiated between the Department of Education and the Teachers' Federation.

School heads (Table D3.5)

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. Differences between levels of education are affected by the jurisdictions that have data for each level of education.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology: Data are based on weighted averages of state and territory education department responses.

Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. Some data is missing for pre-primary level due as the small number of responses is not nationally representative.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Criteria and decision level for various types of salary payments for teachers

Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Allowances related to students counselling, special tasks: Collective bargaining as set out in the Enterprise Agreement for each jurisdiction. Information on amount of allowance and how it is calculated has not been provided by jurisdictions.

Allowances related to other tasks and responsibilities of teacher: Rural and remote incentive schemes may (not mandatory) incorporate a range of incentive options, including (but not limited to): subsidised accommodation, concessional travel arrangements, education assistance for dependents, additional leave entitlements, additional learning and development entitlements and priority transfer following a period of service. Information on amount of allowance and how it is calculated has not been provided by jurisdictions.

School heads (tables D3.13 and D3.15)

Notes on interpretation: The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Schools with students with special educational needs (in mainstream classes): Taken into account in Principal classification outcome

School in a disadvantaged, remote or high-cost area (location allowance): Taken into account in Principal classification outcome.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Most jurisdictions have an incremental salary scale where teachers progress a salary step on the completion of each year. There are numbers of increments (depending on the jurisdictions) and in those jurisdictions and sectors participating in Highly Accomplished and Lead Teacher (HALT) certification, there is a hard barrier to an additional level which is performance based and requires certification as a Highly Accomplished Teacher or Lead Teacher.

Criteria for salary progression: Salary progression for employees paid in accordance with standards-based remuneration is based on teachers achieving accreditation by the relevant accreditation authority and being employed for a minimum number of years at each band/step. Progression is also subject to satisfactory performance.

Process to establish salaries: The Department of Education in each jurisdiction is subject to the Wages Policy of that jurisdiction's government. Prior to collective bargaining, the Department must have its bargaining parameters approved by the Treasury.

Status of teacher: Most teachers in Australia have a teacher-specific salary scale.

Pathways to enter the teaching profession: A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

In Australia, the vocational education system is separated to school education. In general, schools partner with a separate vocational institution (Registered Training Organisation) that delivers the vocational study to school students. Students study in the vocational institution and most of the vocational institutions are private providers. As a result, there is no 'school-base' vocational teachers in public schools.

Vocational teachers must normally have a vocational qualification in teaching and have subjects/skills recognised by industry. The vocational teaching qualifications include pedagogy. Vocational teachers can teach under supervision if they do not hold a vocational qualification of teaching. As a result, there is no minimum qualification for vocational teachers.

Austria

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Figures for the school year 2021/22 refer to weighted means of the 2021 and 2022 salaries (4 months with the 2021 rate and 8 for the 2022 rate). Therefore, weighted means were determined for the respective ISCED levels using the distribution of teachers according to the remuneration schemes.

ISCED 02: In Austria, the large majority of pre-primary education takes place at kindergartens, which are regulated at the level of the provinces. For a minority of children, it is provided at school. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at the primary level. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.). Since the data of those teachers are not representative for ISCED 02 and there are no data available for kindergarten teachers this data is not included.

ISCED 34: At ISCED 34, the weighted means for statutory salaries of teachers include the salaries of teachers teaching in vocational programmes, in addition to those teaching in general programmes. In Austria, a large part of upper secondary programmes is oriented towards vocational education and training, comprising more than half of the students at age 15. In addition to this, due to the system characteristics, information on teachers is collected at two levels of administration: federal and provincial. While the federal schools are administered by the federal ministry and teachers there are federal employees, provincial schools are administered on the provincial level and teachers there are state provincial employees. Data delivered to the federal ministry provided by the provincial government includes salary data on all teachers within the scope of their responsibility and these data cannot be split by orientation of the programme.

Notes on interpretation: comments on qualifications of teachers: In Austria, there are various attainment levels that qualify a person to work as a teacher. Salaries are determined according to their attainment. Therefore, various salary scales apply to them. The salary data reported is therefore an average composed of various groups of teachers.

Basically, there are 6 different federal laws for teachers, except for pre-primary teachers.

- Old service law, Qualifications: Civil Service Code: https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008470 (*Beamten-Dienstrechsgesetz*)
- Civil Service Code for provincial teachers (compulsory schools): https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008549 (*Landeslehrer-Dienstrechtsgesetz)*

- Salaries: Remuneration Act: https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008163 (*Gehaltsgesetz*)
- Contractual Civil Servants Act: https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008115 (*Vertragsbedienstetengesetz*)
- New service law: Qualifications and salaries: Contractual Civil Servants Act: https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008115 (*Vertragsbedienstetengesetz*)
- Contractual Civil Servants Act for provincial teachers (compulsory schools): https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008213 (*Landesvertragslehrpersonengesetz*)

Levels of compensation differ on the basis of the teacher´s remuneration group. To obtain reasonable figures, weighted means were determined for the respective ISCED levels using the distribution of teachers on the existing remuneration groups. As of 2019/20, teachers who enter the teaching profession for the first time are compulsorily employed under the new payment scheme (implemented in 2015). Teachers who entered the educational system before 2019/20 under the old payment scheme will remain there until they retire. So for the next decades the old and new payment scheme will exist simultaneously.

Explanatory notes on decision making authority: The statutory salaries are country-wide determined by law.

Explanatory notes: The provinces have the responsibility for early childhood education and care (ECEC) provision in Austria. There is no federal statistic that contains information about actual or statutory salaries. Statutory salaries can be found in provincial law for some provinces but there is no systematic overview for the whole of Austria. For the salaries of kindergarten teachers who are in an employment relationship with the federal provinces it is not possible to make any general statements. For the employment relationships (duration, contract type, (in)definite term) it is not possible to make a general statement about the occupational field of early childhood education. The respective legal requirements of provincial kindergartens are set out in the provincial kindergarten laws. The legal requirements for kindergarten teachers in private establishments are regulated by provisions in collective agreements. The minimum qualification for kindergarten teachers in general is a specialist training, good repute and extract from police records and suitable health documented by a medical certificate.

Comments on social benefits of teacher: Teachers in Austria are interpreted as all workers, including civil/public and private sector workers, therefor there is no difference when answering according to the different reference groups.

Comments on qualifications:

- Pre-primary: Primary teachers teaching in ‘pre-school classes’ were reported in primary schools at ISCED 0 in previous years. However, this practice has been abandoned because the information led to severe misinterpretations by users of the *Education at a Glance* (EAG) data. These teachers are primary school teachers who are not different from other primary school teachers except the fact that the programme that they teach in is located at ISCED02.
- Primary: The bachelor is the minimum requirement, but within 5 years from the start of the employment teachers have to attain a master degree otherwise their employment ends. Attaining the master degree has no influence on the salary level. It is a criterion for the continuation of the employment and for this reason a minimum qualification for teachers who have been in service for 5 years or longer.
- Lower and upper secondary: The bachelor is the minimum requirement, but within 5 years from the start of the employment teachers have to attain a master degree. Otherwise, their employment ends. In the first year of employment an induction programme has to be done. Attaining the master degree has no influence on the salary level. It is a criterion for the continuation of the employment and for this reason a minimum qualification for teachers who have been in service for 5 years or longer.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology: For upper secondary level weighted means of teachers at compulsory schools for apprentices and the proportion of teachers at colleges for higher vocational education and schools for intermediate vocational education that covers the upper secondary level are calculated.

Comments on qualifications: Vocational upper secondary (ISCED 35), teachers of vocational theory and practice: Within 5 years from the start of the employment teachers with a Master's degree have to complete additional pedagogical studies (60 ECTS) and teachers with professional qualification have to attain a bachelor's degree (ISCED 6) otherwise their employment ends. Completing these studies has no influence on the salary level. It is a criterion for the continuation of the employment and for this reason a minimum qualification for teachers who have been in service for 5 years or longer.

School heads (Table D3.5)

ISCED 02: Pre-primary education is largely provided in kindergartens, for which there are no data available. The remaining minority of pre-primary schools are integrated in primary schools. Data on these school heads are the same as for ISCED 1. At ISCED 34, vocational programmes are included.

School heads' allowances are determined by size of school a time of service. Concerning the size of schools there are, depending on the type of school, 5 or 6 ranges. For filling in the salary ranges, the allowance for the smallest schools (Range A) and for large schools (Range B) were used to define the range of salaries paid to school heads. Therefore, the percentage of heads paid exactly that allowance (A or B) cannot be stated. For extraordinary large schools the allowance of Range B is increased up to 25% (more than 60 classes).

Notes on interpretation: Whereas statutory salaries refer to the Old Service Act, values reported are weighted averages for two reference periods (civil year 2021 and 2022. The statutory salaries are calculated for heads under the old service act for teachers since there are no heads under the new service act yet. However, in the explanatory notes some information about the new service code is given.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

for teachers: The actual average salaries were calculated for full-time equivalent teachers. Headmasters, deputies and assistants are excluded. Pre-primary education is largely provided in kindergartens, for which there are no data available. The remaining minority of pre-primary schools are integrated in primary schools. Data on these teachers are the same as for ISCED 1. At ISCED 34, vocational programmes are included.

Notes on coverage and methodology for school heads: Mean of the school heads monthly compensations over a school year. At ISCED 34, vocational programmes are included.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology: Vocational upper secondary (ISCED 35): weighted means of teachers at compulsory schools for apprentices and the proportion of teachers at colleges for higher vocational education and schools for intermediate vocational education that covers the upper secondary level are calculated.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties:

- Administrative support of head: 50% of head's allowance.
- Co-ordination of teachers: between EUR 90 and EUR 107 per month depending on the school size.
- New service code: Administrative support of head: EUR 480 to EUR 863 per month depending on school size.

- Co-ordination of teachers: EUR 180 per month.

Allowances related to teaching more classes or hours than required by full-time contract: 1.3% of the monthly salary per teaching-hour.

Allowances related to students counselling: Between EUR 82 and EUR 328 per month depending on the school size; New service act: EUR 180 per month.

Allowances related to special tasks: Training student teachers: on average EUR 2 100 per year. New service act: Training student teachers: EUR 180 per month.

Allowances related to class teacher/form teacher: Between EUR 99 and EUR 219 per month depending on level of education/type of school for 10 month a year; New service act: no additional payment but statutory duty.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: EUR 126 and EUR 210 per month depending on the number of starting teachers; New service act: between EUR 108 an EUR 180 depending on the number of starting teachers.

Allowances related to other tasks and responsibilities of teachers: For teachers recruited as of 2019/20 only: for teaching 'work-intense' subjects (more time required for preparation, corrections e.g. (foreign) language, mathematics) between EUR 15 and EUR 37 per weekly hour per month for 12 months a year depending on the subject and level.

Allowances related to teaching students with special educational needs (in mainstream classes): Only new service act: for special education teachers in mainstream classes up to EUR 180 per month depending on the proportion of assignment.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: In line with their qualification and employment, there are five service groups for teachers in public service (L 3, L 2b 1, L 2a 1, L 2a 2, L 1). The specified service groups are divided into salary levels and the pay groups into pay levels, within which the teacher progresses by one level every two years (time advancement). Classification into a specific salary level (pay level) is conducted based on specific aspects when the teacher starts service. For teachers at compulsory schools, it is mainly service group L 2 or pay group l 2, in the upper secondary sector service group is L 1 or pay group l 1.

The new legislation on employment and payment being implemented from September 2015 onwards concerns new entrants to the profession. Beginning with 2019/20, it fully applies to all new teachers (pay group "pd").

Criteria for salary progression: Years in service, general pay rise for public servants (result of collective bargaining)

Process to establish salaries: Result of collective bargaining between public service union and the government.

Status of teacher: Public employees, civil servants (status no longer granted). There are different pay schemes available for these groups.

Pathways to enter the teaching profession: In July 2013, the Federal Framework Law concerning the Introduction of a New Teacher Training Scheme created the legal foundations to implement ‘New teacher training’. The new teacher training scheme provides for the following cornerstones. Training is geared towards the pupils’ age brackets (primary level, secondary level). Master’s degree programme, 2-3 semesters, 60 to 90 ETCS points. The master’s degree programmes can be completed on a part-time basis. One-year professional entry phase (induction), supported by experienced pedagogues as mentors. During the induction phase, students can complete the master’s degree programmes.

Belgium (Flemish Community)

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The annual gross statutory salaries are calculated based on the salary rate applicable as of January 2022 but adjusted for the average inflation during school year 2021/22.

In this questionnaire, the required qualifications are taken into account. In the Flemish Community, there is also sufficient qualifications and other qualifications. Mostly, the pay scales of these do not differ from these of the required qualifications and mostly, the sufficient qualifications differ from the required qualifications on the fact that in secondary education, they do not need a formation in the specific content of the subject. For instance, for teaching mathematics in the third stage of secondary education a required qualification is a Master in mathematics with certificate of teaching competence and a sufficient qualification is for instance a master in languages with certificate of teaching competence.

Government-dependent private schools are included.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries as mentioned include end-of-year bonus and holiday bonus.

Notes on interpretation: For the calculation of the 'Proportion of teachers paid according to this salary range' full-time and part-time teachers are taken into account.

Comments on qualifications of teachers: Teachers in pre-primary, primary and lower secondary education need a bachelor's degree. It should be taken into account that the teachers with a bachelor's degree at lower secondary education have also a subject-related requirement. The training at ISCED 6 includes pedagogical training at the basic training as well. Teachers in the first two years (first stage) of upper secondary education are at minimum required to have a Bachelor of education: secondary education and at maximum a Master in the specified content of the course and a certificate of teaching competence. Teachers in the last two years (second stage) of upper secondary education are required to have a Master in the specified content of the course and a certificate of teaching competence.

School heads (Table D3.5)

Notes on coverage and methodology: The annual gross statutory salaries are calculated based on the salary rate applicable as of January 2022. From the school year 2018/19 only one salary scale (the highest) is used for school heads in elementary education. Before, there were three salary scales. Government-dependent private schools are included.

Statutory salaries include end-of-year bonus and holiday bonus.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Teachers

Notes on coverage and methodology for teachers: Actual salary figures refer to full-time teachers of general subjects on January 2022, adjusted for the average inflation during schoolyear 2021-2022. The allowances and additional payments are included. The sources are the staff payment database and the staff assignment database of the policy domain of education and training. Full-time personnel aged 25 to 64 years in general subjects and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and general secondary schools on 15 January of the reference year.

Notes on interpretation for teachers: Government-dependent private schools are included.

School heads

Notes on coverage and methodology for school heads: Actual salary figures refer to full-time school heads on January 2021. The source is the staff payment database of the policy domain of education and training. Full-time personnel aged 25 to 64 years and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and secondary schools on 15 January of the reference year. The allowances and additional payments are included.

Notes on interpretation for school heads: For lower and upper secondary, only those schools that reflect the structure of ISCED level 2 and ISCED level 3 are included. Government-dependent private schools are included.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to other tasks and responsibilities of the teacher: Teaching more classes or hours than required by full-time contract (e.g. overtime compensation), the Maximum pay is 140% of the basic salary.

Allowances related to teachers' qualifications, training and performance: Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc. From EUR 45.82173 to EUR 137.488 per month for the successful completion of specific education leading to certain certificates and diplomas.

School heads (tables D3.13 and D3.15)

Allowances related to participation in school or other management in addition to teaching duties: Allowances for general director (*'algemeen directeur'*), coordinating director (*'coördinerend directeur'*) or director co-ordinator (*'directeur coördinatie'*) in school clusters/groups of schools: min EUR 707.33 per month and max EUR 990.26 per month.

Allowances related to further formal qualifications: Different fixed amounts according to different qualifications: min EUR 45.82 per month; max EUR 137.49 per month. School heads that got the qualification after 1 September 2010 do not get the allowances anymore. If they got it before 1 September 2010, the allowance can still be granted.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The compensation system is based on qualifications and years of service. There are required, sufficient, and other qualifications. The required qualifications differ from the sufficient qualifications in the fact that they have a content specific qualification. The salary however is the same in both cases, the other qualifications don't give access to tenure and a job is only possible for a limited time; in this case the teacher also receives a lower salary. The qualification is linked to a pay scale. There are several steps in the pay scales due to the years of service. These steps are non-linear because the first three steps are annual and differ from the fourth and following steps by the fact that from the fourth step on the steps are two yearly and are higher than for the first three steps. If the index of consumer prices reaches a certain threshold, then the salaries are increased with 2% for the living costs.

Example of the difference between required and sufficient qualifications: a bachelor for education: pre-primary education (required) and a bachelor for education: primary education (sufficient).

For pre-primary, primary and lower secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career the teacher receives every 2 years an additional amount. The teacher receives this amount in the 5th year, in the 7th year, and so on. This is done 12 times and since 2021 one extra time at 36 years. This leads to the 36 years to grow from minimum to maximum salary.

For upper secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year, and so on. This is done 11 times and since 2021 one extra time at 36 years. This leads to the 36 years to grow from minimum to maximum salary.

Criteria for salary progression: The criterion is years in service.

Pre-primary, primary and lower secondary: During the first, second and third year of his career, a teacher receives an additional payment that is equal for these three years. From the fifth year on, the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year, etc. this during 12 times. This leads to 27 years to grow from minimum to maximum salary.

Upper secondary: same than above except that it only lasts 11 times, thus it leads to 25 years to grow from minimum to maximum salary.

Process to establish salaries: There is an automatic mechanism of the index and there are collective (bargaining) agreements, but the Flemish Community decides and designs decrees and resolutions wherein the pay scales are regulated.

Status of teacher: The teachers are civil servants but have a specific status, based on their own decrees and resolutions within the group of civil servants.

Pathways to enter the teaching profession: Graduates from initial teacher education can start teaching directly. There are no additional requirements to start teaching. It is at the discretion of the schools to choose their teachers (see *Education at a Glance 2014*, p. 514, Table D6.5c). The compensation system is based on qualifications and years of service. There are required, sufficient, and other qualifications. The required qualifications differ from the sufficient qualifications in the fact that they require a content specific qualification. The salary however is the same in both cases, the other qualifications do not give access to tenure and a job is only possible for a limited time; in this case, the teacher also receives a lower salary.

Other comments: The same remunerations exist for public and government-dependent schools.

Belgium (French Community)

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Additional payments that all teachers receive on top of their base salaries and included in statutory salaries. Statutory salaries as mentioned include end-of-year bonus and holiday bonus.

- End-of-the-year bonus = EUR 772.27 + (base salary x 2.5%)
- Holiday bonus = Gross salary x 70% x 86.93%

Government-dependent private schools are included.

Notes on interpretation: Comments on qualification of teachers: Teachers with “most prevalent qualifications” are teachers that hold a required title within a series of possible diplomas (e.g. *Instituteur*, “AESI: *agrégation de l’enseignement secondaire inférieur*” – lower secondary school teacher degree, “AESS: *agrégation de l’enseignement secondaire supérieur*” – upper secondary school teacher degree).

Most teachers have a required qualification, though sufficient qualifications also exist. Teachers in pre-primary, primary and lower secondary education need a bachelor’s degree, which is a sufficient qualification if it is not a specific bachelor’s degree. Then, teachers with “Minimum level of training” do not have the required title, but the sufficient one, whereas teachers with the following certificates [Pre-primary Teacher Bachelor degree (ISCED 6),

Primary Teacher Bachelor degree (ISCED 6), and Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = *Agrégation de l'enseignement secondaire inférieur*)] have the required title. Teachers with "maximum qualifications" hold a required title and a master's degree for primary school teachers and AESI.

Comments on social benefits of teachers: It has not to be interpreted as including all workers as "civil/public and private workers". The calculation of the pension of a teacher (as a public servant) follows specific rules given that a teacher is part of both the public sector and the education sector.

School heads (Table D3.5)

Additional payments that all school heads receive on top of their base salaries and included in statutory salaries: 13th month/end-of-the-year bonus= EUR 772.27 + (base salary x 2.5%) + Holiday-pay= base salary x 70% x 86.93%. Government-dependent private schools are included.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology: Average salary scale at ISCED level includes the annual gross salary, end-of-year bonus and vacation pay. Government-dependent private schools are included.

Notes on interpretation for teachers: The statutory teacher's salary is about the same as the actual salary, except for teachers with the minimum level of qualification at the upper secondary level, whose actual salary is much lower. Moreover, their level of qualification is lower than the typical level of qualification of lower secondary teachers.

Notes on interpretation for school heads: Average age (and years of experience) is higher in 2022 than in 2021: In 2021 21% of school heads are aged 30 or less; in 2022 they are 9%, so the average gross salary which is determined by the years of experience is higher. All levels combined, there is an increase of 1.5% for male school heads compared to 2021 (2% for female school heads). For ISCED 02 level, 4.6% vs 2.3% because the small number of male school heads in this level affects a lot the average actual salaries (since related to years of experience and age).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: Most representative salary scale at ISCED level including the annual gross salary, end-of-the-year bonus and vacation pay.

Allowances related to teaching more classes or hours than required by full-time contract: Lessons in addition to a full-time schedule (= ancillary function) represent only 0.0035% of total hours worked at ISCED levels 02, 1, 24 and 34. Additional teaching hours are paid on the minimum salary scale and don't entitle to holiday benefits nor to thirteen-month benefits.

Allowances related to special tasks: The amount vary according to the level in which the training student is doing his trainee:

- EUR 2.61 per period (of 50 minutes) if the student does his trainee at ISCED 02, 1 or 2, with a maximum of 40 days per year and per teacher.
- EUR 3.86 per period (of 50 minutes) if the student does his trainee at ISCED 3, with a maximum of 160 days per year and per teacher.

Allowances related to further formal qualifications: Teachers at ISCED 02, 1 and 24 who, in addition to the minimum qualification (bachelor), hold a master's degree in educational science, are paid at scale 501 (the most common scale at ISCED 34) instead of the scale 301. At the beginning of career, they are paid EUR 41 524 instead of EUR 33 402 (scale 301).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Linear for the fixed part of the salary. For the holiday benefits and thirteen-month benefits, it's a fixed part + a percentage of the salary. The salary scales are the same for Government-dependent private schools.

Criteria for salary progression: Years in service + further formal qualifications.

Process to establish salaries: Salaries levels are based on the number of years in service, qualification levels and the cost-of-living adjustments.

Status of teacher: Teachers are civil servants.

Pathways to enter the teaching profession: Qualification level.

For pre-primary: Pre-primary Teacher Bachelor degree (ISCED 6). For primary: Primary Teacher Bachelor degree (ISCED 6). For lower secondary: Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = *Agrégation de l'enseignement secondaire inférieur*). For Upper secondary: Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = *Agrégation de l'enseignement secondaire supérieur*).

Bulgaria

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Regulations only set the minimum statutory salary for the three levels of a teacher's career: 'teacher', 'senior teacher' and 'chief teacher'. Information on the annual statutory salary after 10 years corresponds to the minimum salary of a 'senior teachers', and the salary after 15 years refers to the minimum salary of a 'chief teacher' respectively. Many other factors impact the formation of the actual individual salaries.

Statutory salaries reflect the minimum levels of the basic wages of teachers' salaries, not taking into account a number of additional allowances (for example for the length of work experience, the level of professional experience, a higher personal qualification). Data on actual salaries of the educational/pedagogical professionals are not available across the state and municipal education institutions.

In the reference year 2022, the minimum monthly wages for teaching positions were increased twice – as of 01.04.2022 and as of 01.09.2022, so the overall annual amount of teachers' remuneration/salary for 2022 is calculated in proportion to the months of application of the corresponding amounts.

Notes on interpretation: The teachers' statutory salaries differentiation is connected to their career development and not to the acquired educational qualification degree. The three stages of a teacher's career are: teacher, senior teacher and chief teacher. A teacher may be appointed to the position of "senior teacher" when meets requirements (in addition to those of completed a university degree and obtained a professional qualification), namely: having not less than the compulsory qualifying credits from the annual attestations; obtained a fifth or fourth professional qualification degree; received a grade in the last attestation not less than 'meets the requirements' and having a 10-year teaching experience. A teacher may be promoted to "senior teacher" having less than a 10-year teaching experience if manages to over perform on other requirements. The minimum amounts of the basic salaries are determined at national level varying according to the pedagogical positions. The specific amounts of individual salaries are determined depending on the financial capabilities of the educational institution.

Explanatory notes on decision making authority: The statutory salary is determined and regulated at state government level by Ordinance № 4/2017, issued by the Minister of Education and Science. The internal rules

of each school educational institution are set according to respective legislative regulations and the collective agreements in the sector, taking into account also the general legislation on the labour on national level.

School heads (Table D3.5)

Notes on interpretation: The statutory salary of heads of kindergartens and schools is determined based on set minimum amounts by ordinance of the Minister of Education and Science. The basic criteria are number of enrolled pupils and kind of school. The salaries of the heads of municipal kindergartens/schools are determined by the authorities on regional level.

Explanatory notes on decision making authority: By Ordinance the Minister of Education and Science sets annually Rules for determining the work salaries of the heads of the municipal and state schools and other units within the educational system. The salaries of the heads of municipal schools are determined by the authorities on regional level. Annually, the mayor of each municipality issues ordinance which sets the salaries of the schools' heads in the respective municipality. The Rules for determining the salaries of the heads of the municipal and state schools, issued by the Minister of Education and Science recommend the same principles to guide the rules for setting the salaries of the municipal schools' heads. The collective agreement also sets regulations about them.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties: At least 70% of the basic salary.

Allowances related to Teaching more classes or hours than required by full-time contract: For teaching extra hours and also for work with students that need learning support depending on the educational qualification degrees of the teacher: at least BGN 6.93, BGN 7.70 ad BGN 9.35 per hour for the respective position of teachers.

Allowances related to students counselling: at least BGN 15 per month for the pedagogical specialists in centers for personal development support.

Allowances for Engaging in extracurricular activities: For participation in teams for joint work of institutions on including and integrating children and pupils in the education system an additional remuneration shall be paid, in accordance with the internal rules.

Allowances related to special tasks: For organising and keeping updated the obligatory school documentation, depending of the activity and position, at least BGN 15-46 per month or at least BGN 60 per year.

Allowances related to Class teacher/form teacher: At least BGN 46 per month.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: For teachers' mentoring BGN 60 per month up to 1 year.

Other allowances related *to tasks and responsibilities of teachers*: For evaluation/assessment of pupils' performance within olympiads, competitions, national external evaluation, assessments of pupils attending other forms of education, the payment corresponds to the rates for overtime hours. For additional training of students who have been absent for more than 10 school days due to illness, for counselling of students who have switched to an independent form of education due to health reasons and for conducting additional training in academic subjects when teaching students non-synchronously at a distance in an electronic environment: 15 BGN per hour.

Allowances related to further formal qualifications: For a PhD degree between BGN 130 and BGN 160. For teaching a subject in a foreign language, a minimum of BGN 30.

Allowances related to successful completion of (continuing) professional development activities: The regulations established the exact amounts – between min BGN 30 and BGN 90 depending on the level of the professional

qualification degree (PQD). PQD V: at least BGN 30; PQD IV: at least BGN 35; PQD III: at least BGN 50; PQD II: at least BGN 70 and PQD I: at least BGN 90.

Allowances related to teaching students with special educational needs (in mainstream classes): At least BGN 30 for work with pupils with special educational needs.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): For work under specific conditions, paid to the staff in the boarding schools providing education depending on the kind of the school: not less than 10-12% and 20% of the minimum basic salary for the respective position. For work in centres for special educational support – not less than 10% of the minimum basic salary for the respective position.

Other allowances related to related to teaching conditions: For the duration of distance learning in an electronic environment in the conditions of pandemics, epidemics, etc., BGN 30 per month shall be paid as additional remuneration to pedagogical specialists to compensate the cost of consumables.

Other allowances for other criteria: By Ordinance No 4/2016 on the representative clothing of the staff in the pre-school and school institutions, issued by the Minister of Education and Science, funds for representative clothing of pedagogical specialists not less than BGN 430/annualy are set by collective agreement. The exact amount of the representative clothing shall be determined by the school head for each calendar year in accordance with the institution's budget and the amounts agreed in the collective agreement.

School heads (tables D3.13 and D3.15)

Allowances related to participation in other management in addition to school head duties: For organisation, management and monitoring of professional training, up to 2 basic salaries per year.

Allowances related to working overtime: Additional allowances can be paid for extra hours over the obligatory teaching minimum, according to the internal rules of the school.

Allowances related to engaging in extracurricular activities: For organising extracurricular activities in groups BGN 25 per month for up to 10 groups; BGN 38 per month for 11-20 groups; BNG 50 per month for 20 or more groups.

Other Allowances related to other tasks and responsibilities as school heads (not to teaching duties): Additional allowances can be paid for organising and monitoring national external evaluation: between BGN 60-600 depending on the number of pupils taking part in the evaluation. The allowances for teaching in foreign language and for activities contributing to increasing the enrolment of students in the educational system depend on the internal rules of the school.

Allowances related to further formal qualifications: For professional qualification degree, depending on the degree up to BGN 100 per month.

Allowances related to ssuccessful completion of (continuing) professional development activities: For a PhD degree BNG 130 per month and for PhD of Science BGN 160 per month.

Allowances related to Outstanding performance: The amount of the management allowance depends on school heads' performance and achieved results. It is given based on a differentiated payment. In addition, a one-off award can be given for amounts not exceeding the basic salary.

Other allowances related to qualifications, training and performance: Single payment at the end of the year for up to BGN 2 200.

Allowances related to Schools with students with special educational needs (in mainstream classes): Additional payment is allowed for working with pupils with special educational needs. There is also a separate scale for basic statutory salary for heads of special schools. For organising activities related especially to pupils with special educational needs in specialised and non-specialised schools: BGN 35 per month up to 10 pupils; BGN 47 per month between 11-20 pupils; BGN 60 per month for more than 20 pupils.

Allowances related to School in a disadvantaged, remote or high cost area (location allowance): Refunding up to certain limit of the expenditures for rent, if the school is located in specific locations and if the school head teaches in classes and is thus considered as a pedagogical specialist. Refunding up to certain limit of the expenditures for travel, if the school is in a place outside the place of residence and if the school head teaches in classes and is thus considered as a pedagogical specialist.

Other allowances related to working conditions: For the duration of distance learning in an electronic environment in the conditions of pandemics, epidemics, etc.: BGN 30 per month shall be paid to compensate the cost of consumables.

Other allowances related to other criteria: If the Collective agreement or the internal rules of the school foresee, the following additional remuneration may be included in the gross salary of school heads:

- for public holidays or for the beginning of the school year – three times a year, but not more than BGN 3 100 in total for the calendar year;
- for increasing the enrolment and keeping pupils from vulnerable groups in the pre-school and school education system; In addition to the additional remuneration set out in the Labour Code and other regulations, the gross salary of school heads can include additional remuneration if there is a reason for it:
- for teaching hours above the minimum compulsory standard teaching work
- for teaching subjects in a foreign language
- for the organisation and supervision of external assessments

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: By Ordinance № 4/2017, issued by the Minister of Education and Sciences is established the State Educational Standard for work measurement and payment within the institutions of the preschool and school education system. The regulations set the minimum amounts of the basic statutory salaries of the educators/teachers according to the following division: educator/teacher - senior educator/teacher - chief educator/teacher. On lower institutional level, each individual kindergarten or school adopts internal rules for the salaries. The individual gross salary in educational institutions is determined by the employer in accordance with the legislation in place, the collective agreements in pre-school and school education and the internal rules on the salary in the educational institution. The actual salaries of the teachers are higher and also depend on the sufficiency of the single school budget.

Since the regulations only set the minimum salary for the three stages of a teacher's career, i.e. teacher, senior teacher and chief teacher, the salary given after 10 years corresponds to the salary of senior teacher, and the salary after 15 years corresponds to the salary of chief teacher. The teachers could be promoted to these positions after they meet specific requirements.

According to Ordinance 15/2019on the statute and the professional development of the teachers, heads of schools and other pedagogical staff, the position of „senior teacher" includes, in addition to the functions of the position of "teacher", additional functions and responsibilities related to intra-institutional training, analysis of educational outcomes, competencies and progress of pupils, assisting newly appointed teachers and teachers, developing school curricula and programs.

The position of "chief teacher" includes the functions of the post of "teacher" and some of the functions of „senior teacher ", but also additional functions of higher level of responsibility, requiring more experience and knowledge, and higher level of competences.

Criteria for salary progression: The teachers for each year professional experience receive 1% supplementary payment to the basic salary. When a teacher become senior teacher and then chief teacher the salary increases

according to the set amount for the respective level. In addition to the basic salary there are allowances for qualification, performance/results, responsibilities, etc.

Process to establish salaries: Following government programme and policy towards transforming the "teacher" profession into more attractive for the young pedagogical specialists, educators/teachers' salaries can be increased. The interventions are set in place by updates/amendments of the respective legal documents and the Collective agreement.

Status of teachers: The teachers are not civil servants. They are employed by employment contract. They are classified under specific labour category.

Pathways to enter the teaching profession: Ordinance No 15, dated 22nd July 2019, issued by the Minister of Education and Science, establishes the State educational standard for the status and the professional development of the teachers, heads of the schools and other pedagogical specialists in the system of the pre-school and school education. The Standard defines: the functions of the pedagogical specialists, their positions within the system and the necessary professional qualification; professional profiles; rules for holding a practical preparation of the teachers – trainee; rules for increasing the qualification and its levels; aims, functions and content of the professional portfolio; career development, etc.

Brazil

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The figures are based on the national wage floor of BRL 2 577.74 and include the 13th salary as well as the one-third vacation bonus. The National Law on the Teacher's Salary Floor n. 11,738.16 / 07/2008, establishes the national minimum salary for basic education teachers working in public schools, with minimum ISCED 3 (aimed at teacher training: "Normal/*Magistério*") and a workload of, at most, 40 hours per week. The teacher's salary floor does not distinguish the level of qualification of teachers.

In Brazil, it is the responsibility of the states, the Federal District and the municipalities, together with their respective educational systems, to ensure the approval of statutes and career plans for teachers in the public sector. However, there is a minimum national salary for teachers working in public schools. Starting salaries provided is the legal minimum teacher salary. As a consequence, the actual average statutory starting salary for teachers in Brazil is probably higher.

Notes on interpretation: Starting salary is calculated based on the teacher's salary floor established by law, for basic education teachers working in public schools with minimum ISCED 3 training, in the "Normal" modality and a workload of, at most, 40 (forty) hours per week. In 2019 it corresponds to the monthly amount of BRL 2 557.74, plus the 13th salary and the third vacation bonus.

Explanatory notes on decision making authority: Comments on qualifications of teachers: Brazil has a decentralised system, each one of the 26 states, the federal district and more than 5 thousand municipalities has their own teachers career plan. Many of them have a structured qualification scheme, while others do not. The salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. However, there is a minimum national salary for teachers working in public schools.

School heads (Table D3.5)

Brazil has a decentralised system, each one of the 26 states, the federal district and more than 5000 municipalities have their own school heads career plans. Because of that, the salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. Differently from school teachers, school heads do not have a minimum national salary.

Criteria and decision level for various types of salary payments for teachers and school heads

Notes on interpretation: Brazil has a decentralised system; therefore each one of the 26 states, the federal district and more than 5 000 municipalities has their own teachers career plan.

Metadata on teachers and school heads and their compensation system (in public institutions)

Status of teachers: Most public school teachers are hired with a specific career plan, corresponding to civil servants.

Canada

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology:

The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

- At least seven (50%) provinces and territories provide a response, and
- Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response.

- At least seven (50%) provinces and territories provide the same response, and
- That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2022 joint Eurydice-OECD salaries of teachers and school heads data collection survey.

Notes on interpretation: Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

Many different collective agreements are used to determine salaries across jurisdictions. For the majority of provinces and territories, salaries are negotiated through a collective bargaining process involving the provincial/territorial government, groups representing teachers and education boards/districts. These agreements are typically valid for a 2–5-year period and are then renegotiated through a formal process.

School heads (Table D3.5)

The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

- At least seven (50%) provinces and territories provide a response, and
- Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Similar to the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether or not there is enough consensus to provide this response.

- At least seven (50%) provinces and territories provide the same response, and

- That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Provinces and territories have different pay scales based on credentials/education level (usually 1 or 3-6 pay scales), and steps within those pay scales based on years of experience (typically 10 steps). Salary is based on a teacher's pay scale and step.

Criteria for salary progression: Salary progression is based on moving through classes (increasing credentials) and/or steps (gaining an additional year of experience).

Process to establish salaries: For the majority of provinces and territories salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers' associations, and education boards. These agreements are typically valid for a 2–5-year period and are then renegotiated.

Status of teacher: For 8 of the 11 submitting provinces/territories (AB, MB, NS, ON, PEI, QC, SK, NWT), teachers are members of school boards and not members of the civil service. In 3 of the provinces, (BC, NB, NL), teachers are considered public servants.

Pathways to enter the teaching profession: The typical pathway is by obtaining a bachelor's degree in Education. Each province/territory also has other options/pathways.

Chile

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Simulations for a regular teacher working 44 hours, according to years of experience and level assigned. These simulations are the official 2020 estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903).

Notes on interpretation: Teachers' salaries vary according to the levels where the teachers are located. Within the same levels there are different salaries, according to the bienniums of service. For each of the superior 3 levels, a minimum number of years of experience is required: to be in level "Advanced", 4 years of experience, to be in "Expert I", 8 years of experience, and to be in "Expert II", 12 years of experience.

Explanatory notes on decision making authority: The Law 20.093 states the New System of Teacher Education and Professional Development Law (2016) which develops a career and a new pay structure for teachers. The teaching career is based on a progression system through which they have to periodically participate in evaluations after which they are classified in one of the 5 career levels. These levels are associated are linked to a salary scale, and there are also certain additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career. All career allowances are subject to the readjustment of the public sector.

Comments on qualifications of teachers: The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). Teachers progress between levels through an evaluation, called "Recognition System", which implies the taking of a standardised test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers

in level "Beginner" must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level "Intermediate", must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026.

School heads (Table D3.5)

Notes on coverage and methodology: Simulations for school heads working 44 hours, according to their years of experience, level asigned and an estimate of the management responsability allowance. These simulations are the official 2020 estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903).

Explanatory notes on decision making authority: New System of Teacher Education and Professional Development Law (2016) which develops a career and a new pay structure for teachers. The teaching career is based on a progression system through which they have to periodically participate in evaluations after which they are classified 5 career levels. Teachers who wish to become school heads, must be assigned in the level "Advanced" as a minimum. These teachers will receive the amount corresponding to their level and years of experience, and an additional school head allowance, the amount of this allowance will vary according to size of the school (number of students) and proportion of vulnerable students (less or more than 60%).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology: Estimated by adding monthly salary payments to teachers in 2021 and dividing by the number of teachers in each category. In case of missing data of salary payments in a given month, the expected salary was imputed by estimating the monthly payment each teacher should receive, given the average value of the payments that were in fact received in the year. The average annual payments per ISCED level is estimated by accounting in the calculations all teachers that declare teaching at a given level. Salary payments do not include pension contributions, health insurance or unemployment benefits paid by employers.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on coverage and methodology:

Allowances related to teaching more classes or hours than required by full-time contract: this must be authorised by the competent authority of the teacher.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Mentoring was established as mandatory for all teachers between the first and second year of professional practice, in which the State makes a payment to both mentor and beginner teacher for participation in mentoring.

Allowances related to outstanding performance in teaching: A national evaluation system was established where teachers must be evaluated every 4 years. They must take a test of specific knowledge and a portfolio that certifies teaching competences, according to these teachers are assigned to levels of professional development and receive an assignment (Assignment of teaching professional development) associated with their performance.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): There is an allocation that rewards teachers who work in schools with a high concentration of vulnerable students, which is higher as teachers have a better certification (they have been assigned to advanced levels of Teacher Development). Therefore, it is an incentive for teachers with better teaching skills to move to schools with high

vulnerability. Teachers also receive an allocation by area that is a percentage set by law on basic minimum teacher remuneration.

School heads (tables D3.13 and D3.15)

Allowances related to further formal qualifications: School heads are required to be qualified in level Advanced in the Teachers' professional development System. However, they can potentially be qualified in higher levels, which would mean an extra amount in his/her base salary.

Other allowances related to other criteria: The only additional allowances of the School Heads is the Collective Performance Allowance (ADECO), which is set in relation to the achievement of the school goals, in agreement with the Ministry of Education. This has to be approved by both the school and the provincial management. It can be 10% to 20% of the base salary. On the other hand, a school head who takes hours in the classroom could participate in the evaluation process and eventually be assigned in a better level in the teaching career, opting for better salaries.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The New System of Teacher Education and Professional Development Law (2016) develops a career and a new pay structure for teachers. The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). These levels are associated to a salary scale, and there are also certain additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career. The allowances for each level are stated in the DFL 1 of 1996, in its article 49: "teachers shall have the right to receive an Assignment for a Professional Development Level, whose monthly amount will be determined based on the following components: a) Experience Component: It will be applied on the base of the minimum national basic remuneration that the law determines and will consist of a percentage of this, corresponding to a 3.38% for the first two years of teaching service and a 3.33% for every two additional years, duly accredited, with a cap and maximum amount of 50% of the basic national minimum remuneration for those professionals who total 30 years of services. b) Component of Progression: Your monthly amount will depend on the stage in which the teacher is and the bienniums of professional experience that you have, and its maximum value will correspond to the following for a contract of 44 hours and 15 bienniums: i) Level Beginner $15.523; ii) Level Intermediate $51.155; iii) Level advanced $102.955; iv) Level Expert I $385.970; and v) Level Expert II $830.622.

Criteria for salary progression: Teachers progress between levels through an evaluation, called "Recognition System" (every 4 years), which implies the taking of a standardised test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level "Beginner" must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level "Intermediate", must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026.

Process to establish salaries: All career allowances are subject to the readjustment of the public sector.

Status of teachers: Teachers working in public schools are considered civil or public servants.

Pathways to enter the teaching profession: According to DFL 1 (1996) Article 2, the requirements to enter the teaching career are "to hold a degree of teacher or educator, granted by Normal Schools and Universities. Also, people legally enabled to exercise the teaching function and those authorised to perform it according to the current law. In the same way, qualified professionals are those persons who are in possession of a title of teacher or educator granted by Professional Institutes recognised by the State, in accordance with the regulations in force at the time of their granting."

Colombia

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Data on salaries correspond to the regulated by the statute teacher 1278/2002 and do not include or additional bonuses or compensation.

The salaries do not include social security paid by the employer. Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. Only classroom teachers from statute 1278 are taken into account (there is a prior statute, 2277 of 1979, and those teachers who entered when that statute was in place, still work according to it).

The teaching experience is counted from the date of recruitment in the public sector.

Notes on interpretation: data refer to information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute. Therefore, the percentages are measured in relation to this scale. Under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases, the salary of 10 years is equal to the 15 years.

Notes on qualifications:

- (Pre-primary and primary) Teachers must overcome the merit contest for entry into the teaching career.
- (Lower secondary) The teachers must overcome the merit contest for the teaching career. Professionals with different degrees than a bachelor's degree in education must prove that they have completed or have completed a postgraduate degree in education, or that they have completed a programme in pedagogy.
- (Upper secondary) In Colombia, teachers in secondary education can teach indistinctly for ISCED 24 and ISCED 34 levels. So it is not possible to differentiate between the two levels. The percentage for ISCED 24 applies for both ISCED 24 and ISCED 34.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, service bonus and holiday bonus.

School heads (Table D3.5)

Data on salaries correspond to the regulated by the statute teacher 1278/2002 and do not include compensations or additional bonuses.

Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. The new teachers are those linked within the year to the official sector, but does not imply that they are newly graduates.

The teaching experience is counted from the date of recruitment in the public sector.

Notes on interpretation: For this report we used information regulated in the Statutory Teacher Decree 1278 of 2002 considering that the new entrants in the public sector are governed by this statute. Therefore, the percentages are measured in relation to this scale.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. This means that in all cases the salary of 10 years is equal to that of 15 years.

The salaries do not include social security paid by the employer.

Statutory salaries of school heads with the minimum qualification: In table D3.5, at the pre-primary ad primary levels, minimum statutory salaries refer to salaries in schools covering compulsory pre-primary and primary education, whereas the maximum statutory salaries refer to school heads in schools covering pre-primary to upper secondary education. Most schools in Colombia include a minimum of one ISCED 02 grade, and all grades of ISCED 1, 2 and 3. There are only few schools, mainly in rural areas, that only offer the compulsory ISCED 02 grade and the grades corresponding to primary education. Salary ranges are the same for school heads and teachers, but school heads receive an additional amount (a percentage of the salary) given the additional responsibilities and obligations this role implies. Applicants who can only demonstrate the minimum qualification for ISCED 02 and ISCED 1 teachers (an ISCED 4 degree), can only be considered for these rural schools that only have pre-primary and primary education; they are not eligible for schools that offer all education levels. Regarding the additional percentage for school heads, this also implies a difference for their salaries. While school heads for these ISCED 02 and 1 schools only receive 10% additional to their salary, all other school heads receive an additional 30%. It is important to consider that these schools that only offer ISCED 02 and 1 grades tend to disappear or get integrated to bigger schools. Currently only around 2% of schools in the country are of this type. Under this scale a school head can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a significant influence to reach the top salary. This means that in all cases the salary of school heads with 10 years of experience is equal to that of school heads with 15 years of experience.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: Data refer to used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

Allowances related to participation in school or other management in addition to teaching duties: All the teaching positions go out to public contest and have defined the functions and their salary is determined by national law. There are directive positions called coordinators, but these are not teachers and do not have teaching obligations. Teachers cannot assume management responsibilities.

Allowances related to teaching more classes or hours than required by full-time contract: The value of overtime is determined in the salary law.

Allowances related to engaging in extracurricular activities: It is voluntary at the discretion of individual teachers or heads of schools. No additional payment.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: it is not required.

Allowances related to further formal qualifications: The entrance to the teaching career is carried out through a merit contest and salary range is in accordance with the teacher's qualification. A teacher enters at a specific salary range, and when he/she finishes a postgraduate program, must hand in formally the corresponding documents, to receive an increase in their salary, according to the increment established by the salary law.

Allowances related to successful completion of (continuing) professional development activities: There is no direct salary increase or allowance for having participated in these professional development activities. These are offered by the national and local governments, and may give points during promotion merit contests, so this is not considered an allowance.

Allowances related to outstanding performance in teaching: The exercise of the teaching career will be linked to the permanent evaluation. Education professionals are personally responsible for their performance in the corresponding work, and as such they must submit to the evaluation processes of their work. But Colombia has not established monetary incentives for outstanding performance or evaluation results.

There will be at least the following types of evaluation:

- Trial period evaluation.
- Periodic regular evaluation of annual performance.
- Competency evaluation.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The salary law establishes an increase in the base salary as a set percentage for teachers who work in areas that are difficult to access (for geographical or violence-based reasons).

Allowances related to residence allowance: Transportation and food aid is paid to teachers who earn up to a certain salary level.

School heads (tables D3.13 and D3.15)

Notes on interpretation: Data refer to information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

Allowances related to special tasks: It is voluntary at the discretion of individual teachers o head teachers. No additional payment

Allowances related to further formal qualifications: The entrance to the teaching career is carried out through a merit contest and salary range is in accordance with the school head's qualification. A school head enters at a specific salary range, and when he/she finishes a postgraduate program, must hand in formally the corresponding documents, to receive an increase in their salary, according to the increment established by the salary law.

Allowances related to successful completion of (continuing) professional development activities: Having analysed the definition of "professional development activities" in the manual, it became clear that there is no direct salary increase or allowance for having participated in these activities. These are offered by the national and local governments, and may give points during promotion merit contests, so this is not considered an allowance.

Allowances related to outstanding performance in teaching: The teaching director who complies with the management indicator, both in the student retention component, and in the quality component, and reports on time the information in the defined system, receives an additional recognition equivalent to his last basic monthly salary at the end of the school year.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The salary law establishes an increase in the base salary as a set percentage for teachers who work in areas that are difficult to access (for geographical or violence-based reasons).

Allowances related to residence allowance: Transportation and food aid is paid to teachers who earn up to a certain salary level.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Teachers take a merit contest and enter the teaching career with NORMALISTAS a degree program in education or professional with different degrees and pedagogy, with a master's degree or Doctorate in an area related to their specialty or performance, or in a training area that is considered fundamental within the teaching-learning process of students. They also need to approve the skills assessment defined for this level.

The teaching career has a legal regime that protects the exercise of the teaching profession in the public sector. It is based on the professional character of the educators; it depends on the suitability in the performance of its management and the demonstrated competences; guarantees the equality in the possibilities of access to the

function for all the citizens apt for the effect; and considers merit as the main foundation for income, permanence, promotion in service and promotion in the career ladder.

Criteria for salary progression: The ladder consists of three grades, each of which is composed of four salary levels (A, B, C and D). For level or grade promotion, training requirements and competency evaluations are defined. To move from one level to another you must have 3 years of experience and overcome the promotion contest.

Increases from the lower to the higher remuneration, according to salary level and qualification, have an exponential growth approximately.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases, the salary of 10 years is equal to the 15 years.

Process to establish salaries: Collective bargaining and the cost of living.

Status of teachers: Teachers and teaching directors at the service of state education are public servants and have a special status.

Pathways to enter the teaching profession: Colombia counts with the educational statute Decree 1278 of 2002 which establishes the conditions for entry, exert, stability, promotion and retirement of persons who perform the teaching profession at different levels and modalities that make up the national education system.

It is through a meritocratic competition that a teacher can enter into the state education service. This competition for entering into the state education service is the process by which, through the evaluation of, experience, basic skills, interpersonal relationships and personality of the applicants, their inclusion to the list of eligible aspirants to the teaching career is determined.

The teacher profession is linked to ongoing evaluation. By evaluating the performance of their functions, levels of competence, quality and efficiency it's possible to justify: permanency, promotion in rank and salary levels relocations.

There are different types of evaluation:

- Trial period evaluation.
- Periodic ordinary annual performance evaluation.
- Skills assessment.

By evaluating the performance of their functions, levels of competence, quality and efficiency it is possible to justify: permanence, promotion in rank and salary level assignment.

Costa Rica

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The wage categories (salary scales) are dependent on the level of training of the individual, and although there are several categories within a wage class, an individual can enter directly into the highest wage category, since the only requirement is a relevant academic qualification. This means that the salary scale is not a ladder that each teacher must cross to ascend during their teaching career. Teachers can directly be placed in the highest category of their professional group. In addition to the base salary, which is dependent on the level of qualification, teachers are paid based on the years of service. Therefore, for each salary scale, starting salary are calculated without years of experience and the salary at the top of the scales are calculated with 30 years of experience.

Notes on interpretation: Comments on qualifications of teachers: In Costa Rica teachers enter the teaching profession within one of three different categories: Qualified teachers; Authorised teachers and Aspiring teachers. Qualified and Authorised teachers are further classified into additional sub-categories, again related to their level of qualification. Since the majority of teachers enter into the highest category (that of qualified teachers) the data provided for most prevalent and maximum qualifications are the same. Each sub-group within this classification has an associated base salary. This base, plus the annual increase (equivalent to 2% of base salary per year of service), and the teaching incentive are the only elements of pay common to all teachers and the statutory amounts reported relate to these elements only.

The wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement. This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group.

Explanatory notes on minimum qualifications: For all purposes related to this law (Statute of Civil Service), the Teaching Staff, according to their academic preparation and personal history, are classified as: Qualified teachers; Authorised teachers and Aspiring teachers. Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taking the category called MAU1 for (lower and upper) secondary.

*Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: sa*laries include: 13th month, school salary or 14th month, and educational incentive (8.33% of the salary).

School heads (Table D3.5)

Additional payments included in statutory salaries: 1- Teaching incentive; 2- Extended hours; 3- Double or triple day; 4- Exclusive dedication; 5- One year of annuity; 6- Thirteenth month; 7- School salary (fourteenth month).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology: Data refer to the month of October 2022. They were extrapolated for the calculation of annual amounts.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties: Teachers get this allowance when working with specific functions for example the assessment committee.

Allowances related to students counselling: Some primary school teachers have an extra payment for working in two specific technical committees. There is a position for a specific teacher to deal with these activities in secondary education.

Allowances related to special tasks: Teachers are not paid for training student teachers nor providing support to other teachers.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: In primary, teachers who are leaders get an additional 25% of salary in order to provide technical support to others teachers.

Allowances related to outstanding performance in teaching: The evaluation shall be taken into account in any "Personnel Action" that benefits the server and as a factor that will be considered for transfers, increases in

salaries, licenses and, in general, for the other purposes stated in this law and other applicable laws and regulations.

The evaluation and qualification of services shall be given to officials, regular or interim that during the school year perform work in the same institution, provincial, official or department, for at least four months, continuously or alternatively. The result of the qualification will be given in order of merit according to the following concepts: Excellent, Very Good, Good, Insufficient and Unacceptable.

It is estimated that more than 95% of public servants get Excellent or Very Good scores.

Allowances related to teaching students with special educational needs (in mainstream classes): There are teachers exclusively trained for this purpose, so they receive a base salary for attending this student population.

School heads (tables D3.13 and D3.15)

Allowances related to participation in school or other management in addition to teaching duties: There is no additional payment for extra duties. Participation in other duties is asked from regional or national offices.

Allowances related to teaching more classes or hours than required by full-time contract: It depends on the workload and the duties of the position.

Allowances related to students counselling: It is part of the position duties according to the students' needs and school context.

Allowances related to engaging in extracurricular activities: Extracurricular activities do not include an additional payment. They are defined by regional or national offices.

Allowances related to special tasks: It is part of the duties of the position and by collaboration.

Allowances related to class teacher/form teacher: It is only for multi-grade schools or for schools DEGB 1 which have around 100 student population each.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: These duties come with the position.

Allowances related to outstanding performance in teaching: The evaluation shall be taken into account in any "Personnel Action" that benefits the server and as a factor that will be considered for transfers, increases in salaries, licenses and, in general, for the other purposes stated in this law and other applicable laws and regulations.

The evaluation and qualification of services shall be given to officials, regular or interim that during the school year perform work in the same institution, provincial, official or department, for at least four months, continuously or alternatively. The result of the qualification will be given in order of merit according to the following concepts: Excellent, Very Good, Good, Insufficient and Unacceptable.

It is estimated that more than 95% of public servants get Excellent or Very Good scores.

Allowances related to teaching students with special educational needs (in mainstream classes): There are teachers exclusively trained for this purpose, so they receive a base salary for attending this student population.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement.

This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. The base salary is, so to speak, the minimum amount of money that the Government offers in that particular job. But the system of remuneration in Costa Rica ensures that every civil servant receives, in addition to that base salary, several additional salary bonuses, none based on efficiency or productivity. For example, there is the plus called annuity, which increases the base salary to the individual by about an additional 2% for each year worked, and for this reason a person with 30 years of service would receive about 60% additional salary on the base salary simply for each additional year, since the evaluation system is not optimal: it neither rewards productivity nor punishes incompetence.

Process to establish salaries: The mechanism used to update the levels of teachers' salaries is the cost-of-living adjustment that was conducted every 6 months. But due to COVID-19 pandemic, no adjustment of teachers'/school heads' salaries to the cost of living was made in 2021.

Status of teacher: The General Directorate of Civil Service divides public servants into different categories called "Titles". All the teaching staffs is within the so-called "Title II".

Pathways to enter the teaching profession: (i) To complete a relevant university career, (ii) Register as a bidder in the General Directorate of Civil Service, (iii) Obtain a score based on your reports, training, years of experience and others, (iv) Wait to be called to fill a position (the higher the score, the more likely to be called), (v) Accept or decline the job offer.

Croatia

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: In May 2022 the base salary was increased by 4% from HRK 6 044.51 to HRK 6 286.29. The annual statutory salaries are calculated by applying the lower base rate amount (HRK 6 044.51) for 8 months (September 2021 to April 2022) and higher base rate amount (HRK 6 286.29) for 4 months (May to August 2022). Salaries have been calculated by applying to the base salary the coefficient for complexity of work of fully qualified teachers, the coefficient for the corresponding time in service (one year is the minimum amount of time) and the allowance that all teachers receive on top of this, as stipulated in the 2006 agreement between unions for employees in education and the Government of the Republic of Croatia (13.725 % of the salary) which is an integral part of collective agreements for employees in primary, secondary and upper secondary education. 12 payments are reported in annual statutory salaries, calculated for period from September 2021 to August 2022. Salaries at the top of the range are reported for 40 years of service time.

The statutory salaries have been calculated applying to the base salary the coefficient for complexity of work of fully qualified teachers and the coefficient for the corresponding time in service (one year for starting salaries and 40 years for the top of the range). The reported statutory salaries include the allowance that all teachers receive on top of this salary as stipulated in the 2006 agreement between unions for employees in education and the Government of the Republic of Croatia (13.725% of the salary). 12 payments are reported in annual statutory salaries, calculated for period from September 2021 to August 2022. Salaries at the top of the range are reported for 40 years of service time.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: All teachers receive additional allowance on top of their base salary (base salary = wage base + coefficients of complexity of work + coefficient based on the length of service (years)) based on the agreement from 2006 between unions for employees in education and the Government of the Republic of Croatia. The amount of allowance is 13.725% of the salary. This information refers to teachers at all levels and it is included in all calculations. Holiday-pay (*božićnica*), gift for children (*dar za djecu*), recourse (*regres*) and other possible

allowances are not included in calculation, because not all teachers are eligible to obtain these additional payments.

School heads (Table D3.5)

Notes on coverage and methodology: The annual statutory salaries are calculated by applying the lower base rate amount (HRK 6 044.51) for 8 months (September 2021 to April 2022) and higher base rate amount (HRK 6 286.29) for 4 months (May to August 2022). Salaries have been calculated by applying to the base salary the coefficient for complexity of work of school heads (which depends on the school size), the coefficient for the corresponding time in service (8 years for minimum statutory salaries and 40 years for maximum statutory salaries) and the allowance that all school heads receive on top of this, as stipulated in the 2006 agreement between unions for employees in education and the Government of the Republic of Croatia (13.725% of the salary) which is an integral part of collective agreements for employees in primary, secondary and upper secondary education. This allowance is not management allowance and teachers receive it as well. 12 payments are reported in annual statutory salaries, calculated for period from September 2021 to August 2022.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: All school heads and other employees in schools (for example teachers who are relevant for this questionnaire and expert associates) receive additional allowance on top of their base salary based on the agreement from 2006 between unions for employees in education and the Government of the Republic of Croatia. The amount of allowance is 13.725% of the salary. This information refers to all school heads and it is included in all calculations. Holiday-pay (*božićnica*), gift for children (*dar za djecu*), recourse (*regres*) and other possible allowances are not included because not all school heads are eligible to obtain these additional payments.

Criteria and decision level for various types of salary payments for teachers and school heads

Information for pre-primary education is not available since the relevant authorities are local authorities and there are collective agreements on local level regulating different aspects of allowances.

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): 30 % for the time spent working on EU projects

Allowances related to teaching more classes or hours than required by full-time contract: Defined as increase in amount paid per hour (50% more than regular working hours).

*Allowances related to s*pecial *tasks (e.g. training student teachers and providing support to other teachers)*: Teachers are not paid for training student teachers and providing support to other teachers but they are granted points that entitle them to advance in their career to the positions of teacher mentor, teacher advisor or excellent teacher advisor. These positions are applied higher coefficients for complexity of work than regular teachers, and, therefore, a higher salary.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Teachers mentors working with a not fully qualified teacher are payed HRK 1 296 (gross) for supporting a new teacher in induction programme.

Other allowances related to tasks and responsibilities of teachers: Employees in primary schools (ISCED 1 and 24) in charge of out-of-school multi-day activities are entitled to HRK 50 per day for the increased responsibility. Employees in upper secondary schools (ISCED 34) participating in the trial State Matura Exams have the right for compensation for being exam coordinators (HRK 1 750 gross), on-call (HRK 30 by hour) and for evaluating/correcting the trial State Matura Exams (from HRK 10 to HRK 43 by exam). Decided by top-level authorities in special ordinance on rewarding teachers, not included in the collective agreement.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): The basic statutory salary of employees

is increased by 8% for an additional qualification at Master's level (defined by previous regulations, corresponds to ISCED 8.1) and by 15% if it is Doctorate level.

Allowances related to outstanding performance in teaching: Different criteria of evaluation of teachers are given a different amount of points, and some necessary conditions have to be fulfilled. Once a year the Ministry of Science and Education publishes a public call for rewarding teachers, expert associates and school heads. Teachers and other education employees participating in experimental programmes which are implemented by the Ministry of Science and Education have the right for monthly reward in a percentage of the amount of salary depending on the number of hours spent participating in experimental programme. The following criteria are taken into account in the evaluation: Evaluation criteria: mentoring student teachers; providing lectures, workshops and education; work in expert councils, associations and similar activities; producing articles, teaching materials and educational content; participating in projects; improving the work of the school and work on improving the education system.

Other allowances related to teachers' qualifications, training and performance: The demonstration of certain competences and professional development are required to get the promotion to the positions of teacher mentor, teacher advisor or excellent teacher advisor, which are applied a higher coefficient for complexity of work, and, therefore, a higher salary.

Allowances related to teaching students with special educational needs (in mainstream classes): For teachers working in special conditions (including teaching students with special educational needs in mainstream classes) their salaries will be increased as it is defined in collective agreements (depending on the number of classes and type of programme for special education needs students).

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): All school employees have the right to a specific allowance for working in schools with difficult working conditions. Their basic salary is increased by 10%. Employees who have to travel at least 50 km in one direction daily (ISCED 1 and 24) or 100 km in both directions daily (ISCED 34) have the right to increased basic salary by 5%. Teachers who teach in three or more schools (ISCED 34) during one day in separate locations are entitled to an increase in their basic salary (5% increase for the days working in more schools).

Other allowances related to teaching conditions: Employees' basic salaries are increased for working at night (by 40%), on Saturday (by 25%), on Sunday (by 35%), in shifts (by 10%), in two shifts (by 10%) and on holidays and non-working days (by 150%).

Residence allowance (not dependent on a particular location): Employees are entitled to an accommodation allowance when their permanent employment is not at their place of residence. If accommodation or meals are provided, the allowance is reduced by 25% and if both is provided, allowance is reduced by 50%.

Allowances related to family status (e.g. married, number of children): Gift for a child up to 15 years of age for Saint-Nicholas Day. Employees have the right for financial help in case of birth or adoption of each child, for the death of a spouse, partner, child or parent.

Other allowances related to other criteria: Travelling allowance, for teachers and school heads whose place of residence is significantly removed from their place of work (at least 2 km). The amount of allowance is equal to the cost of monthly ticket for public transport in the area. Employees have the right to Christmas bonus, anniversary awards for working in public service (every 5 years for continuing work), salary allowances for annual leave, paid leave, education, sick leave, recourse for holidays, retirement severance pay and other benefits as defined in the collective agreement for all public service employees. Teachers who have 30 or more years of service may request a reduction of 2 hours teaching or, alternatively, a salary increase of 4%.

School heads (tables D3.13 and D3.15)

Allowances related to participation in other management in addition to school head duties: 30% for the time spent working on EU projects.

Allowances related to working overtime: Defined as increase in amount paid per hour (50 % more than regular working hours).

Other allowances related to other tasks and responsibilities as school heads: Employees in primary schools (ISCED 1 and 24) in charge of out-of-school multi-day activities are entitled to HRK 50 per day for the increased responsibility.

Allowances related to further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): The basic statutory salary of employees is increased by 8% for an additional qualification at Master's level (defined by previous regulations, corresponds to ISCED 8.1) and by 15% if it is Doctorate level.

Allowances related to outstanding performance: Different criteria of evaluation of school heads are given a different amount of points, and some necessary conditions have to be fulfilled. Once a year Ministry for Science and Education published a public call for rewording teachers, expert associates and school heads. First teachers were rewarded in October 2019. Evaluation criteria include: mentoring student teachers; providing lectures, workshops and education; work in expert councils, associations and similar activities; producing articles, teaching materials and educational content; participating in projects; improving the work of the school and work on improving the education system. Teachers and other education employees participating in experimental programmes which are implemented by the Ministry of Science and Education have the right for monthly reward in a percentage of the amount of salary depending on the number of hours spent participating in experimental programme.

Allowances related to school in a disadvantaged, remote or high cost area (location allowance): All school employees have the right to a specific allowance for working in schools with difficult working conditions. Their basic salary is increased by 10%. Employees who have to travel at least 100 km in both directions daily have the right to a 5% increase.

Other allowances related working conditions: Employees basic salary is increased for working at night (by 40%), on Saturday (by 25%), on Sunday (by 35%), in shifts (by 10%), in two shifts (by 10%) and on holidays and non-working days (by 150%).

Residence allowance (*not dependent on a particular location):* Employees are entitled to an accommodation allowance when their permanent employment is not at their place of residence. If accommodation or meals are provided, the allowance is reduced by 25% and if both is provided, allowance is reduced by 50%.

*Allowances related to f*amily status (e.g. married, number of children): Gift for a child up to 15 years of age for Saint-Nicholas Day. Employees have the right for financial help in case of birth or adoption of each child, for the death of a spouse, partner, child or parent.

Other allowances related to other criteria: Travelling allowance, for teachers and school heads whose place of residence is significantly removed from their place of work (at least 2 km). The amount of allowance is equal to the cost of monthly ticket for public transport in the area. Employees have the right to Christmas bonus, anniversary awards for working in public service (every 5 years for continuing work), salary allowances for annual leave, paid leave, education, sick leave, recourse for holidays, retirement severance pay and other benefits as defined in the collective agreement for all public service employees. Teachers who have 30 or more years of service may request a reduction of 2 hours teaching or, alternatively, a salary increase of 4%.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The base salary of all public service employees (which includes the vast majority of class teachers (*učitelji razredne nastave*), subject teachers in lower and upper secondary education is based on wage base (base amount for calculating salaries), coefficients of complexity of work and length of service in years. Coefficients of complexity of work for teachers differ based on their level of education and

promotion to title of teacher mentor (mentor), advisor (*savjetnik*) or excellent teacher advisor (*izvrstan savjetnik*) (described in more detail in the text box on criteria for salary progression). Other types of allowances are defined in collective agreements between unions (public service employees' unions, teachers' unions) and the Government of the Republic of Croatia. Following the aforementioned, both teachers and school heads receive allowance as stipulated in the 2006 agreement between unions for employees in education and the Government of the Republic of Croatia (13.725% of the salary) which is an integral part of collective agreements for employees in primary, secondary and upper secondary education.

- The salaries of pre-primary teachers/educators (*odgojitelji*) are defined at the local level and because of this system of determining salaries there are local and regional differences in their salaries depending on the financial resources and the level of development of cities or counties. Exception in this kind of system are only pri-primary teachers working in pre-school programme (program *predškole*) within public schools and whose salaries are prescribed by regulations defining salaries of all public servants. In some cities such as the City of Zagreb a collective agreement between unions of employees in education and the City has been signed. The collective agreement defines salaries and material rights of employees in public and publicly subsidised kindergartens. Criteria on advancement is different between local communities and aggregated data is not available.
- Teachers are public servants, and their material rights are determined at the central level and with collective agreement which is the result of the negotiations between the Government of the Republic of Croatia and unions. The salary of employees in public service is calculated based on wage base, coefficients of complexity of work and length of service in years, and includes other allowances mainly defined with collective agreements and special regulations. The main factor which contributes to increase in salaries in different salary ranges is the length of service in years (0.5% increase for every year of work). In addition to salary increases related to the years of service, the increase can be achieved if: (i) a teacher acquires a higher level of education than prescribed or (ii) advancing into teacher mentor, teacher advisor or excellent teacher advisor status (results in an increase in the complexity of work and they have higher coefficient of complexity of work). However, actual salaries of teachers may vary since the collective agreement specifies additional allowances (for example for additional work – overtime work, work on Saturday, work on Sunday, work on holidays and non-working days). Teachers working in areas of special care, with students with difficulties or in special or difficult working conditions have the right to increased salaries.

Process to establish salaries: The increase in teachers' and school heads' salaries relevant for the school year 2021/2022 was in May 2022 when the national base salary was changed by 4 % from HRK 6.044,51 to HRK 6.286,29 for all public service employees. The increase in the amount of the national base salary is related to the adjustment of salaries of all public service employees to the cost of living (further increases of the national base salary are planned in the school year 2022/2023 and some increases were already implemented). The coefficients of complexity of work for fully-qualified teachers and school heads were increased in January 2021 (changes were reported for school year 2020/2021).

Status of teachers: Pre-primary teachers (*odgojitelji*) are not public servants, but teachers (*učitelji* and *nastavnici*) in public schools are public servants and have the same level of material rights as all public servants. Their salaries are calculated based on relevant acts and regulations taking into account wage base amount, coefficients of complexity of work and length of service in years. Other types of allowances are defined in collective agreements between unions and the Government of the Republic of Croatia.

- Pri-primary teachers/educators (*odgojitelji*) are not public servants. Based on the fact that early childhood education and care is mainly funded at the local level, material rights of pre-primary teachers vary between local communities and are different if there is a union on the local level which advocates for the rights of pri-primary teachers. The amount of compensation/material rights often depend on the development and financial capabilities of the local community. Unfortunately, aggregated data on all employees at level ISCED 0 are not available.
- Teachers (*učitelji* and *nastavnici*) in public schools are public servants and have the same level of material rights as all public servants. Teachers' salaries as well as other public servants' salaries are defined at the highest central level (in relevant acts and regulations). Salary increases, allowances and

compensations for working in difficult and special conditions are the result of collective bargaining and there some differences between teachers on ISCED 1 and 2 level and teachers on ISCED 3. The material rights stated in Teacher3 sheet are the same on ISCED levels 1, 2 and 3 if not stated otherwise. There are two collective agreements especially for teachers because there are two different branches of unions; one representing teachers working in primary schools (ISCED 1 and 2) and second representing teachers working in upper secondary schools (ISCED 3).

Pathways to enter the teaching profession: Criteria/conditions to enter the teaching profession applicable for all relevant educational levels (ISCED 02 - ISCED 34) are following: (i) completing one of the education programmes on ISCED 6 and/or ISCED 7 level (depending on the level of education in which they would work) through which future teachers acquire work-related competences – professional competences (required education to enter teaching profession is prescribed in the regulations listed below) and (ii) pedagogical-psychological competences (*pedagoško-psihološke kompetencije*), and didactic and subject-specific didactic competences (*didaktičko-metodičke kompetencije*). Additional pedagogical-psychological and and didactics and subject-specific didactics education is a requirement for teachers who did not have pedagogical and psychological and related courses as part of their higher education degree, but they can enter the teaching profession as fully qualified teachers if they acquire pedagogical competences upon successfully completing the programme (usually organised at higher education institution and worth 60 ECTS). All teachers to become fully qualified have to go through induction period (*pripravnički staž*), competitive examination (*stručni ispit*) and as stated if necessary additional pedagogical-psychological education and didactics and subject-specific didactics education. No other alternative pathways exist.

Czech Republic

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

In January 2020 the salaries of public service employees increased. Due to this the statutory salaries of teachers were increased by 8%. There was also an increase of 10% (statutory part) + 5% (allowances and additional payments part) from January 2019. This is shown in all data on actual salaries as this data are reported with a one-year delay.

Notes on coverage and methodology: The annual gross statutory salary is calculated combining two different salary tables from the Government Regulation on Pay Terms of Employees in Public Services and Administration: one valid from September 2021 to December 2021 (4 months in school year 2021/22) and the second from January 2022 to August 2022 (8 months in school year 2021/22). Salary tables consist of 6 pay categories (8th-10th for pre-primary teachers, 11th-13th for primary and secondary teachers) depending on complexity, responsibility, and demandingness of the work they perform, and 7 pay grades according to the length of professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Teachers are placed to the 10th pay category (pre-primary teachers) and to the 13th pay category (primary and secondary teachers) only on exceptional circumstances (usually school counsellors with completed prescribed qualification).

Vocational upper secondary teachers: Teachers of general subjects and teachers of vocational theory in vocational upper secondary programmes are included in 11th - 13th pay category while teachers of vocational practice are included in 10th - 11th pay category. Teachers are placed to the 13th pay category only on exceptional circumstances (usually school counsellors with completed prescribed qualification).

The reported statutory salaries are estimates combining the salary tables with data on number of teachers in each pay category and pay grade according to the database ISS 2020 and ISS 2021 (reference year 2020/21).

Notes on interpretation: A special salary scale system is established for education staff. In addition to teachers and school head, the education staff also includes Special education needs (SEN) specialists, educational childcare staff, teacher's assistants, school psychologists and other professionals.

The salary scales do not allow pay advancement by gaining further qualifications, with the exception of school counsellor and education management staff. To perform these roles, it is required by law to have completed the prescribed in-service training. After its completion, the school head may delegate duties to the teacher which entitle him / her to a higher salary category (at the basic and upper secondary schools from 12th to 13th pay category). Some other additional responsibilities of teachers are paid by the system of allowances (for example class teachers, teachers responsible for co-ordination in the area of ICT, prevention of social-risky behaviour and some others).

Qualification of teachers follow the Act on Education Staff:

- Pre-primary teachers at nursery schools (ISCED 02) most often obtain their qualification in four-year secondary school programmes completed with the school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354) or in shortened study programmes completed with the school-leaving examination (ISCED 354) and at tertiary level (ISCED 6 or 7).
- Primary teachers (ISCED 1) are required to have a Master's degree (ISCED 746 or 747).
- Teachers of general subjects at secondary levels (ISCED 24, 34) are required to have a Master's degree (ISCED 746 or 747). The teachers of the general subjects more often obtain the teaching qualification in the concurrent study.
- Vocational upper secondary teachers (ISCED 35); there are three categories of teachers in vocational programmes at upper secondary level: (1) teachers of general subjects and teachers of theoretical vocational subjects (they have to pass Master´s degree (ISCED 7), (2) teachers of practical education (the minimum qualification level is ISCED 354), and (3) teachers of practical training (the minimum qualification level is ISCED 353). The qualification required for teachers of general and theoretical vocational subjects is the same as for teachers in general programmes. Category (5) "teachers of vocational practice" includes teachers of practical education and teachers of practical training. Category (4) "teachers of vocational theory" also includes lyceum teachers (ISCED 34); however, lyceum teachers represent only c. 0.05 % of all upper secondary teachers. At upper secondary level, there are the same salary scales for teachers of general subjects teaching in both general programmes and vocational programmes and for those teaching vocational theory in vocational programmes. Teachers of vocational practice only have different salary scale.

Qualification requirements for salary purpose:

- 8th salary category: secondary education with a school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354).
- 9th salary category: tertiary professional education (ISCED 655) or secondary education with a school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354).
- 10th salary category: Bachelor's degree (ISCED 645) or tertiary professional education (ISCED 655).
- 11th- 12th salary category: Master's degree (ISCED 746, 747) or Bachelor's degree (ISCED 645).
- 13th salary category: Master's degree (ISCED 746, 747).

Teachers are included in the salary categories following the Recommendation of the Ministry of Education, Youth and Sports:

- Teachers at ISCED 02 can be classified into three salary categories 8th-10th:
  - 8th salary category: Beginning teachers who perform direct educational activities and do not have sufficient knowledge to create the school education programme.
  - 9th salary category: Teachers whose subject of work is the creation of the school educational programme for a nursery school; teachers performing all educational and training activities using available methods in the overall development of interests, children's knowledge and skills; introducing teachers.
  - 10th salary category: School heads; teachers who create and co-ordinate school education programmes; teachers who create education programmes for children with special education needs; teachers defining individual education plans.

- Teachers at ISCED 1, 24 and 34 can be classified into three salary categories 11th-13th:
  - 11th salary category: Especially beginning teachers who perform direct educational activities in co-operation with introducing teacher, and according to methodological recommendations from the field of pedagogy and psychology.
  - 12th salary category: Teachers who perform comprehensive educational activities associated with the creation and continuous updating of pedagogical documentation, and according to which he/she proceeds in the performance of his/ her direct pedagogical activity or connected with creation and continuous updating of individual education plans.
  - 13th salary category: School heads; school counsellors with completed in-service training; teachers who create and co-ordinate school educational programmes; teachers who create and co-ordinate international educational projects (e. g ERASMUS, eTWINNING etc.), or those who perform specialised methodological activities in the area of pedagogy and/or psychology.

Explanatory notes on minimum qualifications: (Pre-primary) (ISCED 354 qualification). Exception: A teacher who does not have an appropriate qualification can perform direct educational activity if he/she was 55 at least on the date of 1 January 2015 and if he/she provided the direct teaching at the particular type of school during 20 years (or he/she was 50 at least on the date 1 January 2005 and has at least 15 years of practice at the particular type of school). The school can ensure education for a necessary time and extent by education staff who do not meet the pre-requisite of appropriate qualification if it cannot provide these activities by a qualified worker. At the same time, however, the school head is responsible for the professional and educational level of the instruction at the school. (Primary to upper secondary) (ISCED 746 or 747 qualification). Exception: Teacher who does not have an appropriate qualification can perform direct educational activity if he/she was 55 at least on the date of 1 January 2015 and if he/she provided the direct teaching at the particular type of school during 20 years (or he/she was 50 at least on the date 1 January 2005 and has at least 15 years of practice at the particular type of school). The school can ensure education for a necessary time and extent by education staff who do not meet the pre-requisite of appropriate qualification if it cannot provide these activities by a qualified worker. At the same time, however, the school head is responsible for the professional and educational level of the instruction at the school.

School heads (Table D3.5)

The annual gross statutory salary is calculated combining two different salary tables from the Government Regulation on Pay Terms of Employees in Public Services and Administration, one valid from September 2021 to December 2021 (4 months in school year 2021/22) and the second from January 2022 to August 2022 (8 months in school year 2021/22).

School heads can be assigned to 5 pay categories (9th-11th for pre-primary school heads, 12th-13th for primary and secondary school heads) and 7 pay grades according to the length of their professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). The reported statutory salaries are estimates combining the salary tables with data on number of school heads in each pay category and pay grade according to the database ISS 2020 and ISS 2021 (reference year 2020/21). The reported salaries do not include the management allowance that all school heads receive, which can amount to between 15% and 60% of the highest grade for each pay category. Data referring to upper secondary general programmes (ISCED 34) also includes school heads in vocational programmes - the data source does not allow to separate general and vocational programmes

Qualification requirements for salary purpose:

- 9th pay category: tertiary professional education (ISCED 655) or secondary education with a school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354).
- 10th pay category: Bachelor's degree (ISCED 645) or tertiary professional education (ISCED 655).
- 11th – 12th pay category: Master's degree (ISCED 746, 747) or Bachelor's degree (ISCED 645).
- 13th pay category: Master's degree (ISCED 746, 747).

A school head can only be a person who has obtained experience while performing direct educational activity (teaching), or activities for which the same or similar specialised knowledge is necessary, or while performing management activities, or activities in research and development. The length of practice required for school heads depends on ISCED level:

- the head of a nursery school (ISCED 02): 3 years.
- the head of a basic school (ISCED 1, 24): 4 years.
- the head of an upper secondary school (ISCED 34): 5 years.

There is another qualification requirement for school heads of public schools. The headmaster of a public school may only be a person who, in addition to the qualification requirements referred above, has acquired, within 2 years from the day when he/she started to work as a headmaster, knowledge in the field of school management by completing his/her studies for headmasters within the in-service training of education staff.

The obligation to complete a study programme does not apply to the school heads that have studied school management in an accredited higher education course in School Management, or completed a lifelong learning programme on the organisation and management of education run by a higher education institution.

Additional payments included in statutory salaries reported above: In the Czech Republic, all school heads receive an additional allowance for managing the school; however, it is not possible to include additional allowance for managing the school in the annual statutory salaries for school heads. The Labour Code sets only the range, which is very wide (15 to 60% of a teachers' salary according to the level of leadership). The statutory authority decides about the amount of the allowance for managing for individual school head. Moreover, the allowance for managing is usually set as percentage from the pay categories assigned for a school head, which may also differ (9, 10 and 11 for ISCED 02; 12 and 13 pay category for ISCED 1, 24, 34).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Data refer to 2020/21. The reported annual gross salaries represent the average of all teachers' actual salaries including allowances and additional payments at a given education level. Data have been calculated on the basis of annual period. Data on upper secondary general programmes (ISCED 34) also includes teachers of general subjects in vocational programmes – the data source does not allow these teachers to be separated. Data on upper secondary general programmes (ISCED 34) also includes lower grades (i.e. grades 6th-9th) of multi-years *gymnazia* (ISCED 24).

Notes on interpretation for teachers: Ministry of Education, Youth and Sports uses data on teachers' and school heads' salaries from the database "Information system of salaries in the public sector" of the Ministry of Finance. The Ministry of Education, Youth and Sports is not responsible for the completeness of this database. The percentage of teachers for the reference year 2020/21 is calculated from the ISS databases for 2020 and 2021 (estimated data).

Notes on coverage and methodology for school heads: Ministry of Education, Youth and Sports uses data on teachers' and school heads' salaries from the database "Information system of salaries in the public sector" of the Ministry of Finance. The Ministry of Education, Youth and Sports is not responsible for the completeness of this database. The percentage of school heads for the reference year 2020/21 is calculated from the ISS databases for 2020 and 2021 (estimated data).

Data refer to 2020/2021. The reported annual gross salaries represent the average of all school heads' actual salaries including allowances and additional payments at a given education level. Data have been calculated on the basis of annual period. Data referring to upper secondary general programmes (ISCED 34) also includes school heads in vocational programmes - the data source does not allow to separate general and vocational programmes. Data on upper secondary general programmes (ISCED 34) also includes lower grades (i.e. grades 6th-9th) of multi-years *gymnazia* (ISCED 24). As basic schools cover primary and lower secondary level of

education (i.e. there is a single structure for ISCED 1 and 24,) the reported salaries referring to ISCED levels 1 and 24 are the same.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-50% according to the level of leadership. School heads set the criteria for assigning the exact amount.

Allowances related to teaching more classes or hours than required by full-time contract: An allowance for direct teaching above a specified range for teachers is equal to a double of the hourly average earnings for every hour of direct teaching. Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

Allowances related to students counselling: School prevention specialist in the area of social-risky behaviour prevention (further qualifications is required) receives CZK 1 000-2 000 monthly. School head decides on the exact amount. School counsellor performing specialised methodical and complex counselling activities provided that he/she has fulfilled the further qualification defined by law is entitled to progression to higher salary category.

Allowances related to engaging in extracurricular activities: Individual allowances can be paid for performing additional tasks such as administration of a school library, checking school materials, organising school competitions, mentoring and support for other teachers. The individual allowance can amount to 50% (in some cases up to 100%) of the pay rate of the highest pay grade of the pay category. The exact amount is within the discretion of the school head.

Allowances related to special tasks: Teachers can also get the individual allowance for supporting other teachers. See *Allowances related to engaging in extracurricular activities*

Allowances related to class teacher/form teacher: Allowance for a 'class teacher': CZK 1 500-3 000 monthly. School head sets the criteria for assigning the exact amount.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head. School head decides on exact amount.

Allowances related to other tasks and responsibilities of teachers: Remuneration for the successful completion of an extraordinary or exceptionally important work task. School head decides on the exact amount.

Allowances related to successful completion of (continuing) professional development activities: Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and activities of special education teachers related to the spatial orientation of visually disabled children and pupils or to those with speech difficulties): CZK 1 000-2 000 monthly. School heads set the criteria for assigning the exact amount. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

Allowances related to outstanding performance in teaching: The individual allowance can also be paid for the continuing excellent performance at work. The teacher performance is evaluated by the school head.

Other allowances related to teachers' qualifications, training and performance: Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school counsellor. The position

allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school counsellor is reduced by 1-5 lessons a week, depending on the school size.

Allowances related to teaching students with special educational needs (in mainstream classes): Teachers working in classes with pupils of different age The individual allowance can also be granted for teaching in classes integrating pupils with special needs. Teachers working with students with special educational needs in special schools, classes or groups are entitled to a monthly allowance of CZK 750 - 2 500. School heads sets the criteria for assigning the exact amount.

Allowances related to family status: No allowances are paid on the base of family status only. In case of bad socio-economic situation, the teacher (as any other) can apply for children`s benefits.

Other allowances: Among the forms of support for teachers can also be included a possibility to grant employees a special pay (pay completely outside the salary system) to appraise their work by employers, e.g. at an anniversary.

School heads (tables D3.13 and D3.15)

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Participation in other management in addition to school head duties: Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-60 % according to the level of leadership.

Working overtime: Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): For school prevention specialist, further qualifications are required. CZK 1 000-2 000 monthly (further qualification required). School head decides on exact amount. School counsellor performing specialised methodical and complex counselling activities provided that he/she has fulfilled the further qualification defined by law is entitled to progression to higher salary category (see below).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or Participation in mentoring programmes and/or supporting new teachers in induction programmes: Individual allowances can be paid for performing additional tasks such as administration of a school library, checking school materials, organising school competitions, mentoring and support for other teachers. The individual allowance can amount to 50% (in some cases up to 100%) of the pay rate of the highest pay grade of the pay category.

Class teacher/form teacher: Allowance for a 'class teacher': CZK 500-1 300 monthly.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: School heads can also get the individual allowance for mentoring new teachers.

Other: Remuneration for the successful completion of an extraordinary or exceptionally important work task.

Successful completion of (continuing) professional development activities: Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and to the spatial orientation of visually disabled children and pupils): CZK 1 000-2 000 monthly. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

Outstanding performance: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head.

Other: Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school counsellors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct

teaching activity of school heads that perform the function of a school counsellor is reduced by 1-5 lessons a week, depending on the school size.

Family status (e.g. married, number of children): There are no school heads allowances related to the family status. According to general legislation, however, he or she as every citizen can apply for child benefits - the criteria are based on family income.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: For the education staff, a special salary scale system has been set. The members of education staff (SEN specialists, educational childcare staff, teacher's assistants, school psychologists and other professionals) are paid according to this scale system with regard to work they perform. The tariff system for education staff consists of 11 salary categories (4th -14th) and 7 salary grades within each category relating to the number of years in service. For teachers, the salary categories 8th-13th are designed: 8th-10th for ISCED 02 teachers and 11th-13th for ISCED 1, 24, 34 teachers.

Vocational upper secondary teachers: There are three groups of upper secondary teachers in vocational programmes according to the qualification required: (1) teachers of general subjects and teachers of theoretical vocational subject; (2) teachers of practical education; and (3) teachers of practical training. For teachers of theoretical vocational subjects and teachers of general subjects, the salary category 11th-13th is designated which is the same scope as for teachers in general programmes. The salary categories 10th-11th are designated for teachers of practical education and teachers of practical training.

Teachers are assigned to the salary categories according to the most demanding work he/she is required to perform within the provisions of their contract of service and the relevant qualification requirements. The salary grades within each category relate to the length of professional experience. However, the specifications and extent of the professional experience credited for this purpose in up to the decision of the school head, within basic rules set by the Government regulation.

Criteria for salary progression: Teachers' salary progression is predominantly limited to gradual progress of the salary grades, along with the increasing length of professional experience. The salary system does not allow pay advancement by gaining further qualifications, with the exception of school counsellors (ISCED 1, 24 and 34) and education management staff (the position of school counsellor can only be held by teachers of general subject and teachers of vocational theory, not by teachers of vocational practice). Performing of these positions is conditioned by having completed the prescribed in-service training. Those who fulfil the prescribed qualification are entitled to progression to higher salary category (at ISCED 1 - 3 from the 12th to the 13th salary category). Furthermore, some other additional responsibilities and management activities of teachers are paid by system of allowances (for example class teachers, teachers responsible for co-ordination in the area of ICT, prevention of social-risky behaviour and some others).

Process to establish salaries: The salary scale for education staff is part of the Government regulation on pay terms of employees in public services and administration (No. 341/2017, Coll.) which is updated in irregular intervals. The government approves the amendment of this regulation on the proposal of the ministries. Salary growth is not automatically linked to any other indicator (e.g. inflation rate, average salaries in other sectors); the increase of salaries thus is not regular.

Status of teacher: Teachers are included among education staff. Teachers are persons who perform direct educational and training activities or special educational or educational-psychological activities (in summary educational activity) and provide education and training on the basis of the Education Act. A teacher is an employee of a legal entity which carries out activities of a school or school-facility. Education staff in public schools are employed on a contractual basis. The employment contract is concluded between the teaching candidate and the school and the applicants are recruited via open recruitment procedure. Their statutory salaries are calculated on the basis of salary scales and additional allowances. The conditions of service of teachers are

generally similar to those of other employee groups covered by the Labour Code (No. 262/2006 Coll.). The basic service conditions, including the remuneration of all employees, are set in the Labour Code, as well as general salary regulations for public service employees. However, the detailed salary scale system specifically dedicated to education staff as well as the related salary terms are set by the Government Regulation on Pay Terms of Employees in Public Services and Administration (No. 341/2017, Coll.).

Pathways to enter the teaching profession: Qualification of teachers follow the Act on Education Staff.

- Pre-primary teachers at nursery schools (ISCED 02) most often obtain their qualification in four-year secondary school programmes completed with the school-leaving examination in a field aimed specially at pre-primary school teacher training (ISCED 354) or in shortened study programmes completed with the school-leaving examination (ISCED 354) and at tertiary level (ISCED 6 or 7).
- Primary teachers (ISCED 1) are required to have a Master's degree (ISCED 746 or 747).
- Teachers of general subjects and teachers of theoretical vocational subject at secondary levels (ISCED 24, 34) are required to have a Master's degree (ISCED 746 or 747).
- Teachers of practical education at secondary levels (ISCED 35): the minimum qualification level to enter the teaching profession is ISCED 354
- Teachers of practical training at secondary levels (ISCED 35): the minimum qualification level to enter the teaching profession is ISCED 353

There are two models of teacher training – the concurrent (academic and pedagogical education is combined) or the consecutive (graduates of the academic fields fulfil their pedagogical qualification in Bachelor's study or in further education). The conditions also differ across ISCED levels.

- Pre-primary level: Teachers must have at least a certificate of completion of upper secondary education with *maturita* examination. Teachers for pre-primary level of education can acquire their qualification at upper secondary schools (ISCED 354), tertiary professional schools (ISCED 655) or at faculties of education of higher education institutions (at least ISCED 645), by studying programmes (fields) aimed specially at pre-primary school teacher training. Individuals who completed at least Bachelors' study programme of special education can also teach at pre-primary level. Graduates of study programme in Teacher Training for Primary Schools (ISCED 100) or Training for Educational Childcare Staff, Training for Teachers of Leisure Activities or the study programme Pedagogy or a field of study for training educational childcare staff at tertiary professional schools can attain the qualification of pre-primary school teacher in lifelong study programme specialised in training pre-primary school teachers.

  Primary level: Teachers must have a Master's qualification. The responsibility for the preparatory education of teachers rests solely with the faculties of education. Graduates are qualified to teach all of the subjects at the first stage of a basic school.

  Persons who completed a Master's study programme in special pedagogy within which they gained knowledge in methodology of the first stage subjects can also teach at primary level. These programmes are also offered by other than faculties of education.

  Graduates of Master's study field of Pedagogy or Bachelor's/Master's study programmes in educational sciences intended for training of pre-primary teachers, educational childcare staff or teachers of leisure activities can attain the qualification for teaching at primary level in lifelong study programme aiming at preparation of primary teachers which is organised at higher education institutions.

  Teachers may follow other qualification pathways for teaching-specific subjects (foreign languages, artistic subjects, religion).
- Secondary level: Teachers at the lower secondary level must have a Master's qualification. The most important institutions for the initial training of teachers are the faculties of education. The teachers can also gain their qualification at other faculties, e.g. of art, of natural sciences, mathematics and physics, or at faculties of physical education and sports, in the fields of Teacher Training for secondary schools (this qualification is also valid for the second stage of the basic school).

Teachers may also qualify by studying for a Master's degree in the field of study which corresponds to the subject to be taught (and not focused on teacher training), and by consecutive higher education study in a Bachelor's study programme or in a lifelong learning programme in pedagogical sciences which trains teachers of general subjects for the required school level. A professional qualification for Physical Education can also be obtained by the completion of the Master‘s study programme aimed at physical education and sport.

- Teachers of foreign languages, physical education, arts subjects, and religion may gain their qualification in other ways.

Denmark

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The reported salaries for teachers at primary level is a weighted average between teachers at grade 1 (*børnehaveklasse*/class 0) and teachers at grade 2-7 (class 1-6). Teachers at grade 1-6 are the same as at lower secondary level and their salary is from the same salary scale. The salary for teachers at grade 1 (*børnehaveklasseledere*) is a little lower and regulated by another salary scale. The national salary scale and additional national salary regulations are decided by collective agreements between the national authorities for public employers - Local Government Demark (KL) and the Ministry of Finance (Public Sector Innovation) – and the national teacher unions (for ISCED level 02, the Danish Union of Early Childhood and Youth Educators (BUPL) and, for ISCED levels 1, 24 and 34, the Confederation of Teachers Unions (LC). The collective agreements also state that a part of the total salary has to be decided at local level. This part has increased over the last 10-20 years.

Explanatory notes on decision making authority: Collective agreement at national level between Local Government Denmark (KL) and The Confederation of Teachers Unions (LC-Lærernes Centralorganisation - www.lc.dk). Furthermore, part of the salary can be agreed upon between the individual municipality and the local branch of the relevant teacher union. And all municipalities are divided in five categories with which can result in minor geographical differences in teachers' salaries.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The reported statutory salaries include the payments regulated by the national salary scales including the national additional pay rates to be a part of the minimum statutory salary for the teachers in accordance with the collective agreements at national level.

Notes on interpretation: The statutory salaries reported here includes only the part of social security and pension scheme contributions paid by the employees. In addition to the reported statutory salaries, which is given in accordance with the general salary scale as a part of collective agreements, each teacher will typically have personal bonuses given and decided at school level, by local authorities or by collective agreements at local level. These personal bonuses are not included in the reported statutory salaries here.

Comments on qualifications of teachers: The minimum and typical education for a teacher at pre-primary level (i.e. *peadagog*), primary and lower secondary levels, is a Bachelor’s degree or equivalent (ISCED 6). At the upper secondary level, the minimum and most prevalent education for a teacher is a Master’s degree or equivalent (ISCED 7). In general, a teacher in upper secondary must have completed a master in a specific subject e.g. in biology or history. As a newly appointed teacher in upper secondary general education, the teacher must complete pedagogy (*Pædagogikum*) over the first year.

School heads (Table D3.5)

Notes on coverage and methodology: The statutory salaries reported for school heads exclude the part of social security and pension scheme contributions paid by the employers but includes the part paid by the employees.

- At ISCED 02, 1 and 2, the national salary scale and additional national salary regulations are decided by collective agreements between the national unions and the national authorities for public employers, i.e. Local Government Demark (KL) and the Ministry of Finance (Public Sector Innovation). In addition to the reported statutory salaries, in accordance with the general salary scale in the collective agreement, each head will typically be granted personal bonuses that are decided by local authorities or by collective agreements at local level. These personal bonuses are not included in the reported statutory salaries.
- At ISCED 34, the new collective agreement stipulated that as from January 2019 ("*Chefaftalen*" modst nr. 045-19) school heads shall not receive a statutory salary but negotiate with the school board a total salary, including allowances. The institutions are obliged to remunerate in accordance with the managers' position in the hierarchy. The principal will therefore have the highest salary, typically followed by the vice-principal, and the remaining managers, who are then followed by the teachers. The Ministry of Education (STUK in practice) must formally approve the salary agreed between the board and the chief executive, with a financial leeway that is often announced to the chair foreman, within which the board can negotiate with the chief executive. While the board is responsible for hiring and negotiating the salary for all managing positions, the responsibility to hire and negotiate salary is often delegated to the chief executive regarding the other managing positions.

Explanatory notes on decision making authority: Which authority level determine the statutory salaries: (ISCED 02 and 34) More than one authority level. (ISCED 1 and 24) Collective agreement. At ISCED 34, collective agreement at national level between Ministry of Finance, The Danish Confederation of Professional Associations (*Akademikerne*), The Danish confederation of public employees of 2010 (CO10) and The Confederation of Teachers Unions (LC). The new collective agreement states that the salary negotiation is between the employee and the schoolboard.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology: There are several collective agreements for vocational education and training (VET) teachers and this does not allow to display statutory salaries.

Comments on qualifications of teachers: Required education level obtained will after 4 years of employment be ISCED level 6, though can at the level of entry vary between ISCED 4-6 depending on the number years of work experience from the field a teacher can bring into the education institution. The law states that VET teacher (§12) at the time of employment must have the following qualifications: 1) Basic vocational education or other relevant professional education within one or more relevant areas of education. To the extent relevant, the education must be supplemented with continuing or higher education, including further education. 2) Relevant and current work experience: a. Teachers who must teach directly business-oriented subject matter must normally have at least 5 years' professional experience. b. For other teachers, the professional experience must normally be of at least 2 years duration. For these teachers, the school can deviate from the requirement of 2 years of professional experience in cases where teachers with professional experience are not available. In that case, it is the responsibility of the school, in collaboration with the teacher, to organise a course that ensures that the teacher gains a suitable insight into the relevant business areas. https://www.retsinformation.dk/eli/lta/2021/2499.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: The reported actual salaries refer to all teachers by ISCED level. For all levels two-thirds of the employee-payed pension is deducted from average yearly salary. For ISCED 34 the average salary is an average from 7 443 teachers including Sorø Academy and Private institutions (same methodology as previous years) and the source is ISOLA (the governmental salary BI-database).

Notes on interpretation for teachers: The statistical databases containing actual salary data for teachers do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical importance in the Danish salary system because both parts are transferred to the teacher's account for pension. So the actual salary data are

therefore presented in the databases either with the total pension contribution included, or without pension contributions as a whole. The pension contribution paid by the employee has been calculated as 1/3 of the total pension contribution and added to the salaries

Please note that teachers in schools for students with special needs are not included, even though these schools are also public. This exclusion ensures the consistency with the method used in previous years.

Notes on coverage and methodology for school heads: Actual salaries for school heads aged 25-34 at the primary, lower secondary and upper secondary levels are reported with "a" due to very small sample size (less than 10 individuals). Two-thirds of pension payed by employer is deducted.

Notes on interpretation for school heads: The statistical databases containing actual salary data for school heads do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical importance in the Danish salary system because both parts are transferred to the school heads account for pension. So the actual salary data are therefore presented in the databases either with the total pension contribution included, or without pension contributions as a whole. The small size of population may cause variations on the salaries of upper secondary school heads when compared to previous years.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology: Vocational upper secondary teachers (ISCED 35): The average yearly salary is calculated from 5 279 teachers of VET. Salaries are 2nd half of 2022. Two-thirds of pension, that is employee payed, is deducted from the salary, so that pension by employer is excluded (determined from a fixed percentage of pension for the groups). The average salaries covers almost all VET educators, approximatly 99% with reference to consultation with the National Union of Education Denmark (*Uddannelsesforbundet*).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Applicable to all criteria: The compensation system is negotiated and decided by collective agreements between, on the one hand, the teachers' unions (e.g. BUPL/LC/*akademikerne*) and, on the other hand, the national employers' authorities, i.e. Ministry of Finance (Minister of Innovation) and Local Government Denmark (KL). Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at local level. This part of the salary has been growing over the last 10-20 years.

ISCED 34: On a national level, it has been decided collectively that the specific entitlement criteria and amounts will be decided locally. Thus, the national collective agreements put out the framework (pay scales, grades and steps, payment for pension etc.) under which local (school-level) negotiations take place. Category 6 (collective agreement) is used for all task categories in column nr. 1, with the caveat that the specific regulation is administered on a local level (at school level). For each task category the text columns specify what is meant by this.

The responses shown in Tables D3.10 and D3.13 are those that that seem fitting for ISCED 02, 1 + 2. The reason for this choice is that the authority level differs between these ISCED levels and ISCED34. In the cases, where there are differences to ISCED34, ISCED34 is reported as the exception to the rule, and an explanation is provided on the differences with other levels. Often the only difference will be that the local authority level is different.

Allowances related to participation in school or other management in addition to teaching duties: At ISCED level 02 the collective agreement states peadagoges who handle deputy function is granted a regular additional payment. At primary and lower secondary level where the teacher who handles the deputy function at schools where no deputy is employed is granted a supplement of DKK 15 400 (https://www.dlf.org/media/14788178/saerlige-tillaeg-011021-k.pdf).

At upper secondary level (ISCED 34) the job as deputy school leader is regulated by special collective agreement like the agreement for school leaders. The salary for deputy school leaders will typical be higher than the top salary for teachers, but lower than the principal's salary.

The highest ranked management posts, where teachers participate in management, i.e. deputy school leader or head of department, are compensated with additional pay and regulated by collective agreements.

A larger number of teachers with subordinate management tasks such as project managers, managers of professional groups will typically be compensated with time reduction and/or additional payment. Decision on this is typically taken at the local school level by the school leader.

Allowances related to teaching more classes or hours than required by full-time contract: Despite in Denmark there is a maximum limit of teaching hours, at ISCED level 1 and 2 teachers are paid an hourly additional payment of DKK 134.46 per hour for teaching that exceeds 835 hours per year in the 1st grade and 750 hours for other grades. https://www.dlf.org/media/15442352/saerlige-tillaeg-i-folkeskolen-pr-1-oktober-2022.pdf), this is a standardises way teachers are paid as stated by collective agreement.

Allowances related to students counselling: The collective agreement stipulates that these allowances will be decided by the municipality/school management at ISCED 1 and 2 or the school management at ISCED 34.

Allowances related to engaging in extracurricular activities: This task is not typically carried out by the schools. Local sports/game/drama-clubs/organisations organises these events/activities.

Allowances related to special tasks: The collective agreement stipulates that these allowances will be decided by the municipality/school management at ISCED 1 and 2 or the school management at ISCED 34. At ISCED levels 02, 1 and 24, an additional payment of DKK 10 000 can be paid as a 'teaching guidance allowance' (from 1st of October an additional payment of DKK 1245.02 per month can be payed as a 'teaching guidance allowance'. (https://www.dlf.org/media/15442352/saerlige-tillaeg-i-folkeskolen-pr-1-oktober-2022.pdf). At ISCED level 34 counselling other new teachers for their paedagocial education [*pædagogikum*] is given DKK 21 900, and the amount is split between teachers if several teachers are guidance counsellor. For ISCED 02 special tasks can be special caretaker tasks e.g. that can affect the annual salary agreement and give a further additional payment [*funktionstillæg*, non-specific amount, § 7 https://www.kl.dk/media/29170/ok21-6001-overenskomst-for-paedagoger-ved-daginstitutioner-skolefritidsordninger-klubber-mv.pdf).

Allowances related to class teacher/form teacher: At ISCED 1 and 2, the municipality/school management can take the specific decisions locally, but there is no additional payment for doing this task. At ISCED 34, it is decided through collective agreement that the school management can take the specific decisions locally.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: At ISCED 02, 1 and 2, the municipality/school management can take the specific decisions locally, but there is typically no additional payment for doing this task, although at some schools extra payment is a possibility.

At ISCED 34, it is decided through collective agreement that the school management can take the specific decisions locally. Teachers usually have a reduction in the teaching time although an extra payment may also be possible.

Allowances related to further formal qualifications: At upper secondary level, the school management may grant an additional payment to teachers having a higher qualification than the minimum.

Allowances related to successful completion of (continuing) professional development activities: The collective agreement stipulates that these allowances will be decided by the municipality/school management at ISCED 1 and 2 or the school management at ISCED 34.

Allowances related to outstanding performance in teaching: The collective agreement stipulates that these allowances will be decided by the municipality/school management at ISCED 1 and 2 or the school management

at ISCED 34. The typical nature of the compensation is regular payments, which teachers can receive through assessment of teaching skills, personal skills etc.

Allowances related to teaching students with special educational needs (in mainstream classes): At ISCED 02, 1 and 2, it is decided through collective agreement that the municipality/school management can take the specific decisions locally, but normally no allowance is paid. At ISCED 34, it is to the discretion of the school management.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance. The payroll for teachers gives a little higher salary in high-cost areas. In order to attract teachers to areas where it is difficult to attract teachers, a higher salary is sometimes paid. Decisions about this are taken locally.

Other allowances: Primary school teachers and kindergarten teachers [*børnehaveklasseledere*] at independent schools for special education are given a yearly supplement at DKK 18 600. Source: collective agreement for school teachers. https://www.dlf.org/media/15442352/saerlige-tillaeg-i-folkeskolen-pr-1-oktober-2022.pdf.

School heads (tables D3.13 and D3.15)

Notes on interpretation: ISCED 34 General: In Denmark, all public ISCED 34 general institutions are self-governing. Therefore, the authority level is typically the school board. The school board is the employer of the school head and all wage negotiations for school heads employed in accordance with the new collective agreement (Modst. nr. 045-19) are therefore carried out between the school board and the school head. However, at the time of the employment, the Danish Ministry for Education has to approve the negotiated salary for a school head. All subsequent allowances (bonuses and non-regular allowances etc.) do not have to be approved by the Ministry of Education.

Information is available for ISCED 02, 1 and 2. The reason for this choice is that the authority level differs between these ISCED levels and ISCED34. In the cases, where there are differences to ISCED34, information is reported for ISCED34 as the exception to the rule with an explanation below. Often the only difference will be that the local authority level is different.

Allowances related to participation in school or other management in addition to teaching duties: At ISCED 02, 1 and 2, the allowance is usually rewarded with a one-off payment although a regular payment is also possible. At ISCED34, it is at the discretion of the school board.

Allowances related to teaching more classes or hours than required by full-time contract: At ISCED 02, 1 and 2, local authorities may compensate school heads for overtime with an incidental additional payment. At ISCED34, it is to the discretion of the school board.

Allowances related to further formal qualifications: At ISCED 02, 1 and 2, local authorities may compensate school heads for further formal qualifications with a regular additional payment. At ISCED34, it is to the discretion of the school board (not the local authority).

Allowances related to successful completion of (continuing) professional development activities: At ISCED 02, 1 and 2, local authorities may compensate school heads for the successful completion of continuing professional development (CPD) activities with an incidental additional payment. At ISCED34, it is to the discretion of the school board (not the local authority).

Allowances related to outstanding performance in teaching: Every second school year, the school delivers a comprehensive description of the quality of the school to the municipality's school department as an oversight measure (*Kvalitetsrapport*). In consequence of discussions on areas of action to be taken or continued at the school, an action plan for each school, typically for 2 years, will be concluded. In some municipalities, a performance contract is agreed with the school head where an annual assessment of the results can trigger an allowance to the school head and the biannual quality report can be included in the assessment. However, starting from the year 2022/23, this practice will change and instead the municipal council will be required to hold

annual development talks with every school. It is currently unknown to what extent thes talks will be part of the assessment of a performance-based allowance to school heads.

Allowances related to teaching students with special educational needs (in mainstream classes): ISCED 02: In ECEC facilities, all children are enrolled no matter their special needs.

ISCED 1 and 2: It is very normal for schools to have students with special educational needs enrolled in mainstream classes, but no extra allowance is granted to the school head for this reason.

ISCED 34: Typically, all students at ISCED 34 general programmes have the basic proficiencies/skills to start on the education because there are academic requirements that need to be met in order to be enrolled.

Allowances related to teaching in a disadvantaged, remote or high-cost area: In order to attract school heads to areas where it is difficult to attract school heads, a higher salary is sometimes paid.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Teachers

Allowances related to teaching more classes or hours than required by full-time contract: If the sum of teaching hours in a period of more than 3 consecutive weeks is more than 70.5 hours an allowance on DKK 73.4 each hour (level 31th of March 2012). The same week can only cause allowance one time. [Doc A2]. SOSU- teachers get an allowance if the teacher: During one week had more than 21 teaching hours (60 minutes each): DKK 44.72 DKK each started half hour beside the 21 hours (DKK 39.32 for SOSU with nurse agreement). During a period of 3 weeks had more than 70.5 teaching hours (60 minutes each): DKK 83.49 (DKK 73.40 as of nurse agreement) each hour extra. For each education hour a teacher has beyond 660 hours per year an extra allowance is given of DKK 126.72 (DKK 111.41 for nurse) per hour, that starts every half hour.

Allowances related to students counselling: There are many specific VET educations, thus for the most common (technical and mercantile) it is stated in the collective agreement, that a fixed salary supplement of DKK 32.48 per hours is added to the hourly payment, for teachers who in addition fulfils the role of school home assistants. Further, an extra payment of DKK 275.24 for 'sleeping-shifts' [regarding 206, 211 p. 19, *cirkulære* 4 May 2022].

Allowances related to engaging in extracurricular activities: This task is not typically carried out by the schools. Local sports/game/drama-clubs/organisations organises these events/activities.

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers) and to participation in mentoring programmes and/or supporting new teachers in induction programmes): There are many specific VET education, thus for the most common (technical and mercantile), teachers who support newly educated teachers during professional postgraduate teacher training, a fixed salary supplement of DKK 13 100. for each newly educated teacher candidate. If the teacher candidate needs to take the test again the teacher get a fee of DKK 3 300.

Other allowances related to other tasks and responsibilities of teachers: For teachers at the aviation school, to which it requires a flight technical education, an additional wage supplement is granted (pr. year amount DKK 43 900).

Allowances related to Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Each school can make a local agreement and decide to give some teachers an allowance because of qualifications. The additional payment is regular and can vary in size.

Allowances related to successful completion of (continuing) professional development activities: It is up to local agreements how professional development activities for employees are carried out.

Allowances related to Outstanding performance in teaching: Each school can make a local agreement and decide to give some teacher an extra salary based on results. An example could be if the drop-out rate is very high at a school, and they agree on an additional payment to the teachers at the school if they make a plan stating how to

reduce the drop-out rate and then before a decided date succeeded with reducing the drop-out rate. [regards 206, 211 technical and mercantile vocational educational teachers, that is the majority among VET).

Other allowances related to teachers' qualifications, training and performance: The teachers' unions and the national employers' authorities - Ministry of Finance have agreed on allowance based on length of service and a "teaching allowance". On base salary step 1-5 the allowance is DKK 25 400 and on step 6-8 the allowance is DKK 31 700. Teachers who also teach at ISCED 34 and is placed at salary can go to step 8 and will also get an allowance of DKK 16 400 after 17 years of service.

Allowances related to teaching students with special educational needs (in mainstream classes): Each school can make a local agreement and decide to give some teachers as allowance based on a specific function. The type of function can vary and also the additional payment. The payment will only be given when the teacher performs the function. An example of this type of function could be teachers who do an extra effort to integrate second language students (regards the main group of teachers on VET, technical and mercantile).

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): For SOSU-teachers the payment scale is separated between rural and capital area, where teachers at SOSU institutions get more in basis salary in the capital area. https://www.dlf.org/loen-og-vilkaar/loen/ansat-i-staten/underviser-paa-sosu-skole.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The compensation system is negotiated and decided by collective agreements between, on the one hand, the unions (e.g. BUPL/LC/akademikerne) and, on the other hand, the employers' authorities. For teachers in ISCED level 1 and 24, agreements are made between LC and Local Government Denmark (KL). Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at school level. This part of the salary has been growing over the last 10-20 years. Generally, teacher salaries at ISCED level 1 and 24 increase after 4, 8, and 12 years of working experience. Furthermore, some allowances are collectively agreed upon between the negotiating parties at the national level while others are agreed upon at the local level.

Criteria for salary progression: The general criteria for salary progression are decided by collective agreements. The criteria for progression on pay scales are the number of years in service. It is also decided by collective agreements that a part of the teacher allowances has to be decided at local level. Typically, there is no general progression in this salary decided at local level. The criteria for this part of the teacher's salary are most prevalent qualification, function and performance of each single teacher, which are negotiated and decided annually at the local level.

Process to establish salaries: Teacher salaries, including general allowances, are negotiated and decided by collective agreements. The negotiations of collective agreements take place every 2 or 3 years. The latest negotiations concluded in February 2021 with a collective agreement that stipulated increases in salaries from April 2021 until the expiration of the agreement in March 2024.

Status of teacher: Teachers of today are not employed as civil servants. It ended in 1993. However, among the current teachers at primary and lower secondary school level, few still hold positions as civil servants until retirement. In the coming ten years this will stop.

There is no extra job protection included in the teaching profession. The job protection conditions are the same as for every other category of public employees.

Pathways to enter the teaching profession: It is a basic requirement for being a teacher at all ISCED levels to complete upper secondary education. Upper secondary education is necessary to enter a tertiary education that grants access to the teaching profession. There are two pathways to access tertiary education:

- Quota 1: To access higher education it is required to have a general upper secondary examination (ISCED 34). For some programmes and institutions a minimum grade point average and/or certain grades and subject levels are required.
- Quota 2: Applicants to higher education who has grade point averages too low for quota 1 and applicants with a different access basis than a general upper secondary examination can be admitted after selection criteria set by the individual educational institution.

To teach as primary or lower secondary teacher one is obliged to complete a 4 years profession-based bachelor as a elementary school teacher in Denmark. As a teacher in upper secondary (ISCED 34), in general, you must have completed a master (ISCED 7) in a specific subject e.g. in biology or history. To become an educated pedagogue that works in kindergartens (ISCED 02) one must complete a 3.5 year-long profession-based bachelor (ISCED 6) in Denmark.

As a newly appointed teacher in upper secondary general education, the teacher must complete pedagogy (*Pædagogikum*) over the first year.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Structure of the compensation system: The compensation system are negotiated and decided by collective agreements between, on the one hand, the teachers' unions (e.g. *Lærerenes Centralorganisation*, CO10) and, on the other hand, the national employers' authorities, i.e. Ministry of Taxation (Minister of Innovation) or Ministry of Finance. Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at school level.

Criteria for salary progression: The general criteria for salary progression are decided by collective agreements. The criteria for progression on pay scales are the number of years in service. It is also decided by collective agreements, that a part of the teacher allowances has to be decided at school level. Typically, there is no general progression in this salary decided at school level. The criteria for this part of the teacher’s salary are typical qualification, function and performance of each single teacher, which are negotiated and decided annually at the school level.

Process to establish salaries: Teacher salaries, including general allowances, are negotiated and decided by collective agreements. The latest national negotiations were in 2021 (due latest circular about the agreement for teachers employeed on civil servant-like agreement on VET institutions is by October 2022 (due for completion of this survey regarding the year 2021/22, the second latest agreement has been used for salaries as of April 2022. The other main educational field is teachers at social and health care worker schools [SOSU-educations in Denmark], and for the SOSU-teachers a collective agreement from 2019 is decided, though with separate variations depending on the several groups of teachers with different educational backgrounds, such as primary or lower secondary teachers, nurses etc.

Status of teachers: Teachers at technical and mercantile educations are formally employed as 'civil servants' ("Tjenestemandslignende ansættelse') though they in practice function as teachers. As for educators on the social and health assistent programmes these are refered to as teachers/educators.

Pathways to enter the teaching profession: There are different ways to become a teacher on the technical and mercantile educations (main group of VET teachers in Denmark), which spans from a formal education as profession bachelor (ISCED 6) to having completed a vocational upper secondary education with years of practical experience. To teach in a VET-institution a diploma with training for vocational pedagogy is necessary [*en diplom uddannelse for erhervspædagogigk*] within the first four years of employment. Required education level obtained after 4 years of employment will be ISCED level 6, but the attainment level at entry varies between ISCED 4-6, depending on the number years of work experience from the field a teacher can bring into the education institution.

Estonia

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Between 2017/18 and 2018/19, statutory salaries have increased around 9 % as the result of budget negotiations, following the objective in the (2013) Estonian Lifelong Learning Strategy 2020 to raise teachers' salaries to the level of the average salary of highly educated employees. The compensation system has not changed but there has been a rapid increase of resources from state budget to cover the fixed minimum wage of all teachers.

Notes on coverage and methodology: The data on the annual gross statutory salary refers to the fixed minimum wage that applies for all teachers. The notion of starting statutory salary depending on the level of qualification (minimum or maximum) does not exist in Estonia. Data on the annual gross statutory salary for teachers at ISCED 1, 24 and 34 refers to the minimum salary set by the top-level authority following discussions with national associations of local authorities and teachers. In Estonia, there is only one statutory salary that applies to all teachers, and at national level salary differentiation is not established between teachers based on their qualifications. If some teachers get paid more due to their qualification, this is the decision of the school head, and also depends on the budgetary situation of the local municipality. There is no starting salary, only statutory. As currently the collective agreement procedure is not applied, the statutory salary is established by the government.

Notes on interpretation: the Basic and Upper Secondary Schools Act § 76 sections 1 and 2 that foresee the procedure for establishment of the minimum wage of teachers according to the Collective Agreements Act (see https://www.riigiteataja.ee/akt/116042021006). However, § 76 section 3 stipulates that where the agreement specified in subsection 1 of this section is not reached, the minimum wage of teachers is established by a regulation of the Government of the Republic specified in subsection 2 of this section. In fact, since 2012 the minimum wage has been established by government following discussions with stakeholders, but without the collective agreement procedure.

Explanatory notes on decision making authority:

- (1) On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers: by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers.
- (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation. Since 2012 the minimum wage has been established by government following discussions with stakeholders, but without the collective agreement procedure as agreement was not reached.

Comment on qualification levels of teachers: At the pre-primary level, Higher education is the minimum in any field. Teacher qualification requires:

- completion of the curriculum of a early childhood education teacher at the university (upon graduation they receive a professional certificate)
- applying for the profession of a teacher (EstQF level 6 (Estonian Qualifications Framework) from the Estonian Teachers' Union; here, as a rule, completion of in-service training is a pre-requisite)
- the head of an educational institution assesses competencies in accordance with the professional standard (the assessment is valid only in the educational institution). Teacher qualification requirements who work with children with special needs: higher education, special pedagogical competencies, and pedagogical competencies.

School heads (Table D3.5)

The minimum or maximum amounts of school heads' salaries have not been set by statute.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on interpretation: There is no legislation which defines salaries of vocational school teachers and therefore statutory salaries of teachers in vocational programmes are not available. There is a recommendation to follow the minimum wage of general school teachers.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: The data of average annual actual teacher compensation are not only for the group of 25-64, but for all teachers. Salaries by age or by gender are not available. 91% of public preschool teachers and 87% of public general education teachers are aged between 25-64. Percentage of teachers aged 25-64 by ISCED level of attainment: percentage of teachers in full-time equivalent.

Notes on coverage and methodology for school heads: The data of average gross annual salary of school heads are not only for the age group of 25-64, but for all heads. We do not have salaries information by age or by gender. Percentage of school heads aged 25-64 by ISCED level of attainment - percentage heads in full-time equivalent. 90% of public preschool heads and 92% of public general education teachers are aged 25-64. Percentage of school heads aged 25-64 by ISCED level of attainment: Primary + lower secondary + upper secondary programmes: the number of heads in full-time equivalent is divided between different ISCED levels according to the share of pupils between the ISCED levels.

Notes on interpretation: The data of average annual actual teacher/school head compensation are not only for the group of 25-64, but for all teachers/school heads. We do not have salaries information by age or by gender. 89% of public preschool teachers and 91% of public general education teachers are aged 25-64. Percentage of teachers/school heads aged 25-64 by ISCED level of attainment: percentage of teachers in full-time equivalent.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology: The total cost of wages of VET teachers is divided by the number of teachers in full-time equivalents. Data are based on the average gross salaries for the reference period. Following categories of VET teachers according to State Accounting System were taken into account: leading teacher, vocational teacher, senior teacher, teacher, class teacher, group instructor.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: Teachers wage components (allowances related to other tasks and responsibilities) are not regulated in any regulation; teacher’s wage is an agreement between the head of school and the teacher; if a teacher is working full-time, his/her wage can’t be smaller than the minimum wage stated in regulation (The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary).

Allowances related to class teacher/form teacher: Form teachers receive an additional payment.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Teachers with mentoring responsibilities receive an additional payment.

Allowances related to outstanding performance in teaching: Teachers may get rewarded at local and school level. At national level, teachers awarded in the event "*Aasta õpetaja gala*" (The Teacher of The Year) get a financial reward.

Allowances related to teaching students with special educational needs (in mainstream classes): Schools get additional resources, but the allocation of funds is within the discretion of the school head.

School heads (tables D3.13 and D3.15)

These allowances are not stated in any regulation: which authority level decides on the entitlement to the following allowances are based on common practice.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Only minimum wage is determined.

- Pre-primary level: The representatives of local governments and the representatives of teachers from pre-school institutions shall agree on the minimum salaries of teachers at pre-school institutions.
- Primary and secondary level: On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers, by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation.

Criteria for salary progression: There are no criteria stated in regulations concerning salary progression in general education schools. It is a decision of a school head. Pre-school childcare institutions conduct an evaluation in order to decide on the professional skills and professional competence of teacher and his/her level of qualification. The evaluation conditions and procedure shall be approved by regulation of the minister responsible for the area. There are four qualification levels and the higher the level, the higher the salary as a common practice.

Process to establish salaries: It is a political decision. To increase teacher salary has been one of the top priorities of our recent governments.

Status of teacher: Teachers in Estonia are employees and usually work under employment contract (sometimes teachers work under contracts for provision of services).

Pathways to enter the teaching profession: There are two pathways to become a teacher:

- Pre-primary level: (i) by graduating formal teacher training or (ii) acquiring higher education in some other field and has also acquiring pedagogical competences through in-service training.
- Primary and secondary level: *(i) by graduating formal teacher training or (ii) if one has acquired a master degree in some other field and also has acquired teacher qualification according to the qualification frame.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Structure of the compensation system: Salaries are agreement between employee and employer (teacher and school head) and are reflected in the job description. Extra tasks are additionally paid. For vocational educational institutions, the additional pay is paid for extra hours, replacing missing employee, additional tasks (which were not agreed beforehand). Also, bonuses and performance pay are paid. Each school has its own salary guide where the salary ranges for different positions are imposed. There is no legislation which defines salaries of the vocational school teachers. However, at large, when defining the salary, minimum wage of general school teachers is taken into account as well salary of the similar position in the labour market. As a result, teachers at the vocational educational institutions may earn more than those of general schools.

Criteria for salary progression: There are no certain criteria for salary progression. Salary progression might be affected by tenure (years worked), professional self-development, increase of teacher's qualification, progress in the career ladder (if the school has this kind of system in place).

Process to establish salaries: Once in a year salaries are reviewed and possible pay rise is decided. It is affected by minimum wage of teachers (see https://www.riigiteataja.ee/en/eli/509112022002/consolide §76), average

gross monthly salary in Estonia in current year, as well by general economic situation and financial capabilities of the school.

Finland

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The data refer to fully qualified teachers, who constitute 90% of the teaching force. For pre-primary education, data is reported on the majority, i.e. kindergarten teachers. The data include all teachers in Finland. As of 2024, newly qualified kindergarten teachers (ISCED 02) will have a Bachelor's degree in education including kindergarten teacher studies.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay was temporarily reduced 30% in 2017-19.

Notes on interpretation: The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority.

Comments on qualifications of teachers

- (Pre-primary) Bachelor-level qualification of kindergarten teacher/social services including studies in early education and socio-education ISCED 6 concurrent.
- (Primary) Masters-level qualification with education science as major ISCED 7 concurrent.
- (Secondary) Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive.

In Finland the most prevalent qualification of teachers is the same as the minimum qualification and it is associated with the required degree and studies attained after initial teacher training.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay was temporarily reduced by 30% in 2017-19.

School heads (Table D3.5)

Notes on coverage and methodology: The data for pre-primary education is for heads of kindergarten/day-care institutions who are the majority. Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay was temporarily reduced by 30% in 2017-19.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Data refers to October 2021. Monthly actual salary with the holiday bonus which is 4-6 % of the salary. The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority of teachers at ISCED 02 (excluding childcarers).

Notes on coverage and methodology for school heads: Data refers to October 2021. Monthly actual salary with the holiday bonus which is 4-6 % of the salary.

Notes on interpretation: For the years 2017-2019 holiday pay was cut due to a nationwide competitiveness pact. This reduced the holiday pay roughly 30%. Therefore, there are negative changes in average gross annual

earnings between the school years 2016/17 and 2017/18. As of 2020 the holiday pay cut does not apply anymore, the holiday pay has returned into its normal level.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on interpretation: Actual salaries cannot be separated by the type/qualification level of teachers in the vocational education.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

All criteria: For pre-primary education (ISCED 02), data is reported on the majority, i.e. the kindergarten teachers.

Allowances related to participation in school or other management in addition to teaching duties: The reduction of statutory teaching time varies from 1-16 weekly lessons depending on the size of school.

Allowances related to teaching more classes or hours than required by full-time contract: The compensation per extra lesson is calculated based on the statutory salary and statutory teaching time. The teachers' individual salary is multiplied by 0.83 and then divided this by the statutory teaching time of the individual teacher. The teaching time differs based on type of post- class teacher or subject teacher- as well the subject taught (for subject teachers).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or class teacher/form teacher: The compensation is calculated based on the statutory salary and statutory teaching time. The statutory minimum for one extra lesson per week is EUR 93.33 per month (x12 months) and EUR 100.26 per month (x12 months) for a secondary teacher.

Allowances related to class teacher/form teacher: The compensation is calculated based on the statutory salary and statutory teaching time. For ISECD 3 definition under local autonomy. The statutory minimum for one extra lesson per week is EUR 93.33 per month (x12 months), EUR 100.26 for a secondary teacher.

Allowances related to outstanding performance in teaching: The definition of the calculation is under local autonomy. The decision is generally made by the school head that is responsible for the appraisal. Compensation for performance is not widely used.

Allowances related to Teaching in a disadvantaged, remote or high-cost area (location allowance): Two different pay scales. Finland is divided into two "cost areas. The difference amounts to approximately 1% of the statutory base salary.

School heads (tables D3.13 and D3.15)

Outstanding performance: Payable as a lump sum amount. Negotiated with the school head's employer, the local authorities. Appraisal is also done by the representative of the local authority, most commonly head of local education department.

School in a disadvantaged, remote or high-cost area (location allowance): Percentage of base salary: Two different pay scales - Finland is divided into two "cost areas. The difference amounts to 1% of the statutory base salary.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The salaries of teachers comprise the following elements: requirements and duties, personal component, work experience and performance (the last one is not widely used). This structure applies for ISCED 0-3.

Criteria for salary progression: As the salary is individualised, it changes with the different roles and duties of the teacher. The most common is of course the compensation that comes with work experience as these have been defined in the collective agreement.

Process to establish salaries: A minimum statutory salary and the "age increments" have been defined in the collective agreement. The rest, the salary based on the roles and duties of the teacher (how demanding the job is) as well as the performance-based part, are negotiated between the teacher and the principal.

Status of teacher: Teachers are mostly municipal civil servants.

Pathways to enter the teaching profession: The most common pathway to teaching is completing a concurrent teacher education with pedagogical studies and practical training done at the same time as the other studies. A consecutive model also exists for ISCED 2-3 teachers, providing a pathway for those who want to pursue a teacher career later. In this case the prospective teachers complete so-called separate pedagogical studies of 60 ECTS.

France

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The teachers' statutory salaries are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales.

New allowance included in teachers' statutory salaries:

- Attractivity allowance: until 1st February 2022, between the 2nd and the 7th level included of the "Normal Class", after 1st Februry 2022, between the 2nd and the 9th level of the "*classe normale*" category.

The following bonuses received by all teachers at a given level of education are an integral part of teachers' statutory salaries in France:

- Residence allowance
- Computer equipment allowance (EUR 176 per year)
- *Attractivity* allowance: until 1st February 2022, between the 2nd and the 7th level of the '*classe normale*' category (i.e. between EUR 1 400 to EUR 500). after 1st February 2022, between the 2nd and the 9th level of the "*classe normale*" category (i.e. between EUR 2000 to EUR 400).

In addition, teachers at ISCED 02 and 1 levels receive the following bonus:

- ISAE (bonus for follow-up and tutoring): EUR 1 200 per year.

Similarly, teachers at ISCED 24 and 34 levels receive the following bonuses:

- Fixed portion of ISOE (bonus for follow-up and tutoring): EUR 1 213.56 per year until 1st July 2022 and EUR 1256.03 after (EUR 1220,64 in 2021-2022). The variable part of this bonus – for teachers taking the role of referent teacher (*professeur principal*) – is not included in the statutory salary.
- Bonus for 2 HSA overtime hour (*heure supplémentaire année*): This compensates the obligation to accept at least two regular hours exceeding the minimal annual working time. Other types of extra hours are not included in the statutory salaries.

Notes on interpretation: The teachers' statutory salaries are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales.

Comments on qualifications of teachers: People who want to become teachers at all levels of ISCED (02-3) must obtain a master's degree and pass a competitive examination. Those who passed the competition have to complete a one-year paid traineeship as a trainee civil servant, at the end of which a jury will determine whether or not they can be officially granted the status of teacher and become civil servants.

- At ISCED 02-1, teachers who want to become “*professeurs des écoles*” have to pass the competitive examination "*concours de recrutement de professeurs des écoles*".
- At ISCED 2-3, candidates who want to become “*professeur certifié*” (minimum and most common qualification) have to pass the competitive examination “concours du certificat d'aptitude au professorat de l'enseignement du second degré”. At ISCED 2-3 Candidates who want to become "*professeur agrégé*" (maximum qualification) have to pass the competitive examination "*agrégation*".

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Residence allowance; student counselling (ISAE at ISCED 02 & 1; ISOE at ISCED 24 & 34); supplementary hours HSA (two hours: first one paid 1.2 and second one paid 1 at ISCED 24 & 34); computer equipment allowance (all); *attractivity* allowance (starting teachers and teachers with 10 years of experience).

School heads (Table D3.5)

Notes on coverage and methodology: At ISCED 02 and 1 the scope – school heads with teaching responsibilities accounting for 50% or less of the full teaching time – corresponds to school heads in charge of schools with 10 classes or more. The salary scale for school heads is the same as teachers (*professeurs des écoles*) at the same level of education. Statutory salaries of school head at ISCED 02-1 levels: Gross index salary plus a scale bonus (*Bonus Indiciaire* + *Nouveau Bonus Indiciaire*) + residence allowance + allowance for follow-up and tutoring (*indemnité de suivi et d’accompagnement des élèves*: ISAE) + special head allowance (*Indemnité de sujétion spéciale de direction* : the reference is the one for schools with 10 classes or more) + computer equipment allowance (EUR 176 per year) + attractivity allowance (applying only to the minimum statutory salary of ISCED 01 and 2 school heads i.e. of those who are in the 7th level of the *classe normale* scale: EUR 500 per year). Statutory salaries of school head at ISCED 24-34 levels: gross salary plus a scale bonus (*Bonus Indiciaire* + *Nouveau Bonus Indiciaire*) + residence allowance + allowance for functions, responsibility and results (*indemnité de fonctions, de responsabilité et de résultats:* IF2R). The amount of the IF2R head allowance depends on the financial categoy (1, 2 or 3) of the lower secondary school. A weighted average of this head allowance is included in the statutory salary at ISCED 2 and 3 (EUR 5 820.50).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: The scope of teachers' actual salaries is broader than that of teachers’ statutory salaries: The SIASP database uses monthly payroll records of the state for the majority of their public servants. The data reported on teachers' actual salaries refer to full-time civil servant (permanent) teachers (employed for more than 95% of the statutory number of hours of work for a full-time employee over a complete school year).

- At ISCED 02-1 levels, teachers with a partial release from their teaching obligations accounting for 50% or more of the full teaching time are excluded from the teachers’ scope but included in the school heads’ scope (see Head2).
- At ISCED 2 and 3 levels, besides *professeurs certifiés* (most prevalent qualification) and *professeurs agrégés* (maximum qualification), the scope includes other permanent teachers (sport teachers (EPS), *professeurs d'enseignement général des collèges* (PEGC), VET teachers teaching in general programmes, etc.).

Data refers to 2020 and covers the whole France, except Mayotte. The gross actual salary is obtained by adding to gross salary indexes, the residence allowance (IR), the family allowance (SFT) and other allocated bonuses and allowances.

Notes on coverage and methodology for school heads: The actual salaries for school heads at ISCED 02-1 levels and at ISCED 2-3 are aggregated data for these levels. The SIASP database uses monthly payroll records of the state for the majority of their public servants. The data reported on heads’ actual salaries refer to full-time civil servant (permanent) school heads (employed for more than 95% of the statutory number of hours of work for a

full-time employee over a complete school year). At ISCED 02-1, teachers with a partial release from their teaching obligations accounting for 50% or more of the full teaching time are excluded from the teachers' scope but included in the school heads' scope at ISCED 02-1.

Data refers to 2020 and covers the whole France (excluding Mayotte). The gross actual salary is obtained by adding to gross salary indexes the residence allowance (IR), the family allowance (SFT) and other allocated bonuses and allowances.

Note on interpretation for teachers: Concerning the percentage of teachers by ISCED level of attainment: the available data do not enable to differentiate teachers of ISCED 02 level from those of ISCED 1 level and teachers of ISCED 24 level from those of ISCED 34 level.

Note on interpretation for school heads: The actual salaries for school heads at ISCED 02-1 levels and at ISCED 2-3 levels are aggregated data for these levels.

Changes in actual salaries of teachers and school heads:

- Increase of the "*indice majoré*" (or base amount that is multiplied by the index point to calculate the base salary) on 1 January 2020 (PPCR)
- Increase in the rates of promotion to "hors classe" (teachers at ISCED 02 and 1) and "*classe exceptionnelle*" (teachers from ISCED 02 to ISCED 3 level)
- Covid bonus for teachers and school head [Decree n° 2021-878 of 1st July 2021. NOR: MENH2111108D]
- Increase in the maximum reduction in employee/employer contributions and the income tax exemption for HSA
- "Exceptional" management bonus in ISCED 02-1 in October 2020: EUR 450. Since 2021, this amount has been included on a permanent basis in the special school head allowance.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

All criteria: Concerning the data of "Which authority level decides on the entitlement criteria and amounts for allowances" "Central authorities" include decentralised administration. For an overview on the territorial organisation of the Ministry of Education in France, see: http://www.education.gouv.fr/cid3/les-rectorats-services-departementaux-education-nationale.html.

Allowances related to participation in school or other management in addition to teaching duties: For particular tasks:

- ISCED 02-1: the amount varies according to the tasks assigned (*Enseignants référents auprès des enfants en situation de handicap*; *Référent pour les usages numériques*) from EUR 1 250 to EUR 2 500.
- ISCED 24-34: the amount varies according to the tasks assigned from EUR 312 to EUR 3 750.

*Allowances related to teaching more classes or hours than required by full-time contract: Heures Supplémentaires Annuelles (*HSA): from EUR 1 143 to EUR 1 257 for *professeurs certifiés* and from EUR 1 658 to EUR 1 824 for *professeurs agrégés*.

Allowances related to students counselling: Fixed annual salary bonus named:

- "ISAE (*Indemnité de suivi et d'accompagnement des élèves*)" at ISCED 02-1 (EUR 1 200).
- "ISOE (*Indemnité de suivi et d'orientation des élèves*)" at ISCED 24-34 (EUR 1 220.64).

Allowances related to engaging in extracurricular activities: Pre-primary and primary teachers may be in charge of extracurricular activities which are paid between EUR 22 and EUR 28 per hour (maximum rates).

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer:

- ISCED 02-1: EUR 1 250 (*professeurs maîtres formateurs*).
- ISCED 24-34: EUR 834 (*professeurs formateurs académiques*).

Allowances related to class teacher/form teacher: Variable portion of the "ISOE" allowance only given to the class teachers: EUR 906 to EUR 1 426.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1 250.

Allowances related to other tasks and responsibilities of teachers: Heures Supplémentaires Effectives (HSE): only punctual hours. Each is paid 1/36th of one HSA with an indemnity equal to a 25% surcharge.

Successful completion of (continuing) professional development activities: On the initiative of the competent authority or after its agreement, teaching staff benefits from professional training actions during the periods of vacancy of the classes, for 5 days per year maximum. Decree n° 2019-935 from 6 September 2019: https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000039061144.

Outstanding performance in teaching: Teachers benefit from 3 career advancement meetings (*Rendez-vous de carrière*) that allow them to progress to a better position on the salary scale. These meetings consist of an evaluation in a professional situation and an interview with an inspector (and with the school head for teachers of secondary schools).

Allowances related to teaching students with special educational needs (in mainstream classes):

- ISCED 02-1: EUR 2 500 for teachers in charge of children with special needs.
- All ISCED levels: from EUR 844 to EUR 2 609 for specialised teacher.

Allowances related to teaching in a disadvantaged, remote or high-cost area: Allowance for teachers teaching in disadvantaged area (REP and REP+ allowance): REP = EUR 1 734; REP+ = fixed part of the allowance is EUR 5 114 and a flexible part, of up to EUR 702, which is allocated on the basis of collective professional commitment objectives (Decree n° 2021-825 of the 28 JUNE 2021 NOR:MENH2118828D and order of the 28 June 2021 NOR: MENH2118832A).

Allowances related to residence allowance (not dependent on a particular location): It is the "*Indemnité de résidence*" paid each month. The amount depends on the area. https://www.service-public.fr/particuliers/vosdroits/F32511.

Allowances related to family status (e.g. married, number of children): It is the "SFT" (family supplement) paid each month. The amount depends on the number of children. https://www.service-public.fr/particuliers/vosdroits/F32513.

Other allowances:

- A one-off bonus for entering the teaching profession: EUR 1 500 (paid in two instalments).
- A one-off bonus for teachers who settle in the Ile-de-France and Lille agglomeration: EUR 2 090.

Regular additional payments:

- Attractiveness bonus (*prime d'attractivité*): from EUR 2 200 for a teacher in step 2 to EUR 400 in step 9. This bonus is degressive from the 2nd to the 9th sept. (https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000043246480; https://www.legifrance.gouv.fr/eli/arrete/2021/12/14/MENH2135119A/jo/texte)
- Computer equipment bonus (*Prime d'équipement informatique*): EUR 176 per year (https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000042614334; https://www.legifrance.gouv.fr/jorf/texte_jo/JORFTEXT000042614360)
- For all ISCED level : reimbursement of part of the complementary social protection contributions up to EUR 15 per month (Decree No. 2021-1164 of 8 September 2021 and Order of 17 February 2021).

School heads (tables D3.13 and D3.15)

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Allowances related to participation in other management in addition to school head duties: For ISCED 02 and 1 school heads: allowance for particular tasks. The amount varies according to the tasks assigned (*Enseignants référents auprès des enfants en situation de handicap*; *Référent pour les usages numériques*) from EUR 1 250 to EUR 2 500.

Students counselling: Fixed annual salary bonus: EUR 1 200 (ISAE).

Engaging in extracurricular activities: School head may be in charge of extracurricular activities which are paid between EUR 22 and EUR 28 per hour (maximum rates).

Allowances related to special tasks: At ISCED 02 and 1: allowance for tutoring, master trainer. The allowance is EUR 1 250 for *professeurs maîtres formateurs*. Although it is possible in theory, in practice, it seems difficult to conciliate the responsibilities of a school head with those of a master trainer.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1 250.

Allowances related to successful completion of (continuing) professional development activities: On the initiative of the competent authority or with its agreement, ISCED 02 and 1 school heads benefit from professional training actions during the periods of holidays for pupils for 5 days per year maximum.

Decree n° 2019-935 from 6 September 2019: https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000039061144.

Order of 6/09/2019 - J.O. of 8/09/2019: https://www.education.gouv.fr/bo/19/Hebdo36/MENH1831656A.htm.

Outstanding performance: ISCED 02-1: School head benefit from 3 career advancement meetings (*Rendez-vous de carrière*) that allow them to progress to a better position on the salary scale. These meetings consist of an evaluation in a professional situation and an interview with an inspector. ISCED 24 and 34: Part of the *indemnité de fonctions, de responsabilités et de résultats* takes into account the results of the professional interview. It is determined every year by applying a coefficient of 0 to 3 to the annual reference amount of EUR 667. Order of 24 December 2020: https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000042741997.

Allowances related to working conditions

School in a disadvantaged, remote or high-cost area (location allowance)

All ISCED levels: allowance for working in disadvantaged area (REP and REP+ allowance): REP = EUR 1 734; REP+ = a fixed part of EUR 5 114 and a flexible part, of up to EUR 702, which is allocated on the basis of collective professional commitment objectives (Decree n° 2021-825 of the 28 June 2021, NOR:MENH2118828D, and Order of the 28 June 2021, NOR: MENH2118832A).ISCED 02-1: the special head allowance (ISS: *indemnité de sujétion spéciale de direction*) is higher when working in disadvantage schools: REP: 20 % increase in the ISS; REP+: 50 % increase in the ISS.

ISCED 02-1: the special head allowance (ISS: *indemnité de sujétion spéciale de direction*) is higher when working in disadvantage schools: REP: 20% increase in the ISS; REP+: 50% increase in the ISS.

Other allowances: Territorial incentive (*prime de fidélisation territoriale*) for school heads working in *département* de Seine-Saint-Denis (territorial authority and administrative district): a one-off payment of EUR 10 000 at the end of a 5-year work period there (Decree n° 2020-1299 of 24 October 2020: NOR: TFPF2025397A). For ISCED 24 and 34 only: A fixed part of the *indemnité de fonctions, de responsabilités et de résultats* takes into account the school head assignment. It is determined by a category of school and the function of the personnel. ISCED 24-34 schools are categorised from 1 to 5 according to the number of pupils (category 1 = small rural secondary school with 200 pupils and category 5 = city centre secondary school with at least 1600 pupils) : the amount

varies between EUR 3 450 and EUR 7 000. Order of December, 24th 2020. https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000042741997.

Residence allowance (not dependent on a particular location): Same as for teachers (see section "Criteria and decision level for various types of salary payments").

Family status (e.g. married, number of children): Same as for teachers see section "Criteria and decision level for various types of salary payments").

Other allowances:

For school head in ISCED 02 and 1

- Attractiveness bonus (*prime d'attractivité*): from EUR 2 200 for a school head in step 2 to EUR 400 in step 9. This bonus is degressive from the 2nd to the 9th step. (https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000043246480; https://www.legifrance.gouv.fr/eli/arrete/2021/12/14/MENH2135119A/jo/texte).
- Computer equipment bonus (*prime d'équipement informatique*): EUR 176 per year (https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000042614334; https://www.legifrance.gouv.fr/jorf/texte_jo/JORFTEXT000042614360).

For all ISCED level : reimbursement of part of the complementary social protection contributions up to EUR 15 per month (Decree No. 2021-1164 of 8 September 2021 and Order of 17 February 2021).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: A new system of career progression for civil servants (*fonctionnaires civils*) and military workers is being put in place progressively: the '*Parcours professionnels, carrières et rémunérations, PPCR*'. The decree n°2017-789 of May 5th, 2017 and the decree n°2017-1737 of December 21st, 2017 set the new salary scales for teachers and the dates for their application. With the PPCR system, the career progression is based on seniority and is automatic. In addition, three careers' meetings (*rendez-vous de carrière*) are organised during which the professional value is recognised. The first two meetings can lead to a one-year acceleration of the process. During the last meeting occurring after around 20 years of career, teachers can access another category (grade): the '*hors-classe'* category.

Criteria for salary progression: As for every civil servant, the teacher's basic remuneration increases as he climbs the ladder (called *échelons*) inside his scale; each level of the ladder corresponds to an index which defines the amount of the basic remuneration. With 'PPCR' the increases are fixed and regular.

Process to establish salaries: Process to establish salaries: Index point, adjusted each year with prices. Between 2010 and 2016, it was frozen. It has increased on the 1st July of 2016 (+0,6%) plus on the 1st February of 2017 (+0,6%). It has been frozen between the 1st February 2017 and the 30 June 2022. It has increased on the 1st July of 2022 (+3,5%).

The Individual Purchasing Power Guarantee (*Garantie Individuelle de Pouvoir d'Achat*) introduced by the government in the negotiations on civil service salaries was created by decree 2008-539. It consists of an additional payment (*indemnité*) corresponding to the difference between inflation and the index-linked remuneration of a civil servant over a specified reference period. Since 2017, remuneration scales have been revised (highest remuneration indices + premium's transfer in index points).

Status of teacher: The largest majority of teachers are civil servants.

Pathways to enter the teaching profession: People who want to become teachers at all levels of ISCED (02-3) must obtain a master's degree and pass a competitive examination. Those who passed the competition have to complete a one-year paid traineeship as a trainee civil servant, at the end of which a jury will determine whether or not they can be officially granted the status of teacher and become civil servants.

- At ISCED 02-1, teachers who want to become *professeurs des écoles* have to pass the competitive examination *concours de recrutement de professeurs des écoles*.
- At ISCED 2-3, candidates who want to become *professeur certifié* (minimum and most common qualification) have to pass the competitive examination *concours du certificat d'aptitude au professorat de l'enseignement du second degré*.

Germany

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The statutory salaries represent a weighted average of the data available at *Länder* level for civil servants in 2020/21 and include general post allowances where applicable and special annual payments. Since November 2006 a salary scale which is used throughout Germany no longer exists. Therefore, the *Länder* are asked to report the average annual gross statutory and the number of teachers in each category. Weighted means are calculated from the *Länder* data. Kindergarten teachers (ISCED 02) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst – TVöD*). Those with professional experience are usually allocated to level 2. Higher levels are achieved after several years with the same employer.

Notes on interpretation: Erzieherinnen and *Erzieher* (state recognised youth or childcare workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst – TVöD*), with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule. Higher levels are achieved only after several years with the same employer. Employees in establishments bound by collective wage agreements are significantly better off than those in establishments not bound by collective wage agreements. According to a study of the Hans-Böckler Foundation, around 75% of *Erzieherinnen* and *Erzieher* work in establishments bound by collective wage agreements.

(Primary and secondary) Depending on the *länder*, teacher candidates must pass a first state examination or have a Master's degree before the preparatory service. All of them must take a second exam after the preparatory service.

Comments on the social benefits of teachers: Regarding teachers' pension and/or social security system in Germany teachers with civil servants (*Beamte*) status have no special pension and/or social security system in reference to other civil servants (*Beamte*). Employed teachers (*Angestellte*) have no special pension and/or social security system, too. The reference is "other workers" (*alle Angestellten*). The reference "other workers" means in this case other civil/public servants (i.e. *Beamte*).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Salaries represent a weighted average of the data available at *Länder* level for civil servants and include general post allowances where applicable and special annual payments. Holiday pay is included. The figures provided for the actual salaries are estimations. In addition to the figures provided, the family allowance must be taken into account for which, however, no data are available. The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has. The family allowance also varies across the *Länder*.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to family status (e.g. married, number of children): The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has. The family allowance also varies across the Länder.

Other allowances: General post allowance for *Studienräte* in salary group A13. A fixed amount that varies between the *Länder*. The general post allowance may not exceed 75% of the difference between the final base salary of the salary group the public servant is in and the final base salary of the next higher salary group.

School heads (tables D3.13 and D3.15)

Notes on interpretation: Legislation on allowances: Law 4547/2018 (G.G. 102/A/12-06-2018) art. 19 change on school head allowances and art. 49 school heads' teaching sessions per week. Law 4823/2021 art .28, into effect since August 2021. Legislation on teachers' and school heads' duties: Ministerial Decision F.353.1./324/105657/D1/2002 (Government Gazette 1340/B /16-10-2002) Chapter D on School Heads and Deputy School Heads. Legislation on disciplinary duties: G.G. 1340/B /16-10-2002 Art. 29, par. 7. Legislation on the duty to support new teachers: G.G. 1340/B /16-10-2002 Art. 28 par. ia and Art. 29 par. 12, 13. Duties on collaboration with counsellors for the organisation of in-service training: G.G. 1340/B /16-10-2002 Art. 30 par. 3, par. 1. Duties relating to the school board, school counsellors, the Head of the Education Directorate, the school community, the school committee, the students' parents and guardians, and citizens: G.G. 1340/B /16-10-2002 Articles 29, 30, 31, and 32.

Allowances related to students counselling: School heads are responsible in collaboration with the teachers for maintaining discipline, but this task is not compensated with an allowance.

Allowances related to special tasks: School heads have the duty to support other teachers including new teachers and substitute teachers, but they do not receive an allowance.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: School heads have the duty to take up initiatives in collaboration with school counsellors for supporting new teachers and organising in-service training seminars for teachers of their school, but they do not receive an allowance.

Allowances related to other tasks and responsibilities of teachers: School heads have additional duties relating to the school board, the school counsellors, the Head of the Education Directorate, the school community, the school committee, the students' parents and guardians, and citizens, but these duties are not compensated with an allowance.

Allowances related to further formal qualifications: The initial educational qualification is a Bachelor's degree; the possession of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The allowance for serving in a remote or borderline region is EUR 100 gross per month.

Allowances related to family status: The family allowance received by all civil servants including school heads is EUR 50 gross per month for one dependent child, EUR 70 for two dependent children, EUR 120 for three, EUR 170 for four, and EUR 70 for each child above four.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: As civil servants, teachers as a rule are classified depending on their training under the higher or senior service. Following their studies and the *Vorbereitungsdienst* (preparatory service), teachers are usually placed on scale A 13. The general allocation of salary groups and possibilities of promotion is as follows.

There is no scope for promotion for teachers at primary schools and teachers at *Hauptschulen* who are allocated to salary group A12 or A13. There is no scope for promotion for teachers at *Realschulen* and teachers at special schools who are allocated to salary group A13. Teachers at *Gymnasien* and vocational schools have scope for promotion from *Studienrat* (salary group A13) to *Oberstudienrat* (salary group A14) and finally to *Studiendirektor* (salary group A15).

There are teachers in some *Länder* who are not trained for a particular type of school but for a certain school level (primary, lower secondary and upper secondary). These teachers are as a rule allocated to the salary groups as follows:

- Teachers at lower secondary level may have scope for promotion from salary group A12 to salary group A13. For teachers at upper secondary level there is scope for promotion from *Studienrat* (salary group A13) to *Oberstudienrat* (salary group A14) and finally to *Studiendirektor* (salary group A15).
- At pre-primary level, *Erzieherinnen* and *Erzieher* (state recognised youth or childcare workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst - TVöD*), with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule.

Criteria for salary progression: Teacher at secondary schools may be promoted to *Oberstudienrat* or *Studiendirektor*. As a rule, nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

As a rule, among others the following functions are linked to promotion to *Oberstudienrat*:

- Co-ordination of subject areas or subjects.
- Planning and performance of career guidance for pupils.
- Implementation of the school-specific programme.
- Participation in the process of producing timetables and replacement plans.
- Procurement and management of teaching aids.

As a rule, among others the following functions are linked to promotion to *Studiendirektor*:

- Co-ordination of subject areas or subjects.
- Co-ordination of the orientation stage.
- Co-ordination of the lower secondary level.
- Co-ordination of the upper secondary level.
- Administrative functions.

Process to establish salaries: Collective bargaining in irregular intervals.

Status of teacher: For teachers at both general education and vocational schools as well as across ISCED levels the proportion of teachers with civil servant status is 75 per cent and the proportion of teachers with public employee status is 25 per cent. This information does not apply to the pre-primary sector and government-dependent private schools.

Pathways to enter the teaching profession: Initial teacher education and training. Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the *Länder*. In *Länder* which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service. This information does not apply to the pre-primary sector. As a rule, pedagogic staffs in early childhood education and care are trained at Fachschulen for youth and community work that are assigned to the tertiary level. Over recent years, the number of courses of study leading to a first-degree and further courses of study for pedagogic staff

has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in co-operation between *Fachschulen* and *Fachhochschulen*.

Greece

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on interpretation: (Minimum and most prevalent qualifications) The salaries for teachers of pre-primary education include only teachers working in pre-primary education Schools (*nipiagogeia*) that are supervised by the Ministry of Education and Religious Affairs. The reference year is 2021/22 (September 2021-August 2022). Data on gross annual statutory salaries are reported on the basis that teachers complete certain years of work experience on 1st September 2021. The freezing of salaries is also taken into consideration. A month's salary in 2021 and 2022 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A) taking into consideration the salary freezing of previous years (2016-2017). From 1 January 2018 salary progression has been activated. Regarding the qualification levels of teachers to enter the teaching profession in the reference year according to legislation (Law 3848/2010 as amended and in force) a degree from a tertiary institution or equivalent is required for teachers in Pre-primary Programmes supervised by the Ministry of Education and Religious Affairs, as well as by teachers in Primary, Lower Secondary and Upper Secondary General Education. Higher than minimum qualifications (i.e. Master's or PhD degrees) are recognised as relevant to the teaching profession after entrance, i.e. they are not used as qualifications required to enter the teaching profession, they are not related to a different salary range, but they are remunerated as additional years of teaching experience. Ref: Circular of the General accounting office nr. 2-31029/DEP/06.05.2016 (ADA: OL9SI-0NM) (ΑΔΑ: ΩΛ9ΣΗ-0ΝΜ) https://www.minfin.gr/documents/31321/245847/E%CE%B3%CE%BA%CF%8D%CE%BA%CE%BB%CE%B9%CE%BF%CF%82+N.+4354.2015%2C+2.31029.%CE%94%CE%95%CE%A0.6.5.2016+%28%CE%91%CE%94%CE%91+%CE%A9%CE%9B9%CE%A3%CE%97-0%CE%9D%CE%9C%29.pdf/3235ee77-e374-4a2c-9a31-9725906233bf.

Comments on the qualifications of teachers: In Greece the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The qualification levels of teachers entering the teaching profession in the reference year, legislation (Law 3848/2010 as amended and in force) require a degree from a tertiary institution or equivalent for teachers in Pre-primary Programmes supervised by the Ministry of Education, Research and Religious Affairs, as well as by teachers in Primary, Lower Secondary and Upper Secondary General Education. Higher than minimum qualifications (i.e. Master's or PhD degrees) are recognised as relevant to the teaching profession after entrance, i.e. they are not used as qualifications required to enter the teaching profession, they are not related to a different salary range, but they are remunerated as additional years of teaching experience.

School heads (Table D3.5)

Notes on coverage and methodology: The indicated statutory salaries refer to the period from September 2021 to August 2022.

Notes on interpretation: For the calculation of the base salary that comprises part of the school heads' annual salary, the freezing of salaries is taken into consideration. A month's salary in 2021 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A), or a month's salary in 2021 is the sum of the base salary of the frozen salary scales of 2011 and four-quarters (4/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. From 1 January 2018 salary progression has been activated. Data on gross annual statutory salaries are reported on the basis that school heads complete certain years of work experience on 1 September 2021. Ministry of Education & Religious Affairs, Directorate for Remuneration and Other Allowances Accounting: Unit B. Legislation: Law 4024/2011 (G.G. 226/A), Law 4325/2015 (G.G. 47/A), Law 4354/2015 (G.G. 176/A) Circular of the General Accounting Office with ref. number. 2-31029/DEP/06.05.2016 (ADA: OL9SI-0NM), Circular of the

General Accounting Office with ref. number. 2-78400-0022/14.11.2011 (ADA: 4577H-5ET), Directions for the implementation of Law 4354/2015 ref. number 2/1015 /DEP/5/1/2016, Law 4327/2015 article 17 on selection criteria relating to years of service required for school heads (as amended by Law 4473/2017 (G.G. 78/A), Law 4152/2013 as amended by Circular Letter with ref. number 123948/D2/06-09-2013. Law 4547/2018 (G.G. 102/A/12-06-2018) art. 19 change on school head allowances and art. 49 school heads' teaching sessions per week. Law 4823/2021 art. 28 substituted art. 19 of Law 4547/2018 and involves an increase in the heads' allowances. Statistical data on the proportion of school heads according to the type of school they serve have been extracted from Myschool (an information system of the Ministry of Education & Religious Affairs), and apart from teachers with permanent contracts, they also include substitute teachers who served as school heads in school year 2021/22.

The additional payments that all school heads receive on top of their base is the school head's allowance, varies depending on the category of school they serve.

ISCED 02 and ISCED 1:

- In schools with 1, 2 or 3 classes the school head allowance was EUR 150 gross per month until July 2021 and has become EUR 165 since August 2021.
- In schools with 4 or more classes and less than 120 students the school head allowance was EUR 250 gross per month until July 2021 and has become EUR 275 since August 2021 (in total EUR 3 025 gross for school year 2020-21).
- In schools with 4 or more classes and 120 or more students, the school head's allowance was EUR 300 gross per month until July 2021 and has become EUR 330 since August 2021 (in total EUR 3 630 gross for school year 2020-21).

ISCED 24:

- In schools with less than 120 students, the school head's allowance is EUR 250 gross per month until July 2021 and has become EUR 275 since August 2021 (in total EUR 3 025 gross for school year 2020-21).
- In schools with 120 or more students, the school head's allowance is EUR 300 gross per month until July 2021 and has become EUR 330 since August 2021 (EUR 3 630 gross for school year 2020-21).

ISCED 34:

- In schools with less than 120 students, EUR 300 gross per month until July 2021 and has become EUR 330 since August 2021 (in total EUR 3 630 gross for school year 2020-21).
- In schools with 120 or more students, EUR 350 gross per month until July 2021 and has become EUR 385 since August 2021 (in total EUR 4 230 gross for school year 2020-21).

In Greece civil servants including school heads and teachers do not receive a 13th month or a holiday allowance.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Data for ISCED 1 include teachers in ISCED 02 (*nipiagogeia*) and in special needs education. Data for ISCED 34 include teachers in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED 24 level. More than 8000 teachers were recruited in August 2022 – approximately 67% in primary and 43% in secondary education (ISCED 24 and ISCED 34). The calculation of actual salaries does not take into account their pay (which covers a period of one month or less).

Notes on coverage and methodology for school heads: Data for ISCED 1 include school heads in ISCED 02 (*nipiagogeia*) and in special needs education. Data for ISCED 34 include school heads in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED 24 level.

Notes on interpretation for teachers: Gross salaries include base salaries and allowances given to individual teachers depending on their circumstances (e.g. number of dependent children, allowances for teaching in disadvantaged or remote areas, etc.) before taxation and including all contributions paid by teachers for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average teachers' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. Salaries of teachers who do not teach full-time as specified in relevant legislation (Law 3848/2010, art.5 para. 1) or teachers who are school heads or teachers who serve as school counsellors or directors or regional directors etc. have not been included. Salaries of pre-primary teachers refer only to teachers in Kindergartens (for children aged 4-5) of the Hellenic Ministry of Education and Religious Affairs.

Statutory salary grades and scales do not distinguish between male and female teachers. Also, they do not distinguish between teachers in general programmes and teachers in vocational upper secondary programmes or special needs education programmes or adult education programmes.

- ISCED 02 and ISCED1: administrative data from 55 011 teachers with permanent contracts and 21 382 full-time substitute teachers have been used including teachers serving in special needs education schools, as their exclusion from the data was not possible.
- ISCED 24 and ISCED 34: administrative data from 55 460 teachers with permanent contracts and 11 740 full-time substitute teachers have been used including teachers in vocational secondary schools, adult education programmes (for completion of ISCED 2), and special needs education schools, as their exclusion from the data was not possible.
- All ISCED levels: Average salaries of teachers aged 25-64 and the average salaries by gender do not include teachers older than 64 and younger than 25 this year. Attainment level statistics exclude categories of substitute teachers for whom full attainment level data were not available, so they are based on attainment statistics for 52 150 teachers for ISCED 02 and ISCED 1, and 54 196 teachers for ISCED 24 and 34. Attainment data are given with reservation, as they are not collected and updated systematically by the payroll system, and it is possible that part of the data have not been updated (especially data on attainment at ISCED levels 7 or 8).

Notes on interpretation for school heads: Gross salaries include base salaries, the school head allowance, and allowances given to school heads depending on their circumstances (e.g. number of dependent children, allowances for working in remote areas, etc.) before taxation and including all contributions paid by the school heads for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average school heads' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. The salaries reported refer to all school heads including school heads with more than minimum qualifications requirements. School head attainment data are given with reservation, as attainment data are not collected systematically by the payroll system, and it is possible that a part of the data (on school heads with attainment at ISCED level 7 or 8) have not been updated.

Administrative payroll data have been used. In ISCED 02 and ISCED 1 school heads' average salary data, school heads serving in special needs education schools have also been included, as their exclusion from the data was not possible. In ISCED 2 and ISCED 3 school heads' average salary data, school heads serving in special needs education schools have also been included, as well as school heads in vocational secondary schools, adult education programmes (for completion of ISCED 2), due to the fact that their exclusion from the data was not possible. Average salaries of school heads aged 25-64 and the average salaries by gender include school heads older than 64 and younger than 25. Attainment data are given with reservation, as they are not collected and updated systematically by the payroll system, and it is possible that part of the data have not been updated (especially data on attainment at ISCED levels 7 or 8).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties: It is teachers' duty to participate in the school's teachers' board, that has a wide range of responsibilities in school administration (e.g. programming educational activities, school evaluation, safeguarding student health and safety, spotting needs for further teacher training and proposing to school counsellors topics of training programmes for serving teachers). Teachers must also perform administrative tasks related to the functioning of the school, which are not compensated economically.

Allowances related to teaching more classes or hours than required by full-time contract: There is overtime compensation when a teacher teaches more hours than required in normal situations. The compensation depends on the number of extra hours s/he teaches per week. It is EUR 10 gross per extra teaching hour, and it must not be for more than 20 hours per month.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): These tasks are performed by teachers but no allowance is granted.

Allowances related to class teacher/form teacher: Teachers in Greece who take on the responsibilities of a class teacher, are required to do this by law and do not receive an allowance for performing these responsibilities.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: It is a teacher's responsibility to co-operate with students training to be teachers and teachers participating in in-service training programmes in order to conduct teaching sessions in his/her classroom that will be viewed for training purposes or to arrange teaching sessions in his/her classroom for the participants of training programmes to teach.

Allowances related to other tasks and responsibilities of teachers: It is teachers' duty to participate in the school's teachers' board, that has a wide range of responsibilities in school administration (e.g. programming educational activities, school evaluation, safeguarding student health and safety, spotting needs for further teacher training and proposing to school counsellors topics of training programmes for serving teachers). Teachers must also perform administrative tasks related to the functioning of the school, which are not compensated economically.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): The initial educational qualification is a Bachelor's degree, the possession of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade.

Allowances related to Successful completion of (continuing) professional development activities: Professional development is a teacher's responsibility but the legislation does not include provisions for monitoring teachers' successful completion and participation in professional development activities, and teachers do not receive an allowance.

Allowances related to teaching students with special educational needs (in mainstream classes): Teachers in Greece may teach students with mild special educational needs (e.g. dyslexia, autism) in mainstream classes following the decisions and instructions of KEDDY (Centre of Differential Diagnosis, Diagnosis and Support of persons with special educational needs) or they may teach students with more severe educational needs without the support of a special needs education teacher because of financial constraints. No allowance is granted for performing these tasks.

Other allowances (teaching): An allowance for the evaluation of students' papers in the Panhellenic exams is only given to some teachers of upper secondary who assume this role, whereas the allowance for the supervision of students on the exam day can be given to teachers from both lower and uppers secondary. Depending on the number of candidates and therefore the need for supervisors, teachers from both levels of secondary education can assume this role.

Allowances related to Teaching in a disadvantaged, remote or high-cost area (location allowance): The allowance for serving in a disadvantaged or borderline region is EUR 100 gross per month.

Allowances related to family status (e.g. married, number of children): The family allowance received by all civil servants including teachers is EUR 50 gross per month for one dependent child, EUR 70 gross per month for two dependent children, EUR 120 gross per month for three dependent children, EUR 170 gross per month for four dependent children and for more than four children EUR 70 for each child above the four children (e.g. EUR 240 gross per month for five dependent children).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The provisions of articles 8, 9, 10, 11, 12, 13, 14 of law 4354/2015 (Government Gazette 176 A ') apply.1) There are 19 salary scales (M.K.) for teachers, 1 being the first and lowest and 19 the highest, for teachers with 34-36 years of service. The salary classification of the employees is carried out according to their formal qualifications and their time of service.

Criteria for salary progression: Completion of two years of service per salary scale allows a teacher to enter the next salary scale. Holders of postgraduate degrees of a minimum duration of one year of study, for degrees that have been granted after receiving the degree of tertiary education, are promoted by two (2) M.K. (4 years) in the category they belong to, while the holders of a doctoral degree by six (6) M.K. (12 years). The freezing of working experience, applied in 2016-2017 will follow teachers throughout their career in education, unless/until the law changes. All teachers already working before 2018 are granted 2 years of experience less than they actually had because years 2016-2017 do not count in their working experience progression.

Process to establish salaries: Due to fiscal constraints teachers' salaries as well as all civil servants' salaries are determined centrally.

Status of teacher: Teachers serving in public schools with permanent contracts are civil servants.

Pathways to enter the teaching profession: A relevant degree (ISCED 6) from a higher education institutions (HEI) is the minimum requirement for eligibility in the examination of Supreme Council for Civil Personnel Selection (ASEP) for teachers (Law 3848/2010). Since 2019, when Law 4589/2019 was put into effect, teachers' vacant positions are covered by candidate teachers after participating in this selective procedure, which no longer includes a written examination. It involves submitting all the documents proving their qualifications, social status (number of children etc.) following which they are ranked. For candidate teachers with degrees whose curriculum does not include theoretical and practical training in pedagogy and teaching, further qualifications in pedagogy and teaching are required (Law 4186/2013).

Hungary

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The starting salary refers to 'fully-qualified trainee teachers'. The other salaries refer to the promotion level of 'Teacher 1'. All salaries include the 'sector specific motivation allowance' paid to all teachers. The starting salaries for teachers with the minimum (BA (ISCED 6)) and most prevalent (MA (ISCED 7)) qualifications have been adjusted to the relevant minimum wage.

Comments on salary scales: With the exception of the teacher in the Trainee category, teachers shall be promoted on the basis of employment in a teacher position once in three years' time one pay grade higher. The teacher shall be promoted to the higher pay category on the first day of the year in question. With the promotion to the higher pay category the three years waiting time shall start again.

Notes on interpretation: From 2013 on the 326/2013 government decree stipulates a yearly increase of salaries until 2017. In 2017 it became part of the Act on general education. The BA and MA starting salary at ISCED 02-3 have been adjusted to the relevant minimum wage. Should teachers at lower secondary level have MA degree,

they are entitled to be paid according to the salary scheme linked to teachers with MA degree (i.e. the same as at ISCED 34). The legal regulations stipulate that the minimum qualification for teachers at ISCED 02, 1, 24 is BA/BSc, while teachers at ISCED 34 is MA/MSc. New entrants teaching at ISCED 2 have a MA due to initial teacher education (ITE) system.

Comments on qualifications of teachers:

- (primary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two years' experience on 1st September 2013 are categorised as trainee teachers (1 year in case of new undivided ITE degree). This induction period lasts 1 year in the case of new graduates from undivided ITE programme or 2 years according to the "Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))" and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)).
- (Lower secondary) It is legally possible to enter the teaching profession with a BA degree, although since 2010, teacher training for secondary school teachers is available only at MA/MSc courses. Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two years' experience on 1st September 2013 are categorised as trainee teachers (1 year in case of new undivided ITE degree). This induction period lasts 1 year in the case of new graduates from undivided ITE programme or 2 years according to the "Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))" and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)). As a consequence, salary range related to BA degree is reported as "Other minimum qualification of teachers with some years of experience" (salary range C). The BA degree is also the most prevalent one at that level and the salaries are reported in most prevalent qualification at each stage in the career and salary range (other salary range).
- (Upper secondary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two years' experience on 1st September 2013 are categorised as trainee teachers (1 year in case of new undivided ITE degree). This induction period lasts 1 year in the case of new graduates from undivided ITE programme or 2 years according to the "Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))" and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)).

School heads (Table D3.5)

Notes on coverage and methodology:

- At ISCED 02 and 1, the minimum is the salary of a teacher with 4 years of experience and the 40% of the salary base for a bachelor's degree (HUF 182 700) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80% of the salary base for a bachelor's degree (HUF 182 700).
- At ISCED 24, the minimum is the salary of a teacher with 4 years of experience and the 40% of the salary base for a bachelor's degree (HUF 182 700) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80% of the salary base for a master's degree (HUF 203 000).
- At ISCED 34, the minimum is the salary of a teacher with 4 years of experience and the 40% of the salary base for a master's degree (HUF 203 000) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80 % of the salary base for a master's degree (HUF 203 000).

The calculated salary includes the sector specific motivation allowance as it is paid to all teachers.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: The annual survey on individual earnings includes data on October (regular salaries) and the whole year 2021 (bonuses, allowances). The survey was carried out by the Hungarian Central Statistical office (Structure of Earnings Survey). The survey covers all institutions and teachers in the public sector.

Pre-primary data include teachers in NACE 85.1 and ISCO 2342. Primary and lower secondary teachers include teachers in NACE 85.2 and 85.3 and ISCO 2341. Data for actual salaries in primary and lower secondary education are available with no distinction between education levels. Upper secondary school teachers include teachers in NACE 85.31 and ISCO 2330.

Data refers to the actual annual average gross values of teachers' earnings in HUF (Hungarian Forint). Data are based on the Hungarian Structure of Earnings Survey. The individual wage/earnings survey has been carried out according to the EU requirements for the Structure of Earnings Survey in Hungary since 2002. The circle of data suppliers includes all institutions in the public sector. The survey covers full-time, as well as part-time employees. The survey is carried out for the reference month of May. Monthly gross earnings are calculated for the reference month including regular earnings elements and 1/12th of the total amount of non-monthly bonuses and rewards received in the previous year. The methodology of the calculation assures that gross earnings for May represent an average monthly earning in the surveyed year. Therefore, gross monthly earnings can be used to calculate gross annual earnings.

Notes on coverage and methodology for school heads: Pre-primary data include educational managers in NACE 85.1 and ISCO 1345. Primary and lower secondary educational managers include teachers in NACE 85.2 and ISCO 1345. Data for actual salaries in primary and lower secondary education refer to school heads in single structure (primary and lower secondary) schools. Upper secondary school heads include teachers in NACE 85.31 and ISCO 1345. Furthermore ISCO 1345 consist of other occupations than Educational Manager. Actual salaries at upper secondary level include actual school head salaries in 4-, 6- and 8-year *gimnazium*.

Notes on interpretation for teachers: It is not possible to provide separate data about primary and lower secondary education. Primary schools in Hungary provide education from age 6 to age 14. Teachers teaching in these schools are classified as primary school teachers, although these teachers teach in lower secondary grades as well. Teachers teaching at ISCED2 in 8-and 6- year *gimnázium* are in the primary category.

Notes on interpretation for school heads: It is not possible to separate educational managers in primary education and lower secondary education for single structure primary and lower secondary schools. Therefore, at primary level school head salaries of single structure primary and lower secondary (which provide education from age 6 to age 14) school heads are shown. Educational manager working in these schools are classified as primary school teachers, although these educational managers work in lower secondary grades as well. Values at upper secondary level also include school heads of 6- and 8-year *gimnazium*, which cover ISCED2 (at least partly) and ISCED 3.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology for teachers: secondary school VET teachers include teachers in NACE section 85.32 and ISCO 2330 (secondary school teachers teaching general subjects) and ISCO 2320 (secondary school teachers teaching vocational subjects). As it is not possible to separate vocational programmes in other levels of education, the aggregated levels include vocational secondary school teachers (ISCO 2320) in NACE sections 8531 and 8532 and general secondary school teachers (ISCO 2330) in NACE section 8532.

Notes on interpretation: Teachers on leave (sick leave, maternity leave etc.) without payment for longer than one month are not included. Actual annual salary does not include sick leave pay.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 182 700 per month and for a master's degree it is HUF 203 000 a month). The percentages vary according to the task/responsibility. Therefore, the monetary value of the salary is dependent on the qualification of the actual teacher. In summary, the base salary differs depending on the qualification of the teacher. The percentages of the allowances are legally regulated, and they are presented in the form given below (ranges of percentages). The calculated salary includes the sector specific motivation allowance as it is paid to all teachers. Therefore, this table excludes this allowance.

Allowances related to participation in school or other management in addition to teaching duties: According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 182 700 and for a master's degree it is HUF 203 000 a month). The percentages vary according to the task/ responsibility:

- Deputy school head/s: 20-40% based on school size.
- Team leaders of working groups of teachers: 5-10%.
- School/kindergarten division head/s: 20-40% based on school size.
- Deputy head/s of school/kindergarten division/s: 20%.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Regulation stipulates a framework number of lessons, if the maximum is exceeded, extra payment is given. Amount is up to the maintainer of individual schools.

Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): It is included in the base salary if it is in the compulsory teaching time (22-26 lessons a week [45 minutes]). If it is above, the teacher receives overtime compensation.

Allowances related to class teacher/form teacher: According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance This percentage varies from 10% to 30%.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: No extra payment. The school head may decide on it as part of the compulsory non-teaching time at school (up to 32 hours).

Allowances related to other tasks and responsibilities of teachers: Allowance for caring children with diabetes; 17 % of HUF 203 000 regardless of the qualification.

Outstanding performance in teaching: Local authorities may raise the base salary of teachers for their outstanding performance.

Other allowances related to teachers' qualifications, training and performance: The yearly amount/reward may not exceed the 15% of the yearly salary payment.

Allowances related to teaching students with special educational needs (in mainstream classes): 5-10% of the base salary.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): 10-30% of the base salary.

Other allowance for teaching ethnic minority classes in an ethnic minority language: 10-40 % of the base salary.

Allowances related to family status: Allowance for teachers who support students with disadvantaged background in Arany János Programme.

Other allowances: Allowance for former school heads (for 10 years or more) that continue teaching at the same school: 25% of his/her former school head allowance.

School heads (tables D3.13 and D3.15)

School heads as teachers receive allowances.

Allowances related to outstanding performance in teaching: The maintainer may grant salary supplements on the basis of legal regulation; their yearly amount cannot exceed the 10% of the school head's one-year salary (including school head allowance).

Other allowances related to teachers' qualifications, training and performance: The maintainer may award excellent school heads. Its yearly amount cannot exceed the 15% of the school head's one-year salary (including school head allowance).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: There is a wage matrix: 15 items of a time scale -from 0 years to 44 years- and 5 categories of professional development.

Criteria for salary progression: Criteria are the number of years spent in teaching profession and the examination which allows the change in professional categories.

Process to establish salaries: There is no upgrade but every three years the teacher changes his/her payment scale category and the salary increases. Labour Unions may initiate bargaining.

Status of teacher: Teachers are civil servants in public schools and employees in non-public schools. The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools. The maintainer of the public school can offer slightly higher amounts. To private government-dependent schools and private independent schools, the Act on general education, the government decree 326/2013 and the Labour Code apply. For this reason, the statutory salaries set by the Act and government decree are only the compulsory minimum; the maintainer of these schools is free to set higher amounts.

Pathways to enter the teaching profession: A teacher must be qualified by a HEI. However, e.g. the employer may admit HE qualifications as a teaching qualification on the basis of documents issued by a HEI or if the HE institution itself verifies/certifies that its programme included teaching methodology modules (Gov. decree No 326/2013 (VIII.30); 33C/a). Foreign or ethnic minority languages at all ISCED levels can be taught by language teachers with BA or MA.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Status of teachers: Teachers and trainers in VET are not civil servants but employees. Meanwhile, they are entitled to keep access to certain benefits (example: teacher card allowing cheaper or free entry to cultural institutions).

Pathways to enter the teaching profession: VET institutions may hire employees for teaching vocational theoretical subjects without teaching qualification if they have any BA with vocational qualification specific in the field or, for certain types of school, with lower vocational qualification relevant in sector or they hold at least a BA in the given vocational theoretical subject. VET institutions may hire employees for teaching vocational practice without teaching qualification if they hold at least upper secondary final examination (*Matura*) combined with VET qualification in the relevant sector.

Iceland

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Data for ISCED levels 0, 1, 2 and 3 statutory salaries have been assembled by a panel of experts from the Teachers Union and Icelandic Association of Local Authorities in co-operation with the Ministry of Education. The statutory salary of teachers in ISCED3 is a combination of a collective agreement

on pay and a special agreement for each institution (institutional framework for salaries). Statutory salaries for upper secondary teachers were estimated on the basis of the institutional agreement from a representative school.

Notes on interpretation: For pre-primary, a collective agreement exists between The Association of Local Authorities and The Teachers Union on behalf of the Union of Pre-School Teachers, starting June 1 2015 and ending March 31 2019. Renewed agreement valid from January 1 2020 ending December 31 2021.The agreement outlines, pay, pay scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For primary a lower secondary, a collective agreement between The Association of Local Authorities and The Teachers Union on behalf of the Union of School Teachers, , starting September 1 2020 and ending December 31 2021. The agreement outlines, pay, pay scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For upper secondary, there is a base collective agreement, but each institute enters into a specific institutional agreement which compensates the institute for extra expenses in salaries.

Explanatory notes on decision making authority: Collective agreement between The Association of Local Authorities and The Teachers Union on behalf of the Union of Pre-School Teachers, starting September 1 2020 and ending December 31 2021. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

Comments on qualification of teachers: Minimum qualification to obtain a teacher certificate is proscribed by law and is equivalent to 5 years of university education, or a master's degree (ISCED 7).

Practising teachers are required to spend 150 hours of each school year in professional development, which may include formal education equivalent to ECTS credits. Therefore, most prevalent education of a teacher with 15 years of experience is the minimum requirement plus any additional credit worth of professional development attained during the course of these 15 years. This is estimated to be the equivalent of 60 ECTS credits (this is an estimate provided by the teacher union).

Comments on social benefits of teachers: In the Icelandic labour market to teachers, regarding the social benefits, applies the same as to all other workers.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Included are two annual one-time payments. One in December and one in June. Applies to all school levels, both public and government-dependent schools.

School heads (Table D3.5)

Notes on coverage and methodology: At ISCED 34, the data concern around 30 school heads of public upper secondary schools, which are run directly by central government. Each school head negotiates an individual contract with the Icelandic Ministry of Education. The salaries of ISCED 34 school heads are the actual minimum and maximum pay.

Notes on interpretation: Salaries of school heads at ISCED 3 are no longer decided by an independent committee in accordance with statutory guidelines. From 2019 school heads sign a contract with the Icelandic Ministry of Education, according to an arrangement that applies to all heads of government agencies. Previous guidelines do not apply and information on the present guidelines are not available at this time. Information on minimum and maximum salaries have been updated to reflect salaries for the school year 2020/21.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Weighted means. The period is the school year from August 2021 to July 2022. Data includes all teachers, even those who are not fully qualified. At ISCED 02, about 50% of employees working with caring and teaching of children are classified as teachers' aids and are not included in the data. ISCED 02 also includes teachers working for ISCED 01.ISCED 1 includes teachers working at ISCED 24 (single structure). ISCED 34 also includes teachers in ISCED 35. Teachers in special schools are included in the data.

Notes on coverage and methodology for school heads: Means are weighted means according to the survey design. The period is the school year from August 2021 to July 2022. Salaries are rounded to the nearest thousand. Some items are indicated as missing because there are too few people in this group.

Notes on interpretation for teachers: The period is the academic school year from August 2021 to July 2022. Salaries are rounded to the nearest thousand. In pre-primary schools it is not possible to distinguish between teachers with ISCED level 6 and 7. Thus, some teachers in pre-primary schools that have ISCED level 7 are included in ISCED level 6.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

All criteria: All answers refer to public schools. Different answers may apply to private schools. However, they are also dependent on payment from local authorities and government so the same answers apply in most cases.

Allowances related to participation in school or other management in addition to teaching duties: Base salary increased by 5.6% for ISCED 02-24.

Allowances related to teaching more classes or hours than required by full-time contractor engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school):

- ISCED 3: overtime is calculated as 1.2 hours of a specific salary level.
- ISCED 0, 1, 2 overtime is calculated as 1.0385% of the employee’s monthly salary.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Schools are required to hire student counsellors with specialist training and qualifications. Student counsellors are placed in a specific step in the pay scale. Student counselling is not part of classroom teachers' responsibilities.

Allowances related to special tasks: Teachers at ISCED 02, 1 and 24 who serve as “*Leiðsagnarkennari*” get an ad hoc salary increase of 5.6% (2 salary steps) for the school year.

Class teacher/form teacher: ISCED 1-2: Two steps higher on the pay scale, which amounts to 5.6% pay rise.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Reduction in teaching time, 40 minutes each week.

Allowances related to successful completion of (continuing) professional development activities: continuing professional development (CPD) is already a part of teachers total annual working time. However specialised CPD may contribute to further pay rises.

Allowances related to teaching students with special educational needs (in mainstream classes): ISCED 02-24: Two steps on the pay scale, which amounts to 5.6% pay rise.

School heads (tables D3.13 and D3.15)

Allowances related to teaching more classes or hours than required by full-time contract:

- ISCED 3: 1.2 hours of a specific salary level.
- ISCED 0, 1, 2: 1.0385% of the employee's monthly salary.

Allowances related to further formal qualifications: Local authorities decide on this allowance, except for ISCED3 schools where it is determined by an independent board.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The compensation system is outlined in a document that is part of an agreement between teacher unions and local/central authorities. The pay scale is a table that consists of several grades and steps for each grade. Different types of teachers are assigned a certain grade for basic minimum pay. Progression, i.e. extra grade or step increase in salary, is defined in the agreement.

For pre-primary, primary and lower secondary teachers the pay scale has 30 grades and 9 steps. Each grade is approximately 2.5% increase and each step is a 2% increase. Educational qualifications and experience lead to added grades or steps on the pay scale. Staff are paid according to certain starting pay grade depending on their duties. Every 30 ECTS in further education leads to 2% step increase in salary. 5 years of experience adds two pay grades, 10 years adds two more years, and 15 years adds a further two grades.

The pay scale for upper secondary teachers is a combination of a general pay scale and a compensation system that is decided on an institutional basis. Therefore, there is no single pay scale for all teachers in general programmes. The general pay scale is a basis on which further compensation is added through an institutional agreement. Criteria for compensation and progression may differ depending on institutions. The statutory salary reported is based on a representative agreement of one particular upper secondary school. 18 grades and 8 steps. 5% for each grade 2.5% for each step.

Criteria for salary progression: Criteria for salary progression include further education (represented by ECTS credits), experience (on a 5-year increment), duties and responsibilities within the school.

Process to establish salaries: Teacher salaries and pay scales are decided through collective bargaining between teacher unions and educational authorities (local for ISCED 0 through 2, central for ISCED 3). The period of the collective agreement is decided beforehand and salary increases may occur throughout the period. There is no fixed period for the duration of an agreement, but typically they may last from one to four years.

Status of teachers: Teachers have a specific status defined in legislation. The law states the qualification requirements and terms of employment.

Pathways to enter the teaching profession: Teachers are required to complete a university education, the equivalent of a master’s degree for all school levels.

Ireland

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: "Teacher" is restricted to those who are registered with the teaching council. The salary range for teachers with the minimum qualification is based on the salary scales in place from 1 January 2011. The salary range related to other minimum qualification refers to the salary arrangements in place for teachers appointed prior to 2011.

Notes on interpretation: (Pre-primary) Salaries for practitioners in early childhood settings are set by the owners of the settings which are private entities. The only requirement on the settings is that the practitioners are paid at least the national minimum wage for an experienced adult employee in accordance with the National Minimum Wage Act. Since 1 January 2020, the national minimum wage was EUR 10.10 per hour which increased to

EUR 10.20 per hour for an experienced adult worker on 1 January 2021. From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education.

The State pays a capitation fee to playschools and day-care services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

Comments on qualification of teachers

- (Pre-primary) From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education. The State pays a capitation fee to playschools and day care services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.
- (Primary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher i.e. concurrent teacher education programme (Bachelor of Education (pass degree) (ISCED 6)) or consecutive education programme (Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)). The salary for teachers with minimum qualifications below is for teachers who entered teaching from 1 January 2011, as effective from 1 October 2021. Under this revised pay scale for new entrants to teaching from 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2011 has incorporated qualification allowances previously provided for separately. This increase of 8.4% is because teachers are now on point 13 after 10 years rather than point 11.
- (Lower secondary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher (i.e. concurrent teacher education programme (Bachelor of Education (pass degree) (ISCED 6)) or consecutive education programme (Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)). The salary for teachers with minimum qualifications is for teachers who entered teaching from 1 January 2011, as effective from 1 October 2021. Under this revised pay scale for new entrants to teaching from 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2011 has incorporated qualification allowances previously provided for separately.
- (Upper secondary) These are the minimum qualifications for entry to teaching in accordance with the teaching qualification pathway followed by the teacher (i.e. concurrent teacher education programme (Bachelor of Education (pass degree) (ISCED 6)) or consecutive education programme (Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)). The salary for teachers with minimum qualifications below is for teachers who entered teaching from 2012, as effective from 1 October 2021. Under this revised pay scale for new entrants to teaching from 1 January 2011, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who

entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The salaries of teachers in rows CS1, CS2 and CS3 are applicable to teachers who entered teaching prior to 1 January 2011 and include minimum qualification allowances in addition to their base salaries.

- At ISCED 1, the statutory salary includes the salary at the relevant point of the common salary scale for teachers (EUR 58 880 at the 17th point of the scale after 15 years; EUR 66 244 at the top of the scale) + allowance for doctoral qualification (EUR 6 528). While a teacher at ISCED 1 is required to have a primary teaching degree to work as a teacher, a qualification allowance is included in the teacher's salary for either that qualification or a higher qualification with a higher allowance but not for both.
- At ISCED 24 and ISCED 34, the statutory salary includes the salary at the relevant point of the common salary scale for teachers (EUR 58 880 at 18th point of the scale after 15 years; EUR 66 244 at the top of the scale) + allowance for Post Graduate Diploma in Education (Honours) (EUR 1 314) + allowance for doctoral qualification (EUR 6 528). While a teacher at ISCED 24 and ISCED 34 is typically required to have a primary degree to work as a teacher, a qualification allowance is included in the teacher's salary for either that qualification or a higher qualification with a higher allowance but not for both. The allowance for the specific teaching qualification (i.e. Postgraduate Diploma in Education) is also included.

At ISCED 1, ISCED 24 and ISCED 34, the statutory salary of teachers with maximum qualification at the top of the scale includes a long-service allowance of EUR 2 470 for teachers who have 35 years service.

The salaries of teachers are applicable to teachers who entered teaching prior to 1 January 2011 and include minimum qualification allowances in addition to their base salaries.

- At ISCED 1, the salary above includes salary at relevant point on common salary scale for teachers (EUR 52 861 at 12th point of the scale after 10 years, EUR 58 880 at 17th point of scale after 15 years; EUR 66 244 at top of scale) + allowance for Bachelor Education (Pass) Degree (EUR 1 958).
- At ISCED 24 and ISCED 34, the salaries includes the salary at the relevant point on the common salary scale (EUR 54 312 at the 13th point of the scale after 13 years; EUR 58 880 at 18th point of scale after 15 years; EUR 66 244 at top for scale) + allowance of EUR 1 958 for primary degree (pass) and allowance of EUR 628 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long-service allowance of EUR 2 470.

The salaries of teachers who entered teaching prior to 1 January 2011 include qualification allowances in addition to their base salaries.

- At ISCED 1, the salary includes salary at relevant point on common salary scale for teachers (EUR 58 880 at 17th point of scale after 15 years; EUR 66 240 at top of scale) + allowance for Bachelor Education (Honours) Degree (EUR 5 229).
- At ISCED 24 and ISCED 34, the salaries includes the salary at the relevant point on the common salary scale (EUR 58 880 - at 18th point of scale after 15 years; 66,244 at top for scale) + allowance of EUR 5 229 for primary degree (Honours) and allowance of EUR 628 for Post Graduate Diploma in Education (Pass). Teachers who have spent 10 years at the top of the scale also receive a long-service allowance of EUR 2 470.

School heads (Table D3.5)

Notes on coverage and methodology: The statutory salaries for school heads with minimum qualification, including those for ISCED 24 and ISCED 34 are determined according to the new common salary scale of teachers appointed after January 2011 – in the 2020/21 survey and previous surveys, the post-2011 entrant salary scale was used at ISCED 1 while the pre-2011 entrant salary scale was used in ISCED 24 and ISCED 34. The change reflects the likelihood that it is post-2011 entrants that would be applying for positions in the smallest post-primary schools. All the other salaries (including primary school heads in salary ranges B and C, and secondary school head statutory salaries in salary ranges A, B, C) are determined according to the common salary scale for

teachers who entered teaching prior to 2011. In calculating the maximum salaries, the Masters allowance has been taken into account.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology: The reported actual salaries correspond to the average of the second payroll in February 2022 (full-time equivalents).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): At ISCED 1, deputy principals of schools with up to 23 teachers have a full complement of teaching duties i.e. responsibility for a mainstream class setting or a cohort of pupils with special educational needs. The allowance for deputy principals at ISCED 1 with teaching duties ranges from EUR 4 007 (Category 1) to EUR 13 875 (Category VII) in accordance with the number of teachers in the school. Schools at ISCED 1 with 24 mainstream teachers or more (i.e. 637 pupils or more) have administrative deputy principals who are not required to have teaching duties. The allowance for deputy principals at ISCED 1 without teaching duties ranges from EUR 15 554 (Category VIII) to EUR 20 164 (Category IX). At ISCED 24 and ISCED 34, deputy principals in schools with 1- 400 students have teaching duties which vary in accordance with student enrolment, The allowance for Deputy Principal Teachers with teaching duties at ISCED 24 and 34 ranges from EUR 4 007 (Category I) to EUR 16 877 (Category IX) in accordance with the teacher Whole Time Equivalents in the school based on student enrolment. For example, deputy principals in schools with student enrolment between 300 and 400 students may have up to 25% of their time allocated to teaching duties. Deputy principals in schools of more than 400 students (21 teacher Whole Time Equivalents or more) typically do not have teaching duties. The allowance for such deputy principals ranges from EUR 18 167 (Category X) to EUR 28 935 (Category XVII) in accordance with the teacher Whole Time Equivalents based on student enrolment. There is a set allowance of EUR 9 058 and EUR 4 007 respectively for assistant principal(i) (ii) at ISCED 1, ISCED 24 and ISCED 34 who have a full complement of teaching duties.

Allowances related to other tasks and responsibilities of teachers: Teachers may be employed in July provision which is a scheme available to children with autistic spectrum disorders and severe to profound learning disabilities during the month of July when schools are closed for the summer. The scheme operates in two ways, home based provision and school-based provision. At ISCED 1, there are two payment options available to permanent qualified primary teachers who are a) Registered in the primary sector and b) Teaching in the primary sector during the July Programme.

- Option 1: Additional salary to include allowances where payable, and calculated on the basis of each day worked.
- Option 2: The qualified primary hourly rate for each standard full school day (5 hours and forty minutes) of the programme, Monday to Friday only. At ISCED 1, the hourly rate for qualified teachers who work in the July provision is EUR 39.09.

At ISCED 24 and ISCED 34, there are two payment options available to permanent qualified post-primary teachers who are: a) Registered in the post-primary sector and b) Teaching in the post-primary sector during the July Programme.

- Option 1: Additional salary to include allowances where payable and calculated on the basis of each day worked.
- Option 2: The qualified post-primary hourly rate for each standard full school day of the programme, Monday to Friday only.

At ISCED 24 & 34, the hourly rate for qualified teachers who work in the July provision is EUR 47.01. The Department of Education has set up an implementation group to consider reforms to the July Provision scheme. A part of that work involves consulting a number of other government departments and State agencies on the current operation of the scheme.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Teachers currently in the teaching profession that entered the system prior to 2011 (at ISCED 1; at ISCED 24 & 34) get specific qualification allowances. For primary degree (Honours), EUR 5 229; at secondary level, additional EUR 628 or a Post Graduate Diploma in Education (Pass). Teachers at the top of the salary scale who have 35 years service also receive a long-service allowance of EUR 2 470. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011.

Allowances related to outstanding performance in teaching: Teachers currently in the teaching profession that entered the system prior to 2011 (at ISCED 1; at ISCED 24 & 34) get specific qualification allowances. For primary degree (Honours), EUR 4 918; at secondary level, additional EUR 591 for a Post Graduate Diploma in Education (Pass). Teachers at the top of the salary scale after 10 years also receive a long-service allowance of EUR 2 324. These allowances are not included in the salaries of teachers who started teaching from or on 1 January 2011.

Other: Teaching on an island; For teachers at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to January 2011, the annual allowance for teaching in an island school is EUR 1 958, the allowance for teaching in an Irish speaking area (*Gaeltacht*) is EUR 3 256, and the allowance for teaching through Irish in an Irish-medium school outside of the *Gaeltacht* is EUR 1 683. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011.

School heads (tables D3.13 and D3.15)

Allowances related to other tasks and responsibilities as school heads: School heads at ISCED 1, 24 and 34 who co-ordinate July provision for pupils/students with autism receive an additional salary that is calculated on the basis of each day worked and at a rate that is linked to their existing salary as principal.

Other allowances related to qualifications, training and performance: For principals, at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to 2011, the allowance for working in an island school is EUR 1 958, the allowance for working in an Irish speaking area (*Gaeltacht*) is EUR 3 256, and the allowance for working through Irish in an all Irish school outside of the Gaeltacht is EUR 1683.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: A common base salary scheme operates for all teachers in the state sector at ISCED 1, ISCED 24 and ISCED 34. This provides for the incremental increase in teachers' salary in accordance with years of teaching. As of 1 October 2021, there are two applications of this common base salary scheme in the system. These two applications are:

- For teachers who commenced teaching prior to 2011 which constitutes the majority of teachers (i.e. 77.2% at ISCED 1; 77.7% at ISCED 24 and ISCED 34).
- For teachers who commenced teaching on or after 1 January 2011 (i.e. 22.8% at ISCED 1; 22.3% at ISCED 24 and ISCED 34).

For entrants to teaching prior to 2011, the point of commencement on the incremental scale depended on the length of pre-service qualification/training. For example, qualified primary teachers with three years of primary teaching education commenced on Point 2 of the salary scale. Post-primary teachers who had four years of pre-service qualification/training commenced on Point 3 of the scale. Teachers entering teaching prior to 2011 were also awarded allowances, in addition to their base salary, for qualifications and other allowances such as teaching through Irish, teaching in an Irish speaking area and teaching on an island school. The salary scale for post 1

January 2011 entrants to teaching incorporates allowances for teacher qualifications that were previously separate to a teacher's base salary and included in the calculation of a teacher's statutory salary.

Up to 1 January 2018, there had been two separate applications of the common base salary scheme for teachers who commenced teaching on or after 1 January 2011. One related to teachers who entered teaching between 1st January 2011 and 31 January 2012. This cohort of teachers received qualification allowances but did not receive other allowances as such teaching on an island allowance and started on a lower point of the salary scale in use for entrants to teaching prior to January 2011. The number of teachers on this salary scale was very small. The second salary scale related to teachers who commenced teaching from February 2012 which constituted over 16% of the teaching population in 2016/2017.

This salary scale incorporated qualification allowances that had previously been included as an additional payment to the base salary in teachers' statutory salaries. From 1 January 2018, the separate salary scale for teachers appointed between January 2011 and February 2012 has been merged with the salary scale for teachers appointed after February 2012. The salary scale for post February 2012 entrants to teaching incorporates allowances for teacher qualifications that were previously separate to a teacher's base salary and included in the calculation of a teacher's statutory salary. Teachers who entered teaching between January 2011 and February 2012 and who are entitled to a qualification allowance above that accommodated in the new merged salary scale are paid the excess in the form of a qualification allowance on a personal-to holder basis.

This new merged salary scale is that referred to at (ii) above and is outlined in Appendix 1 (b) Department of Education and Skills Circular 0083/2017. For entrants to teaching prior to 2011, the point of commencement on the incremental scale depended on the length of pre-service qualification/training. For example, qualified primary teachers with three years of primary teaching education commenced on Point 2 of the salary scale. Post-primary teachers who had four years of pre-service qualification/training commenced on Point 3 of the scale. Teachers entering teaching prior to 2011 were also awarded allowances, in addition to their base salary, for qualifications and other allowances such as teaching through Irish, teaching in an Irish speaking area and teaching on an island school.

Criteria for salary progression: For teachers appointed before January 2011, progression in the salary of teachers is primarily contingent on the years of satisfactory service and qualification levels. Some additional allowances are also payable on a discrete basis to teachers working in an island school, in a school that teaches through Irish and in a school in an Irish speaking area (*Gaeltacht*). From 1 January 2011, progression in the salary of teachers is contingent on years of satisfactory service only. An increment is awarded annually at each point of the incremental scale for each year of satisfactory service. All teachers with a post of responsibility or middle management position are paid an allowance.

Process to establish salaries: The main process to establish salaries is collective bargaining as part of National Pay Agreements. Benchmarking has also been used on occasion.

Status of teacher: Teachers at ISCED 1, ISCED 24 and ISCED 34 are public servants. The salary scale of teachers is determined within the National Pay Agreements for public servants generally. At ISCED 02, practitioners are employed in a private capacity by the owners of early years settings. As part of the ECCE scheme, ISCED 02 settings receive grants per eligible child enrolled from the Department of Children and Youth Affairs on condition that the setting meets requirements such as minimum qualification of practitioners teaching in such settings and minimum qualification of the practitioners leading the settings.

Pathways to enter the teaching profession: There are two key pathways to entering teaching at ISCED 1, ISCED 24 and ISCED 34 in Ireland. These involve either a concurrent or a consecutive programme of initial teacher education. All initial teacher education programmes must meet the requirements of the Teaching Council and are reviewed for the purpose of recognition at timely intervals by that body.

- Primary level: At ISCED 1, the main pathway since the 1970s has been the concurrent programme where student teachers complete a three-year Batchelor of Education (B.Ed) programme. As part of the National Literacy and Numeracy Strategy published in 2011, this programme has been extended to four years to

allow for an additional focus on preparing student teachers to teach literacy and numeracy and to facilitate additional time for student teachers in school placements. In the last 10 years, an increasing number of teachers entering teaching at ISCED 1 have completed a consecutive initial teacher education programme via a postgraduate Diploma in Education. These student teachers are required to have completed a primary degree normally at honours level to qualify for entry to the consecutive initial teacher education programme. As part of the Literacy and Numeracy Strategy, the duration of these consecutive programmes has been extended from one to two years and they now have the academic status of a Postgraduate Masters in Education.

- Secondary level: The same pathways are followed for teachers teaching at ISCED 24 and 34. At these levels, the main pathway traditionally and currently for qualifying as a post-primary teacher is the completion of a consecutive programme of initial teacher education. Candidates entering these programmes are required to have a relevant primary degree, normally at honours level. At ISCED 24 and 34, the completion of concurrent programmes (normally a Batchelor of Education programme) relates to the teaching of certain subjects such as Physical Education, Home Economics and Religion. At ISCED 24 and 34, the duration of both consecutive and concurrent programmes leading to a qualification as a teacher has been extended by one year as part of the 2011 National Literacy and Numeracy Strategy. The consecutive programmes have increased from one to two years and now have the status of a Postgraduate Masters in Education. The concurrent programmes have increased from three to four years.

Israel

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: In 2021 a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum in all stages of education. In upper secondary education, 88% of the teachers worked under the terms and conditions of the "*Oz Letmura* Reform". For the upper secondary education, the reported wage is an average between the salaries of the full-time equivalent (FTE) teachers included in the reform and the salaries of the FTE teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms. In all other stages of education there is only one salary scale. In the pre-primary, primary and lower secondary education the wage table is based on nine promotional levels; each level represents a 7.5% increase in salary.

Comments on salary scales: Since the new reforms, a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum. In 2019/20, the New Horizon reform implementation in all levels of education exceeded about 99% of the FTE teacher's position. In upper secondary education, 83% of the teachers worked under the terms and conditions of the "*Oz Letmura* Reform". For the upper secondary education, the reported wage is an average between the salaries of the FTE teachers included in the reform and the salaries of the FTE teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms. The wage table of the "New Horizon Reform" is based on nine promotional levels; each level represents a 7.5% increase in salary.

Notes on interpretation: Annual statutory teacher salary is based on salary tables according to the Wage Agreements and includes necessary adjustments and supplements paid one time a year to all the teachers, like bonus for vacation, clothing and "Long School Day". The remuneration for subjects/level co-ordination is cancelled for new teachers in the first-year teaching, with the assumption that new teachers will not receive such duty. The statutory salary includes only the basic salary and the bonuses and allowances paid to all the teachers.

Comments on qualifications of teachers: All teachers with a minimum and a most prevalent qualification in Israel hold a bachelor's degree (ISCED 6) and a teaching certificate. Since the start of the implementation of the New Horizon Reform, the minimum and most prevalent qualifications are very similar, as teachers expect and require to be promoted in accordance to seniority and qualification. At the top of the salary scale, the only differences between minimum and most prevalent qualification come from professional development activities. Teachers with

most prevalent qualifications have higher professional development. Professional development activities come with higher remuneration.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Vacation/Clothing/Jubilee Grant.

School heads (Table D3.5)

Notes on interpretation: The school head salaries are depending on wage agreements between the central authorities and the teachers' organisations.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: According to the manual, actual salary is based on annual salary of all the FTE that is 90% or more of full-time statutory job. In each level of education, the actual salary is calculated by dividing the total wages of those positions by the number of FTE, according to necessary adjustments and supplements paid one time a year, like bonus for vacation, clothing and "Long School Day".
Notes on coverage and methodology for school heads:

1. According to the manual, actual salary is based on annual salary of all the FTE that is 90% or more of full-time statutory job. In each level of education, the actual salary is calculated by dividing the total wages of those positions by the number of FTE, according to necessary adjustments and supplements paid one time a year, like bonus for vacation or clothing.
2. The data reported in the table are for school heads working full-time (over 90% statutory definition of a local job in Israel), by setting the OECD guidelines.
3. In 2008 begin the realisation of the New Horizon Reform in the pre-primary, primary and lower secondary education. All the school heads in the primary and lower secondary education are working under the conditions of the reform. There are no school heads in the pre-primary education.

Notes on interpretation: For the average actual teachers' salaries (including bonuses and allowances) there is no statistically significant data for male teachers at ISCED 02 as there are less than 50 male kindergarten teachers in the system.

The distribution of salary data by age and gender for teachers in upper secondary school is not available.

Notes on interpretation for school heads: The school heads whose level of attainment is ISCED6 or lower, are school heads in post for a long time. Today, in all the education levels, a new school head needs at least a MA (ISCED 7) to receive the job.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties: Vice-principals receiving additional fees for administration hours. (Does not effect the working hours of full-time. They must teach too). At the upper secondary education, the maximum payment refers to the max vice-principal management remuneration (depending on the size of the school).

Allowances related to teaching more classes or hours than required by full-time contract: Subject to the allocation of hours for the school and to the principal's decision (the obligation for the teacher is to one FTE), with the teacher's consent.

Allowances related to students counselling: MA is the minimal condition for the consultant role, and have to be consultant in his formation. The teacher receives remuneration for consulting and besides that he is committed to teach third of FTE. In the pre-primary education, most of the counselling is for the parents.

Allowances related to engaging in extracurricular activities: In the last years a summer school for the pupils in the primary education take place in the summer vacation. With authorisation of the Ministry of Education, a teacher can participate, according to his choice, in activities for young pupils in the summer vacation or in the afternoon after school (in this case for pupils in the first two grades only). The teacher will be paid as additional work by the local authority and not by the Ministry of Education.

Allowances related to special tasks: 1. Ministry of Education authorises teachers to guide qualified teachers. 2. The principal chooses trainers for training and mentoring student teachers, it is voluntary. For special tasks, like level co-ordinator, professional co-ordinator or training for teaching students, a teacher receives a percentage reward. In kindergartens, the head teacher can guide the kindergarten assisting staff and other substitute teachers as part of her ongoing work.

Allowances related to class teacher/form teacher: 11.5% for the first grade and 10% for the others. Teachers receive preschool management fees ranging from 17% to 21% of salary (except for a minority of teachers who work as part of a garden cluster).

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Percentage monthly payment, 12 months a year, 2.4% for each supported new teacher, up to 3 per mentor.

Allowances related to further formal qualifications: A higher degrees such as MA/PhD changes the base salary (in percentage).

Allowances related to successful completion of (continuing) professional development activities: Compliance with other conditions (such as the completion of the seminar duty hours, accumulated seniority, and for progress in the highest salary scales, has to be evaluated by the Supervisor). The addition payment will increase the base salary scale.

Allowances related to outstanding performance in teaching: In the reform in upper secondary school - an annual bonus and extra percentages (promotion in rank). All other levels of education, compensation exists only for the high levels teachers (The teacher have to get assessment by the principal).

Allowances related to teaching in a disadvantaged, remote or high-cost area: The maximum payment for required teachers is very rare and is based on an individual contract.

Allowances related to residence allowance: There is a special grant for teachers in peripheral communities who receive a rent refund. This rent refund is limited.

Allowances related to family status: In the pre-primary education, the teachers have the possibility to receive a payment defined as a percentage of statutory base salary. Supplement in NIS for day-care centres, according to the children up to age 5. A teacher aged more than 50 and a mother with children up to age 14 can benefit of a reduction in working time.

School heads (tables D3.13 and D3.15)

Notes on interpretation: In most cases, kindergartens in Israel include one class. Most of the main teacher's work is not devoted to management.

Allowances related to teaching more classes or hours than required by full-time contract: Since the complete application of the New Horizon Reform to the school heads in the primary and lower secondary education, the school heads cannot work overtime, by the collective agreements. In the upper secondary education, after the *Oz Letmura* reform, in big schools, school head can work more than 100% with the approval of the Ministry of Education and the decision of the school's owners. The manager salary will increase respectively (but it's very rare).

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Special tasks (e.g. training student teachers and providing support to other teachers.): A school head can support another school head, and not a teacher, for a supplementary payment. Part of the principal's ongoing work is to support teachers and it is included his basic salary.

Class teacher/form teacher: Only in the upper secondary education a school head can receive main teacher reward and allowance for managing.

Allowances related to qualifications, training and performance

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Not relevant in pre-schools, in primary and lower secondary schools - a separate salary table with no management compensation. In the primary and lower secondary education, after the New Horizon reform, a school head does not receive a supplementary payment for education degree and teaching seniority. In the upper secondary education, a school head receive allowance for MA and PhD, for professional development and teaching seniority.

Allowances related to successful completion of (continuing) professional development activities: Impact on the salaries: in the primary and lower secondary education, after the New Horizon reform, personal management ranks (A-D), and in the upper secondary education, after the *Oz Letmura* reform, supplement for professional development as a percentage of the base salary.

Outstanding performance: In the upper secondary education, a school head can receive between ILS 3 297 to ILS 8 793 for school performance. The school owners can add a separate grant for successful schools.

Allowances related to teaching students with special educational needs (in mainstream classes): In the primary and lower secondary education, impact on the complexity level and on the head school salary table.

Allowances related to working conditions

School in a disadvantaged, remote or high-cost area (location allowance): the nature of compensation is percentages and monthly payments as home rent. Incentives for managers - very negligible.

Other criteria

Residence allowance (not dependent on a particular location): Negligible. Rent home for the school heads in Eilat and for some Druze and Bedouin school heads who work in farther areas.

Family status (e.g. married number of children): Additional dormitories having children under 5 years old reduced working hours for having children under age 14.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years (during the first 7 years, the salary increased by 2% each year and between the 8th and the 36th years, the salary increased by 1% each year). The new wage table is also based on nine promotional levels; each level represents a 7.5% increase in salary. In *Oz Letmura* Reform in upper secondary education, there were no changes after this reform in the salary scales; therefore, the salary increases are not linear: between the 1st and the 25th years, the salary increases by 2% each year; and then, between the 25th and the 36th years, the salary increases by 1% each year.

The teachers' salaries are depending on wage agreements between the central authorities and the teachers' organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

In upper secondary education each new teacher begins to work under the new conditions of the *Oz Letmura* reform. Today, 88% of the teachers in this education level are working under the reform conditions.

Criteria for salary progression:

- The annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years (during the first 7 years, the salary increased by 2% each year and between the 8th and the 36th years, the salary increased by 1% each year). The new wage table is also based on nine promotional levels; each level represents a 7.5% increase in salary. In *Oz Letmura* Reform in upper secondary education, there were no changes after this reform in the salary scales; therefore, the salary increases are not linear: during the first 7 years, the salary increases by 5% each year; between the 1st and the 25th years, the salary increases by 2% each year; and then, between the 25th and the 36th years, the salary increases by 1% each year.
- The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

Process to establish salaries: The teachers' salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

Status of teachers: A teacher is a civil servant in all levels of education, except upper secondary's teachers.

Pathways to enter the teaching profession: BA, teaching certificate and teaching traineeship.

Italy

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on interpretation: The National Collective Contract is stipulated between ARAN (the technical agency that representing public administration) and the trade union organisations of the school sector. This contract governs the employment relationship from a regulatory point of view (hours, qualifications and duties, type of relationship, etc.) and from an economic point of view (salary, seniority, etc.).

Notes on qualifications of teachers

(Pre-primary) The minimum qualification consists of a specific master on education (ITE). Pre-primary school teachers, after the completion of their specific ITE, have to pass a public competition at national level to entry to the profession. After being assigned to a teaching position, teachers are required to pass a one-year probationary period, in order to become fully qualified teachers.

(Primary) The minimum qualification consists of a specific master on education (ITE). Primary school teachers, after the completion of their specific ITE, have to pass a public competition at national level to entry to the profession. After being assigned to a teaching position, teachers are required to pass a one-year probationary period, in order to become fully qualified teachers.

(Lower secondary) To become a qualified teacher, HEIs graduates have to pass a competition. To be admitted to this competition, the candidates have to complete 24 ECTS in anthropo-psycho-pedagogical subjects as well as in teaching methodologies and technologies. These 24 ECTS can be obtained during master's degree programmes (if included) or after the completion of master's degree programmes (if not included). Those who pass the competitions are hired with permanent contracts and, after being hired, will follow an induction period of one year.

(Uppers secondary) To become a qualified teacher, HEIs graduates have to pass a competition. To be admitted to this competition, the candidates have to complete 24 ECTS in anthropo-psycho-pedagogical subjects as well as in teaching methodologies and technologies. These 24 ECTS can be obtained during master's degree programmes (if included) or after the completion of master's degree programmes (if not included). Those who pass the competitions are hired with permanent contracts and, after being hired, will follow an induction period of one year.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: 13th month, Professional Salary Profit (three class of years of service - the same to ISCED), contractual allowances.

School heads (Table D3.5)

The statutory salary is composed of a fixed part, the same for everyone, plus a variable part that varies between regions. For the calculation of the variable part, we used the weighted average.

The amount of the allowance is variable between regions. The contract provides that the general criteria for allowances and related to the characteristics of schools are established during the negotiation and concern:

- Dimension (number of students, number of teachers).
- Complexity (presence of different ISCED levels).
- Background (areas of particular social/territorial need).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

The decrease of actual salaries of around 1% is due to hiring of large number of part-time teachers. Many of them were older than the entry level salary age, so they entered, with basic salary in higher salary classes. This mismatch among age and seniority caused in every class decreasing of weighted mean.

Notes on coverage and methodology for teachers: Weighted average of salaries between classes of teachers. The weights are calculated based on the seniority levels of the teachers. Teachers at ISCED 0 and ISCED 1 level have the same qualification and remuneration, therefore the value refers to an aggregate of the two levels.

Notes on coverage and methodology for school heads: Weighted average annual salary of school heads by age group.

Notes of interpretation for school heads: As each school generally comprises several ISCED levels, it is not possible to give actual figures separately for each level. Compared to last year salaries are lower because new school heads have been employed and so the number of regent school heads has decreased. Indeed, at the regent school head is paid an integration of allowances (80% of the variable part). Moreover, due to this integration, the actual average salary is higher than the statutory salary.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties: Annual payment. The head teacher in co-operation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to teaching more classes or hours than required by full-time contract: The National Collective Contract for staff in the education and research sector establish that teachers on a full teaching load may be requested, where necessary, to take on up to 6 extra hours of teaching a week in their subject for the school year. In these cases, they receive a monthly additional payment.

Allowances related to students counselling: The head teacher with the collaboration of the teachers assembly decide as regards the criteria for assigning teachers to these roles, but the criteria regarding the awarding of additional payments are determined through negotiations with T.U. at the school level.

Allowances related to engaging in extracurricular activities: Annual payment. The head teacher in co-operation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to special tasks: Annual payment. The head teacher in co-operation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Annual payment. The head teacher in co-operation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to outstanding performance in teaching: The Reward Scheme for teachers was abolished through the 2020 Budget Law, which provides that the resources included in the fund for the improvement of the educational offer, are used by the supplementary bargaining in favour of the entire school staff, without specific restrictions. These resources are used on the basis of the criteria defined in the school's supplementary bargaining for the benefit of both teachers and non-teaching staff.

Allowances related to family status: The allowances about family status are the responsibility of the national social security institute (INPS).

School heads (tables D3.13 and D3.15)

Allowances related to qualifications, training and performance

Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.): An evaluation system for school heads was set up. Each region shares among school managers 15-85% of the yearly amount available at regional level to compensate school principals for the pursuit of the school improvement objectives set a regional level. An integration of the variable part of result compensation.

Allowances related to family status: The allowances about family status are the responsibility of the national social security institute (INPS).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Compensation structure is organised by level. The structure is the same for all ISCED level and is composed of six levels of seniority. In addition to the salary there is a “Professional teacher retribution", the same for all ISCED levels and dependent on the years of service (3 level of seniority).

Criteria for salary progression: Salary progression consider only years in service.

Process to establish salaries: The statutory salaries are defined by the National teachers' Collective Contract. Changes to the level of teachers' salary is possible only by collective bargain. Last update was in 2018. Pending the renewal of the national collective agreement, an allowance for the contractual empty is paid.

Status of teacher: In public schools teachers have the status of "Non-civil servant public employees"; indeed, teachers are public employees with a private contract. These contracts are defined by schools under private law on the basis of a national collective labour bargaining.

Pathways to enter the teaching profession: Currently the law requires all teachers to have ISCED 7 level education.

Japan

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Statutory salaries are described based on the model salary schedule for reference referred to by the ordinance salary schedules in many prefectures.

Explanatory notes on minimum qualifications (Primary) As a premise for the qualification required to get an educational personnel certificate, it is necessary to be over 18 years old and attain ISCED3 equivalent. The qualification, units, and degrees then vary according to kinds of certifications which he or she would like to get and processes to achieve. In the most prevalent case, many applicants learn required subjects in university or college, get an educational personnel certificate, and take teaching staff examination in each prefecture and ordinance-designated city.

Additional payments that all teachers receive on top of their base salaries that are included in statutory salaries: Terminal allowance, special allowance for compulsory education staff.

Notes on interpretation: Comments on qualifications of teachers: The most prevalent qualification of teachers is defined as the required qualification to comply with the requirements to enter to the teaching profession in the public sector. In this sense, minimum and most prevalent qualifications of teachers are the same. In Japan, teachers have to obtain an “educational personnel certificate”, defined by the Education Personnel Certification act, to be licenced teachers, in addition to having a given ISCED level of attainment. An educational attainment, such as a bachelor’s degree, is part of the basic requirements to be a certified teacher. The typical level of attainment in Japan is an ISCED-A 660 qualification except for pre-primary education. Teachers in pre-primary school can be holders of an ISCED 540 or 660 qualifications. In order to receive the teacher certificate ISCED-A 660 graduates need more credit points than ISCED-A 540 graduates. Teachers’ certificates for pre-primary education are awarded to graduates with ISCED-A 540 and 660 but the proportions vary every year.

Comments on social benefits of teachers: Teachers in Japan are as well as non-teaching staff working for public schools as civil servants and they are covered by the same social security system, whereas other workers in the private sector are covered by a different one.

School heads (Table D3.5)

Statutory salaries are described based on the model salary schedule for reference referred to by the ordinance salary schedules in many prefectures. National schools are excluded from statutory salary data.

Statutory salaries include the additional payments that all school heads receive on top of their base salaries and that constitute a regular part of the annual base salary: terminal allowance, special allowance for compulsory education staff, administrative allowance.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: National schools are excluded.

Allowances related to teaching more classes or hours than required by full-time contract: There are no appropriate options to express Japanese circumstance.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Salaries for teachers in public schools cannot be dealt with sweepingly, because they are decided by each prefectural or municipal ordinance. In the model salary schedule for reference, referred to by the ordinance salary schedules in many prefectures, which is described as the statutory salaries in this research table, the schedule applied for teachers in elementary school and junior high school differs from that applied for high school teachers, and both schedules are divided into 5 stages (lecturer, teacher, chief teacher, head teacher and vice-principal, principal). Starting salaries are decided in consideration of years of teaching experience as of employment, and the salary is raised regularly every year.

Criteria for salary progression: Though the standard for salary raise cannot be dealt with sweepingly because it is decided by each prefectural ordinance, the salary raise will be carried out if work performance has been good for a year in personnel assessment in each prefecture.

Process to establish salaries: Each prefectural personnel committee make recommendations about salaries considering the balance to private enterprise, and based on it, each prefectural assembly decide the salaries on passing through collective bargain.

Status of teacher: Teacher is public servant, and their salary is decided in each prefectural assembly.

Pathways to enter the teaching profession: Many applicants learn required subjects in university or college, get an educational personnel certificate, and take teaching staff examination in each prefecture.

Korea

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Salaries are calculated on the basis of the law and regulations as well as a typical teacher's career. The Cabinet of Ministers issues the regulation where minimum (lowest) monthly salary rate for teachers is defined.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Allowance for good attendance, Holiday bonuses, Allowances for meals and transportation expenses, Allowance for the teaching profession.

Notes on interpretation: No maximum has been defined for starting teachers' salaries in Korea. The salaries of starting teachers vary considerably depending on their previous work experience and level of education.

Comments on qualifications of teachers: In Korea, teachers have to hold a teaching certificate to be fully qualified teachers. Most often, teachers with 15 years of experience and most prevalent qualification, teaching in all levels of education, hold the First Class Teacher Certificate.

In terms of their level of attainment, teachers with most prevalent qualification at pre-primary level hold ISCED 6 qualifications. In primary and lower secondary education, the majority of teaches hold an ISCED 6 qualification. In what concerns the minimum qualifications of teachers, these are all identical as the most prevalent qualifications expect for teachers in pre-primary education, where the minimum is an ISCED 5 qualification, although the proportion of teachers with this level of attainment is very low.

School heads (Table D3.5)

Notes on coverage and methodology: The annual statutory salaries of school heads are calculated based on the law and regulations for the salary of public education officials.

Notes on interpretation: Korea is unable to report the minimum statutory salary of school heads because the primary qualification for becoming a school head is accruing a minimum of three years of educational experience after achieving vice-principal certification, which requires either a minimum of six years of educational experience with a second-grade teacher certification or a minimum of three years of educational experience with a first-grade teacher certification. Even if a candidate meets these minimum qualifications, however, there are many great applicants and substantial competition for vice-principal positions, so no one can become a vice-principal merely by fulfilling the cited minimum number of years of service. There is no stipulated minimum salary for school heads in Korea, and the minimum qualifications for school heads do not correspond to their salaries.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries:

- Allowance for management: 7.8% of the main salary
- Position subsidy: KRW 400,000
- Maintenance allowance: KRW 70 000
- Research allowance: KRW 75 000 (ISCED 02, 1), KRW 60 000 (ISCED 2, 3).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): KRW 70 000 (monthly).

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Overtime compensation is defined as a percentage of statutory base salary paid to teacher and Incidental/Occasional additional payment. Calculation method: 55% of base salary × 1/209 × 1.5.

Allowances related to engaging in extracurricular activities: Financial compensation applies to ISCED 1 to 3 for teachers who engage in extracurricular activities; the amount of compensation differs depending on the programme.

Allowances related to special tasks: Financial compensation (KRW 400 000 per month) is offered to Master teachers who are in charge of mentoring, providing professional development, and designing curriculum for other teachers.

Class teacher/form teacher: KRW 130 000 (monthly).

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Further formal qualification increment compensation within the salary range after obtaining a higher professional teaching certificate.

Other: Teachers of practical courses (such as mechanics and engineering) are entitled to additional compensation.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: A teachers' salary is subject to the regulations pursuant to a public servant’s salary specified under the presidential decree, which is on a single pay scale. With respect to salary progression, salary is linearly adjusted based on the number of years in service.

Criteria for salary progression: Number of years in service and achievement of a higher professional teaching certificate.

Process to establish salaries: Once a year, the Ministry of Finance determines the appropriate level of wage increases for public servants based on the official measures of the inflation rate.

Status of teacher: Permanent contract teachers employed at public schools are classified as special civil servants (e.g. public educational officials). Thus, teachers' salaries are subject to the policies specified by the National Public Service Law, the Civil Servant Act, and the Public Officials' Remuneration Regulations.

Pathways to enter the teaching profession: In order to enter the teaching profession, it is necessary to obtain a Teacher's Certificate. The Teacher's Certificate is granted after completing required courses for the teaching profession for each ISCED level. Sources: Early Childhood Education Act (Act No. 17661), Elementary and Secondary Education Act (Act No. 16672).

- Pre-primary level: To earn a teacher's certificate, a candidate is required to complete the mandatory subject-related and pedagogical courses at one of the following institutions: a 3-year college, a 4-year general university, or a 4-year teacher's college. To become a permanent teacher, candidates must pass a competitive national examination.
- Primary level: To earn a teacher's certificate, a candidate is required to complete the mandatory subject area and pedagogical courses at a University of Education (4 years). To become a permanent teacher, candidates must pass a competitive national examination.
- Secondary level: A candidate is required to complete the requisite subject area and pedagogical courses at a general university or a teacher's college (4 years) or to complete the requisite subject area and pedagogical courses at a graduate school of education after completing pre-requisite courses at an undergraduate university. To become a permanent teacher, candidates must pass a competitive national examination.

Other comments: Candidates are eligible to enter the teaching profession once they have obtained a teaching certificate. However, in order to become a permanent teacher employed at a public school as a civil servant, they must pass a competitive national examination.

Latvia

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The Regulation sets the minimum monthly salary rate for 30 hours work week. School heads decide on the teachers' salaries depending on their workload and performance and on the school budget. Salaries can be higher but not lower than the minimum defined in the Regulation.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The Regulation says that a teacher receives his/her monthly remuneration for working time in astronomical hours, including breaks between the lessons. A teacher's workload includes teaching of lessons, preparation of lessons, and individual work with pupils/students, marking/correcting of student's papers, responsibilities of class (group) teacher, methodology work, project management, and other activities related to the development of education institution.

Notes on interpretation: The regulation on teachers' work remuneration sets only minimum monthly salary rate. In compliance with the teachers' salary increase schedule, with September 2021 the minimum salary rate for all ISCED 1-3 teachers was EUR 830 for one workload per month, and for ISCED level 0 teachers it was EUR 872 per month.

Notes on qualifications of teachers: The Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014) defines requirements for necessary education and professional qualifications for teachers working at pre-primary, primary, secondary, and tertiary education level. These requirements are necessary for all teachers to work in the teaching profession, without specifying teachers or making a distinction on minimal, maximal or most prevalent qualifications. The requirements refer to a higher education qualification (Bachelor or Master level) and a professional teacher's qualification.

According to the regulation a prospective student teacher in his/her final year(s) of initial teacher education may already work in school or pre-school as a teacher. These young teachers are referred here as starting teachers with minimum level of qualification. The actual percentage of such teachers is derived from the State Education Information System.

School heads (Table D3.5)

Information compiled from the central level regulations: The Regulations only defines the minimum monthly salary rate. There are nine salary groups for heads depending on the size of the school.

Teachers' and school heads salaries have been increased in recent years in accordance with the indicative schedule of salary increases for pedagogues for the period from 1 September 2018 to 31 December 2022. Decision about the increase of minimum salary is taken at central level, not local. A local authority may not pay a salary lower than the minimum rate, and the local authority is free to decide about higher salary.

Explanatory notes on decision making authority: The Regulation by the Cabinet of Ministers sets the lowest monthly work salary rate for school heads, depending on the number of students in the school. However, a founder of the school (local authority or top-level authority) may set a higher monthly work salary rate for the school head.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: School heads may receive additional allowances on top of their minimum salary rate. If a school head is involved in teaching lessons too, and have received 1st, 2nd and 3rd quality level of professional activity performance evaluation system, he or she receive allowance proportionally to the teaching work rate.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology: Information covers private institutions; from 1 January 2023 private institutions receive earmarked grant for teachers' salaries (Education Law, Paragraph 44). Information on vocational upper secondary level includes lower secondary level, as well as post-secondary non-tertiary level. In national classification upper secondary level and post-secondary non-tertiary level is one and the same upper secondary level.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Actual salaries are calculated together from all funding sources (state and local government). Only salaries of teachers working 0.9 of one workload and more are included. Average actual salaries of full-time teachers are calculated according to their age groups. Information about incidental/occasional additional payments to teachers is not included.

Notes on coverage and methodology for school heads: Salaries are calculated together from all funding sources (central level (state) and local government). Only salaries of school heads working 0.9 of one workload and more are included. Average actual salaries of school heads are calculated according to the respective age group.

Notes on interpretation for teachers: The State Education Information System contains information whether a teacher has higher education or not (not below ISCED 5 for pre-primary teachers, and not below ISCED 6 for primary to upper secondary teachers). Data are not differentiated further whether a teacher has actually ISCED 6, 7, or ISCED 8 level of attainment. No data available this year in the register about male pre-primary teachers. From 1 September 2020, the lowest salary rate for teachers was set at EUR 790 (1 September 2019, the lowest salary rate was 750 EUR) i.e. an increase of 5%. Trends affecting real average wages: The number of primary and lower secondary education teachers who work with a workload that is less than 0.9 in total for all schools where a teacher is employed has increased; the number of teachers over the age of 64 has increased overall.

Notes on interpretation for school heads: Trends affecting actual average salary data: Large municipalities have increased support in the form of bonuses for school heads; the number of teachers and school heads over the age of 64 has increased overall.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to other tasks and responsibilities of teachers

Participation in school or other management in addition to teaching duties: Methodology work, project management, and other activities related to the development of the school are included in teachers' work. Teachers holding an administrative post such as deputy head or head of department have no teaching duties (except for a maximum of 7 hours) but do not get an additional compensation.

Teaching more classes or hours than required by full-time contract: Teachers may work more than one workload (30 hours per week) but no more than 40 hours per week. If a teacher takes over additional teaching (not included in his/her job description), the school head may grant an allowance up to 30% of the compensation for additional hours.

Students counselling: Individual and group work with students, and counselling is part of a teacher's workload.

Engaging in extracurricular activities: If a teacher runs extracurricular activities of an educational interest, this extra time is included in the calculation of his/her workload and salary. Pre-primary school may organise extracurricular activities. Participation is voluntary and parents also pay contributions to these classes. Salary of the instructors may come from municipality or private sources.

Special tasks: According to the agreement with teachers' training institution, or with a head of the school. Institutional autonomy.

Class teacher/form teacher: Class/form teacher duties are included in the teachers' workload.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Institutional autonomy or according to agreement within a project or initiative.

School heads (tables D3.13 and D3.15)

Notes on interpretation: Information refers to public institutions only (private institutions may have set some other allowances autonomously). Local authorities (municipalities) are employers of school heads for most schools in Latvia.

Allowances related to other tasks and responsibilities as school heads (not to teaching duties).

Participation in other management in addition to school head duties: Depends on local authority.

Working overtime: Depends on local authority.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Student counselling is part of his/her duties as a teacher, but these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): If a school head performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload. However, these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties).

Special tasks (e.g. training student teachers and providing support to other teachers.): Depends on local authority.

Class teacher/form teacher: If a school head performs also duties of class teacher. However, these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Depends on local authority.

Allowances related to qualifications, training and performance

Successful completion of (continuing) professional development activities: CPD is professional duty of teachers and school heads (all pedagogical staff) and regulation says that it should take place 36 hours in every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

Outstanding performance: As a school head he/she may receive additional allowances from the school founder (local authority). If a school head performs also duties of a teacher, he/she is eligible to participate in performance quality evaluation (voluntarily) and to receive additional allowance related to the teaching quality performance. Teachers with the 1st, 2nd, and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

Allowances related to working conditions

Schools with students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other: Heads of state gymnasiums are eligible to receive 10% allowance.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Monthly salary of teacher is paid for working regular hours (including breaks between lessons) according to a workload of the teacher. The Regulation by the Cabinet of Ministers sets the lowest monthly work salary rate. Head of education institution evaluates work intensity and personal contribution of the teacher according to the criteria approved by the school. Based on this evaluation and in the framework of state budget grant, the school head has the right to define the monthly salary rate of teacher up than minimum salary rate defined by the regulation.

Criteria for salary progression: In the school year 2021/22, some teachers with 1st, 2nd and 3rd quality level of professional activity performance evaluation system continued to receive allowances of EUR 45, EUR 114, and EUR 140 respectively for one teaching work rate (the teaching performance quality evaluation system changed since 1st of January 2017 and the 3rd, 4th, and 5th quality levels were changed to the 1st, 2nd and 3rd levels, also since 2017 schools may decide freely on the amount of allowance). In addition, when defining teachers monthly work salary rate the school head may take into account the length of service of the teacher.

Process to establish salaries: Minimum teachers' salary level = was updated in 2016. Average salary of public sector employees in 2015 for similar number of working hours per week was taken as a reference point. Public sector employees work 40 hours per week, but teacher’s workload comprises 30 hours per week as of the 1st of September 2016. Therefore, public sector average salary is reduced for them to 30 work hours (for example: 40 hours = EUR 1 000, 30 hours = EUR 700).

Status of teacher: In Latvia teachers do not have civil servant status. General labour regulation applies to teachers. The employment status of teachers is contractual. According to the Labour law, schools must sign permanent contracts with teachers.

Pathways to enter the teaching profession: To access to profession, teachers must have the required education and a teacher qualification in the respective level of education. Starting in 2003/04, only teachers with higher education are entitled to work in schools, thus only teachers with academic degree in pedagogy or higher professional qualifications obtained at levels ISCED 6 or ISCED 7 are employed. Various possibilities are provided for the teachers who in accordance with these provisions, are not entitled to teach. Teacher may acquire

the necessary qualification through in-service training, e.g. teachers may work also if they have obtained academic or professional degree in the respective field of science and only a teacher's qualification has to be obtained yet. In that case, they have to start teacher's qualification acquisition within two years after they started to work as teachers. The latter option was introduced in order to enlarge competition as well as to fill vacancies in the teaching of certain subjects due to the ageing of teaching staff. Taking into account the lack of pre-primary school teachers, the recent amendments also prescribe primary school teachers as eligible to teach in pre-primary institutions. In Latvia, more than 40% of teachers are above the age of 50. A nationwide education programme “Mission Possible” has been addressing the relevant issue of young teachers entering school system since 2008. In the framework of this programme, every year around 20 students with a non-pedagogic Bachelor or Master degree become new teachers following the opportunity to study pedagogy along with working at school. “Mission Possible” as part of global network of similar organisations Teach For All, recruit and teach these students and career changers, supervise the process of in-school work in the two first years and support different choices of alumni. Until 2015 only approximately half of Mission Possible alumni continued their work at school: general regulations for acquiring teacher qualification required to complete a study programme in pedagogy. In 2015, the Ministry of Education and Science confirmed that the procedure for granting teacher qualification set out in the “Regulations of the Cabinet of Ministers “Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures for Pedagogues” allows alumni of Mission Possible to be automatically awarded with a teacher qualification if they only hold a qualification in an area related to the subject taught. It is expected that the number of these highly motivated teachers staying at school will increase.

Lithuania

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

In 2022 have been increased: Base salary value (BD), Teachers and School heads statutory salaries coefficients. Compared to 2021, statutory salaries increased by 10% for teachers and by 20% for school heads.

Notes on coverage and methodology: Teachers may be recruited without the 1-year pedagogical qualification provided that they acquire it within 2 years. Four career categories exist in Lithuania: 'teacher', 'senior teacher' (at least 4 years of experience), 'methodology teacher' (at least 5 years of experience) and 'expert teacher' (at least 6 years of experience). Different coefficients apply to the salary scale, according to the career category. All indicated statutory salaries correspond to the 'teacher' career category, with the lower minimum salary.

School heads (Table D3.5)

Statutory salaries of school heads depend on the number of groups (pre-primary education) or students (primary and secondary education), the qualification level, the managerial experience and the number of years in service.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Data for teachers at ISCED 02 also include teachers working in primary and secondary education, as well as non-qualified teachers. Actual data include all teachers, working in public institutions. It is not possible to compute a representative average of actual salaries of teachers paid at different levels of education. The data on actual salaries include teachers who are unqualified.

Notes on interpretation for teachers: It is average annual actual salary including allowances and taxes.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties: Basic statutory salary increased 1-15%. Allowances related to teaching more classes or hours than required by full-time contract: Basic statutory salary increased 1-15%.

Allowances related to students counselling: Basic statutory salary increased 1-15%.

Allowances related to engaging in extracurricular activities: Basic statutory salary increased 1-15%.

Allowances related to special tasks: Basic statutory salary increased 1-15%.

Allowances related to class teacher/form teacher: Basic statutory salary increased 1-15%.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Basic statutory salary increased 1-15%.

Allowances related to other tasks and responsibilities of teachers: The school head can grant allowances for other tasks and responsibilities up to a 20% of the basic salary. In the event of more than one allowance, the total increase cannot be more than 25% of the basic statutory salary.

Teaching students with special educational needs (in mainstream classes): Basic statutory salary increased 1-20%.

Other allowances: The basic statutory salary may increase from 1 to 15% teaching in International Baccalaureate classes, in multilingual environment and in a national minority language, and teaching ill students at home.

School heads (tables D3.13 and D3.15)

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Working overtime: Basic salary increase up to 20%.

Allowances related to other tasks and responsibilities of teachers: Basic salary may increase to 20 % in other cases determined by local authorities. In the event of more than one allowance, the total increase cannot be more than 25 % of the basic statutory salary.

Allowances related to working conditions

Schools with students with special educational needs (in mainstream classes): Basic salary may increase from 5 to 20 % for leading a school with SEN students or school with a unit with SEN students. 5-10 % for leading a school with 10 and more with SEN students. 10 and more foreigners or citizens of the Republic of Lithuania who have come to live, but do not speak the state language.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: There are several pay scales: Teachers working in pre-primary programmes:

- For not-yet-qualified teachers with up to 3 years' service, 3 -10 years' service, 10 -15 years' service and more than 15 years' service.
- For teachers with qualification level with up to 10 years' service, 10 -15 years' service and more than 15 years' service.
- For senior teachers with up to 10 years' service, 10 -15 years' service and more than 15 years' service.
- For teacher supervisors with up 10 years' service, 10 -15 years' service and more than 15 years' service.
- For teacher experts with up to 10 years' service, 10 -15 years' service and more than 15 years' service; Teachers working in primary, lower secondary, upper secondary programmes: - For not-yet-qualified teachers with up to 2 years' service, 2 -5 years' service, 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service.

- For teachers with qualification level up to 2 years' service, 2 -5 years' service, 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service.
- For senior teachers with 2-5 years' service, 5-10 years' service, 10 -15 years' service, 15 -20 years' service, 20-25 years' service and more than 25 years' service.
- For teacher supervisors with 5-10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service.
- For teacher experts with 5 - 10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;

(Pre-primary) 5-20% for all pre-school teachers due to complexity of activities: pupils with SEN are integrated in mainstream groups; other cases determined by the head of the institution. In case of two or more criteria, basic statutory salary could be increased totally up to 25%.

(Primary) 1-15% teaching SEN students in mainstream classes; 1-15% students are teaching in multilingual environment and learning in Lithuanian; 1-15% students are studying in national minority language; 1-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of two or more criteria, basic statutory salary could be increased totally up to 25%.

(Lower secondary) 1-15% teaching SEN students in mainstream classes; 1-15% students are teaching in multilingual environment and learning in Lithuanian; 1-15% students are studying in national minority language; 1-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of two or more criteria, basic statutory salary could be increased totally up to 25%.

(Upper secondary) 1-15% International Baccalaureate classes; 1-15% teaching SEN students in mainstream classes; 1-15% students are teaching in multilingual environment and learning in Lithuanian; 1-15% students are studying in national minority language; 1-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of two or more criteria, basic statutory salary could be increased totally up to 25%.

Criteria for salary progression: for teachers at pre-primary, primary and secondary levels, annual salary scale starting from EUR 16 160 to EUR 22 697.

Process to establish salaries: Salaries change when the regulation is changed.

Status of teachers: Teachers do not have specific status.

Pathways to enter the teaching profession: Teacher must have a higher pedagogical education.

Luxembourg

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Since 2019, the part of the social security and the pension scheme paid by the employers are excluded from the reported statutory salaries (-2.8% for social security and -8% for pension scheme compared to the reported statutory salaries the previous years), as required by the guidelines of the data collection.

Notes on coverage and methodology: Statutory salaries are calculated on the basis of *point indiciaire* assigned to public servants, including teachers, during their career with the value of one *point indiciaire* taking account of adjustments for cost of living. This gives the gross salary per month before any deductions or allowances. This amount is then annualised and included the 13th salary at the end of a year (a bonus paid as part of annual salary to all teachers, as stated in the relevant legislation). The *points indiciaires* increase with years of experience, and according to career progression (at different rates for ISCED 1 and ISCED 2 and 3).

Actual salary data are derived the statutory amounts. The average reported for all teachers is equivalent to the sum of the annual salary at the beginning and end of the career, divided by 2.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Payments on social security and pension scheme are included (including part paid by the employee, excluding part paid by the employer). Due to restrictions regarding privacy, actual salaries of teachers cannot be accessed and therefore statutory salaries are reported.

Notes on interpretation: Comments on qualifications of teachers: In Luxembourg the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The minimum qualification is a bachelor degree for a pre-primary or primary teacher and a Master degree for a teacher in the secondary level.

School heads (Table D3.5)

In pre-primary and primary education, there is no school head as such. The president of the school committee is responsible for its management and the relationship with parents and the municipality. The work of school teachers is organised by the respective regional directorate. Salary reported includes 13th month.

Part of social security and pension scheme paid by employers are excluded in this report (-2.8% for social security, -8% for pension scheme compared to previous years).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work.

Allowances related to further formal qualifications: When teachers have a higher degree as the minimum required, then they get an additional higher number of p.i. (*points indiciaires*) as the normal teachers if their higher qualification is recognised. For example, a Doctorate is paid 20 p.i. more than a person with normal qualifications.

Allowances related to successful completion of (continuing) professional development activities: In order to advance in their career, teachers have to fulfil a certain number of professional development activities, they are regulated in the law.

Allowances related to residence allowance: Teachers can ask "*une indemnité de route*" for travels they have to do as well as a reduction of taxes if their workplace is different than the location where they live.

Allowances related to family status: Married Teachers as well as for each child they have, get an allowance.

School heads (tables D3.13 and D3.15)

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: There are the same grades for all teachers according to the years of service, as well as a linear increase of the salary.

Criteria for salary progression: Years of service after a successful completion of implemented continuing education.

Process to establish salaries: The salaries are adjusted to the costs of living, when they raise 2.5%, the salaries are adjusted by 2.5%.

Status of teacher: All the teachers concerned by this report are civil servants. They are all being paid by the government and therefore their salaries are regulated the same way.

Pathways to enter the teaching profession: A specific bachelor/master degree is needed as well as a successful completion of a probationary period after a competitive examination.

Other comments:

http://www.men.public.lu/fr/fondamental/personnel-ecoles/recrutement-instituteurs/index.html.

http://www.men.public.lu/fr/secondaire/personnel-ecoles/recrutement-enseignant-fonctionnaire/index.html

Mexico

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Salaries for teachers with the minimum qualification refers the lowest salary levels of salary scale and salaries for teachers with the most prevalent qualification refers to the intermediate salary levels of the scale, in which a large majority of teachers manage to teach. All teachers start at the traditional level and there is no other level to enter the teaching profession.

(Maximum qualification) Pre-primary, primary and lower secondary: Starting salary comes from *Tradicional* salary scale, and salary after 10 years of experience is the sum of this starting salary and five-year payment. Salary after 15 years of experience refer to salary of teachers with 15 years of experience from K1A salary scale, and salary at the top of the scale refer to salary of teachers with 15 years of experience from K1B salary scale. Upper secondary: Starting salary comes from the salary scale for Senior lecturer A, then salaries after 10 and 15 years of experience also come from the salary of Senior lecturer A with 10 and 15 years of experience, respectively. Salary at the top of salary scale refer to the salary of Senior lecturer B with 15 years of experience.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, Vacation bonus, Extraordinary payment for curricular services, Assignment for the organisation of the school year, End-of-year compensation, Assignment of cultural activities, Days of permanence for support in education, Compensation for strengthening temporary and compatible compensation, Help transportation, Extraordinary annual payment, National single compensation.

Comments on salary scales: Programme of magisterial career for ISCED levels 02, 1 and 24: The magisterial career is a horizontal promotion system in which teachers participate voluntarily and individually. They have the possibility of promoting themselves to the following level. They must meet the requirements and are evaluated according to normative rules. A teacher's career starts for all participants at the traditional level. The programme consists of five stimulus levels or scales (see salary scales). A teacher must stay in each level for a given period of time before being promoted to the next level. This programme has three categories: classroom teachers (1st), personnel with directive or supervisory functions (2nd), and teachers who develop technical or pedagogical activities (3rd). The objective is to help improve the quality of education by recognising and stimulating the work of the best teachers. It also reinforces interest in the continuing improvement of teachers; it enhances the teaching vocation and encourages teachers to remain in the teaching profession. It also supports teachers who work in underdeveloped areas in the country.

Notes on interpretation: Though the average number of years of service from the starting to the top of the salary ranges is 14 years, teachers do not necessarily reach the top of their careers after 14 years. The promotions occur in the different moments of career in which the salary improvement periods are offered and they must comply with the requirements of the salary level to increase their salaries.

School heads (Table D3.5)

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: Christmas bonus, vacation bonus, extraordinary payment for curricular services, assignment for the organisation of the school year, End-of-year compensation, assignment

of cultural activities, days of permanence for support in education, Compensation for strengthening temporary and compatible compensation, help transportation, extraordinary annual payment, national single compensation.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to further formal qualifications:

- ISCED 1, 2: Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession does not affect the base salary or additional payments for the new entrant teachers. With years in service this quality acquires importance.
- ISCED 3: This criterion is considered by the Evaluation Programme and Assignment of teacher Performance. Named subfactor "Academic grade", maximum score 100.

Allowances related to successful completion of (continuing) professional development activities: ISCED 1, 2: This criterion forms part of the Professional Background, corresponds to the knowledge required by the teacher to perform his/her duties. Amount of the allowance is not available.

Allowances related to outstanding performance in teaching: ISCED 1, 2: Academic achievement: Evaluates the learning achievement of the students in the classroom or subject. ISCED 3: This criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named subfactor "Instructor Factor Supply Instruction Dedication", 100 maximum score. A high percentage of teachers participate. Amount of the allowance is not available.

Allowances related to teaching in a disadvantaged, remote or high-cost area: ISCED 1, 2: Teachers that work in low development areas in the country. ISCED 3: This criterion is applied to teachers who carry out their Sabbatical in low development areas in the country; they benefit from a fellowship of "the Commission", fellowship of CONACyT (National Council of Sciences and Technology) or a fellowship of COSNET (Council of the National System of Technological Education). Amount of the allowance is not available.

School heads (tables D3.13 and D3.15)

Allowances related to special tasks: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Allowances related to class teacher/form teacher: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Allowances related to further formal qualifications: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Allowances related to successful completion of (continuing) professional development activities: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Allowances related to outstanding performance in teaching: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The salary scale was based on the Carrier Magisterial Program. All the teachers have to beginning at a traditional level of salary, it is the same for all of them, and the only requirement is to have ISCED 6. To have more qualification does not drive to other salary level at the beginning of the carrier.

Program of Magisterial Career for ISCED 0123, this program has three categories to participate:

1. It is for Classroom Teachers.
2. It is for Personnel with directive functions, or supervision functions.
3. It is for teachers that develop technical or pedagogical activities.

Magisterial Career is a horizontal promotion system for teachers. The Programme consists of six stimuli salary levels: K1A, K1B, K1C, K1D, K1E and K1F. The aim of the program is to improve the quality of education; recognising and stimulates the work of the best teachers. Also, it reinforces the interest in the permanent improvement of teachers; stimulating the natural vocation and the teachers' permanence in the teaching activity. Finally, it also supports teachers who work in low development areas.

Criteria for salary progression: The new criteria enabling salary progression through the career of teachers is missing at the moment.

Status of teacher: Teachers in public education institutions are public sector employees. Teachers who teach in public schools are considered civil servants. Their salaries are paid by taxpayers, and they serve the public sector by educating children. Teachers receive good benefits due to their unique work schedules and are paid more each five years and can get better salaries looking to the dates for different programs to increase their salary, resting in the same work activity.

Pathways to enter the teaching profession: This is done through the "Evaluation for the entrance to the professional service teacher in basic and upper secondary education for the 2020/21 school cycles. www.usicamm.sep.gob.mx.

Netherlands

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Increase in wages due to new collective agreements (around 10 % increase in primary and 5 % increase in secondary education). Weights used in this average change yearly due to the different mix in salary scales every year.

Notes on coverage and methodology: The statutory salary reported in the data collection is the total statutory salary of a year (allowances included), weighted by the ratio in salary scales on 1 October 2021 for all the categories if applicable.

- ISCED 02 and 1: Weighted salary start,10 years and 15 years is: (71.6/100 x LB) + (27.9/100 x LC) + (0.5 x LD).
- ISCED 24 and 34: Weighted salary start, 10 years and 15 years is: (43.9/100 x LB) + (32.1/100 x LC) + (23.4/100 x LD). Unweighted maximum salary is LD.

The salaries of the three salary scales are the same country-wide. In the Randstad area (urban region in the western part of the Netherlands) more teachers are in the higher salary scale (*Randstadregeling*). Unweighted maximum salary (scale LD) and the weighted one for the start and 10 years (scales LB, LC and LD). ISCED 02 is a 3-year cycle with the first year organised in day-care institutions and the last two, in primary schools. Here,

only ISCED 02 teachers working in primary schools are considered. The proportion of teachers who are in each salary range can be found in Table X3.D3.4 (see Statlink below Table 4.2).

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: holiday pay (8%), year-end allowances (8.33% and other allowances in different salary ranges).

Notes on interpretation: ISCED02: only teachers in primary schools (group 1 and 2, children in age group 4 and 5 at the start of the school year). Day-care is excluded. ISCED24/34: A second degree qualification is required for teachers in lower secondary education and a first-degree qualification for teachers in upper secondary (general) education. Generally teachers in upper secondary education have more often salary scale LD and teachers in lower secondary education have more often LB or LC. But the distribution of teachers between these different scales at these ISCED levels is not exactly known. A related problem is that this classification does not correspond with the bachelor/master classification. For example, the master special educational needs does not result in a first-degree qualification.

Comments on social benefits of teachers: In the Netherlands, pension and/or social security system differ for teachers compared to other workers in the private sector. For teachers, the employer contributes for 70% to the pension. This percentage is different for employers in the private sector.

School heads (Table D3.5)

ISCED 01 and 2: With the new collective agreement the additional school head allowance has been made a part of the statutory salary.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: 13 month, holiday pay (8%), year-end allowances (8.33% and other allowances in different salary ranges).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: The actual salary figures are calculated as from the pay scales and allowances stipulated in the collective agreement weighted to the number of teachers paid on each salary scale and step (according to data provided by the school boards), including part-time teachers (converted to full-time equivalents). Additional allowances that school boards may grant are not included. Number of teachers and the salaries are based on actual data provided by the school boards to the Ministry of Education, Culture and Science. The level of attainment is collected via a questionnaire.

Notes on methodology for school heads: The actual salaries are the weighted average for the FTE's for each scale and period times the statutory salary for each combination of scale and period. The level of attainment is collected via a questionnaire.

Notes on interpretation for teachers: Salary based on collective labour agreement. Teachers hired via employment agencies are excluded. These data are not available.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: The allowances specified in the collective agreement for certain steps in the pay scales are included in the actual salaries. School boards may grant additional allowances, although it is not a widely spread practice.

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): It is impossible to specify the amount of the allowances. It is the responsibility of the individual school board how this is arranged.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This depends on an agreement between school heads and teachers and is only possible until a maximum of 1.20 full-time equivalent workload.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Other tasks than teaching are determined by the school head and the teachers. It is up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): Other tasks than teaching are determined by the school heads and the teachers. Summer schools are not the responsibility of the school (not applicable).

Special tasks (e.g. training student teachers and providing support to other teachers): Other tasks than teaching are determined by the school heads and the teachers.

Class teacher/form teacher: Other tasks than teaching are determined by the school head and the teachers. It is up to the school heads to decide whether a teacher can get an allowance (or higher salary scale).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Other tasks than teaching are determined by the school heads and the teachers. School heads decide whether a teacher can get an allowance (or higher salary scale).

Explanatory notes: The promotion criteria for a higher salary scale are established in consultation with the teacher's representatives of the school (board). As a consequence, there are (small) differences in criteria between boards. However, the social partners have made some recommendations.

Allowances related to teachers' qualifications, training and performance: It's up to the school (leader) to decide whether a teacher can get an allowance (or higher salary scale)

Allowances related to teaching students with special educational needs (in mainstream classes): It's up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

Teaching in a disadvantaged, remote or high-cost area (location allowance): Schools with special high SES students get more money. It's up to the school how this will be spent.

Residence allowance: No difference in payment.

School heads (tables D3.13 and D3.15)

Notes on interpretation: School boards decide on these allowances.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: System is the same for every level but there are differences in salaries per education level. For teachers at pre-primary, primary and secondary levels, the salary increases with every step until 12 steps. The increase with each step is not the same: for example, it starts for scale LB with about EUR 80 and ends with about EUR 240.

Criteria for salary progression: Progression through the steps within a salary scale is usually based on years in service. Progression to a different salary scale is at the discretion of the school. The promotion criteria for a higher salary scale are determined with teacher representatives of the school (board). There are manuals (framework) in the collective labour agreement.

Process to establish salaries: The government determines the budget (*arbeidsvoorwaardenruimte*) annually. Teacher salaries are determined by the social partners (Respectively the Councils for primary and secondary education (*PO-Raad* and the *VO-raad*) and the unions). The councils for primary and secondary education

negotiate with the unions about the terms and conditions of employment. There is no regularity in the time period. This changes regularly.

Status of teacher: Until 1 January 2020 about one-third of the teacher population were civil servants, about two-thirds were not. Staff in public-authority schools and institutions were formally public-sector personnel; they were public servants within the meaning of the Central and Local Government Personnel Act. The same did not apply to staff in the private (but publicly funded) sector who sign a contract with the board of the legal person, governed by private law, whose employment they enter. They fall under the provisions of the civil law, insofar as the relevant educational legislation and the regulations based thereon do not differ from these provisions. Private sector staff could be deemed to share the status of public sector personnel in respect of those conditions of service that are determined by the government. Differences between publicly-run and privately-run (publicly funded) education. The salaries in collective labour agreement are the same. There was only a difference in appointment and unemployment arrangements.

As of 1 January 2020, the legal position of teachers in public education has been normalised. This means that they are no longer civil servant and that civil law has become applicable. As far as the legal position of teachers is concerned, there is no longer any difference between teaching staff of public and private institutions. Their legal position has been completely equalised.

Pathways to enter the teaching profession: For primary education a bachelor degree is required (*pabo-diploma*). For lower secondary education the minimum qualification level is a second degree (initial teacher preparation) required this is a bachelor degree. For upper secondary education a first-grade initial preparation level is required. This is mostly comparable with a master degree (but not always).

New Zealand

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The New Zealand Education System does not have a separate explicit ISCED 24 system. ISCED level 24, “Lower secondary” covers years 7-10 in the New Zealand system. Years 7-8 are part of New Zealand's “primary” system and years 9-10 are part of New Zealand's “secondary” system. Data for lower secondary level salaries reflects an average of two scales as data for ISCED 24 is the average of ISCED levels 1 and 34.

Comments on salary scales: There is only one pay scale in New Zealand. The gross salaries at the top of the scale are given for ISCED 1 and 34 only. Teachers, who work in schools that teach at ISCED 24 level, are paid in accordance with one of the two collective teaching contracts.

Notes on interpretation: In New Zealand, primary school is from year 1 to 8, and secondary school is from year 9 to 13. For *Education at a* Glance reporting, ISCED 1, primary education, covers years 1 to 6, and ISCED 34, upper secondary, covers years 11 to 13. ISCED 24, lower secondary education figures are the averages of primary education and upper secondary education. The teachers of the first two years of ISCED 24 (years 7 and 8) have the same salary conditions as those for ISCED 1, while the last two years of ISCED 24 (year 9 and 10) have the same salary and as those for ISCED 34. Therefore, the ISCED 1 figure applies to Years 7 and 8 of ISCED 24. The ISCED 34 figure applies to Years 9 and 10 of ISCED 24. The reported ISCED 24 figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand.

Further changes to the information published in previous years do not reflect a real change as well, but a reporting revision. Therefore, caution should be used when interpreting the figures.

Teachers reach the top of the scale typically after 7 years; hence statutory salaries will be the same for all three time points: 10 years, 15 years, and the typical point when they reach the top of the scale. Therefore in New

Zealand, any teacher who has been teaching for 10 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 teachers to progress to the maximum salary step is dependent upon their qualifications.

Comments on qualifications of teachers: The minimum qualification required to be a teacher at either primary or secondary level (ISCED levels 1-34) is a three-year Bachelor of Teaching (ISCED 6). There are teachers in the workforce with historical initial teaching qualifications such as a Trained Teachers Certificate or Diploma of Teaching which are below ISCED 6. However typically today, a teacher at secondary level (years 9-13 covering the last two years of ISCED 2 and ISCED 3) will hold a subject or specialist qualification (at ISCED 6 or New Zealand Qualifications Framework Level 7) in addition to their one-year Graduate Teaching Diploma (again at ISCED 6, or New Zealand Qualifications Framework Level 7). At primary level (years 1-8, covering ISCED 1 and the first two years of ISCED 2, the most prevalent qualification is more likely to be a Bachelor of Teaching (ISCED 6 about 50% of ITE graduates)) although the pattern is increasingly shifting more towards that of secondary teachers. For secondary graduate teachers (years 9-13) the minimum and most prevalent qualifications are the same (i.e. subject content qualification (usually a Bachelors) and a Graduate Diploma of Teaching). However, teachers who have trained overseas or are "primary trained" can work in secondary schools thus there could be differences between the minimum and typical for secondary teachers.

Comments on social benefits for teachers: New Zealand has a Teachers Retirement Savings Scheme; however, this is now closed to new members.

School heads (Table D3.5)

Notes on interpretation: The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system.

Explanatory notes on decision making authority: At primary and secondary levels, the Secretary for Education acting under delegation from the Public Services Commissioner made pursuant to section 592 of the Education and Training Act 2000 and acting in accordance with section 586 of the Education and Training Act 2000, negotiates collective agreements with the applicable union(s).

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on interpretation: Most teachers of ISCED 35 programmes work in post-initial-school institutions, where salaries are set by the institution where the teacher works. Often unions will advocate on behalf of staff. The authority is therefore likely to be set individually by the institution or as part of a Collective Agreement covering the institution.

Comments on qualifications of teachers: There is no prescribed minimum for teachers of ISCED 35 programmes in post-school settings. Minimum requirements are typically set by the institution but would typically be a tertiary qualification and relevant subject experience.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on methodology: Average salary calculations are based on teachers that worked over 90% of the February-November period, given that December-January is the summer holiday period.

Notes on interpretation for teachers: The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. Data supplied for these tables for ISCED schools includes all teachers at Intermediate (Year 7 & 8) and Restricted Composite (Year7-10) schools,

as well as Teachers on a Primary Contract at Secondary (year 7-15 or 9-15) Schools, and Teachers on a Secondary Contract at Composite (Year 1-15) schools.

Notes on interpretation for school heads: The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system. Data supplied in this worksheet for ISCED schools includes all Principals at Intermediate (Year 7-8), Restricted Composite (Year 7-10) schools, Composite (Year 1-15) and Correspondence School. The last increase in the school heads base scale salary was effective on July 2020.

Criteria and decision level for various types of salary payments for teachers and school heads

Although allowances for teachers and school heads do exist, these are complex and information is not available.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: (Primary and secondary) Teachers are placed in a position on a salary band based on the years of experience they have and their qualifications.

Each year a teacher moves through an additional step of the salary band, until they reach the maximum point for their level of qualification.

Criteria for salary progression: (Primary and secondary) Teachers progress to the next step annually provided they meet professional standards.

Process to establish salaries: (Primary and secondary) The Secretary for Education acting under delegation from the Public Services Commissioner made pursuant to section 592 of the Education and Training Act 2000 and acting in accordance with section 586 of the Education and Training Act 2000, negotiates collective agreements with the applicable union(s).

Pathways to enter the teaching profession: (Primary and secondary) Teachers must gain a teaching qualification in New Zealand or an approved overseas teaching qualification and be issued with a practising certificate from the New Zealand Teaching Council.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Structure of the compensation system: Most teachers of ISCED 35 programmes work in post-initial-school institutions, where salaries are set by the institution where the teacher works. Often unions will advocate on behalf of staff. The authority is therefore likely to be set individually by the institution or as part of a Collective Agreement covering the institution.

Norway

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: As of 2022/2023, the general teacher's education has changed from a 4-year education to a master's degree (5 years at ISCED 7). The percentage of teachers at ISCED 7, teaching in primary and secondary school, is expected to rise gradually.

Notes on interpretation: The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions determines statutory minimum salaries. The local authorities are free to set the wages higher than the minimum wages in the collective agreement. Collective negotiations take place every year. Increase from one year to the following year is a result of yearly collective agreements on central (national) and local level. This applies to all categories of teachers and school heads.

Comments on qualifications of teachers: There are different types of qualifications that are linked to the educational level, which again determines the statutory salary level of the teachers:

- Bachelor's Degree (180 ECTS)
- Bachelor's Degree (240 ECTS)
- Bachelor's Degree (300 ECTS)
- Master's Degree (300 ECTS)
- Master's Degree (360 ECTS or more).

At the pre-primary (ISCED 0) level, there is no difference between the minimum and maximum level of qualification. Thus, the most prevalent qualification is the minimum level, which is (1). At the primary (ISCED 1), lower secondary (ISCED 24) and upper secondary (ISCED 34) level; the minimum required level of education is (2). However, the most prevalent qualification varies between the ISCED levels. At the primary and lower secondary level, the most prevalent level of education is (3). At the upper secondary level, the most prevalent level of education is (5). The salary level in primary, lower secondary and upper secondary education depends on the level of education; i.e. a teacher in primary education has the same statutory salary level as a teacher in upper secondary education if both of them have the same level of education and the same years of experience.

Comments on social benefits of teachers: The pension system for teachers in Norway does not differ significantly to the one of other workers in the public sector, but it does differ from workers in the private sector.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Data on actual wages collected from the municipalities once a year by 1 December and reviewed by The Norwegian Association of Local and Regional Authorities (KS). The municipalities shall state salaries earned in November and paid in December. The information should concern all municipal employees, except those with a very loose (volatile) employment. KS reviews the data, and the municipalities must, if necessary, correct the data.

Notes on coverage and methodology for school heads: Data on actual wages collected from the municipalities once a year by 1 December and reviewed by The Norwegian Association of Local and Regional Authorities. The municipalities shall state salaries earned in November and paid in December. The information should concern all municipal employees, except those with a very loose (volatile) employment. The increase of salaries of all Heads is a result of yearly collective agreements. Salaries for Heads at all education levels, are mainly settled at the local (municipality or county) level.

Notes on interpretation for teachers: The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions determines statutory minimum salaries. The local authorities are free to set the wages higher than the minimum wages in the collective agreement. Collective negotiations take place every year. Increase from one year to the following year is a result of yearly collective agreements on central (national) and local level. This applies to all categories of teachers and school heads.

Notes on interpretation for school heads: Average gross annual salary of school heads aged 25-34 and 35-44 year old are based on very small number of school heads (26 or less this year), and that changes in average salaries are thus easily affected by changes in individuals entering and exiting the groups. In only 151 school heads (for all age groups) are taken into account at upper secondary level, so changes in the group from one year to the next can cause relatively large differences.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to teaching more classes or hours than required by full-time contract: 50% overtime premium.

Allowances related to students counselling: An annual compensation of minimum NOK 12 000.

Allowances related to special tasks: Training student teachers is rewarded with an occasional additional payment. Performing other special tasks may entitle to regular additional payments.

Allowances related to class teacher/form teacher: An annual compensation of minimum NOK 12 000.

Allowances related to further formal qualifications: This is based on five different types of qualifications that are linked to the educational level, which again determines the statutory salary level of teachers.

- Bachelor's Degree (180 ECTS)
- Bachelor's Degree (240 ECTS)
- Bachelor's Degree (300 ECTS)
- Master's Degree (300 ECTS)
- Master's Degree (360 ECTS or more).

Allowances related to outstanding performance in teaching: It is not very common, but it is possible for local authorities to give additional regular payments for teachers based on performance. Criteria are decided locally.

Allowances related to teaching students with special educational needs (in mainstream classes): It is not very common, but it is possible for local authorities to give additional regular payments for teachers teaching students with special needs. Criteria are decided locally.

Allowances related to teaching in a disadvantaged, remote or high-cost area: Local authorities can give additional regular payments for teachers teaching in remote areas where it is difficult to get qualified teachers.

School heads (tables D3.13 and D3.15)

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Working overtime: Local authorities decide whether a school head is covered by the overtime regulations or not. When school heads are, they receive a 50% overtime premium.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): An annual compensation of minimum NOK 12 000.

Class teacher/form teacher: An annual compensation of minimum NOK 12 000.

Allowances related to qualifications, training and performance

Outstanding performance: Salaries are decided locally, normally based on management skills, school size and complexity etc.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Allowances related to participation in school or other management in addition to teaching duties: Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time, and an additional compensation, at the discretion of the school head.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The general collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions specifies minimum salaries for teachers. Local authorities are free to set the salaries higher than the minimum salaries in the general collective agreement.

Criteria for salary progression: The minimum salaries depend on level of/years of education and years of experience. The minimum salaries for teachers with a bachelor degree (3, 4 and 5 years of higher education) are considerably lower than the minimum salaries for teachers with a master degree (5 and 6 years of higher education). There is also a considerable increase in the minimum salaries from 10 to 16 years of experience. The minimum salary increases every additional two years of experience up until 10 years of experience

Process to establish salaries: Collective bargaining between The Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions, which results in an increase of the minimum salaries for all, takes places once a year.

Status of teacher: Teachers are ordinary public employees.

Pathways to enter the teaching profession: For primary and Lower Secondary Teacher Education (4 years). In 2017, the teacher education changed from being a 4 year-long education at bachelor level (ISCED 6) to a 5 year-long education at master degree level (ISCED 7). Ordinary university studies in different subjects (bachelor/master degree), and finally 1 year of practical-pedagogical studies.

Poland

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Four different career levels exist for teachers ('trainee teacher', 'contract teacher', 'appointed teacher' and 'chartered teacher').

- For starting teachers, calculation was based on the salary of those classified as 'trainee teachers'.
- For teachers with 10 years of experience, calculation was based on the salary of teachers classified as 'appointed teachers'.
- For teachers with 15 years of experience and at the top of the scale, the calculation was based on the salary of the teachers classified as 'chartered teachers'.

The local authorities may increase funds for teachers' remuneration, including the minimum statutory salaries determined in regulations. They may also authorise school heads, in individual cases and within the constraints of the school financial plan, to grant a higher minimum basic remuneration rate. According to the current employment regulations, the minimum qualification level for ISCED 02, 1 and 24 is at ISCED level 5. A new regulation on initial teacher training, as of the 2024/2025 newly qualified teachers for all four education levels will be qualified at ISCED 7 (see Act of 3/07/2018 (see https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20180001669) and the regulation of the Minister of Science and Higher Education of 25/07/2019 on teacher training standards (https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20210000890). However, the minimum level of qualification in initial teacher education (ITE) is already at ISCED 7. For these three education levels, information on the minimum qualification and its related salary range reflects provision in ITE.

Notes on interpretation: The amended Teachers' Charter (amendment adopted on the 18th of February 2000) has introduced four grades in the teaching career (steps on the professional advancement scale): trainee teacher, contract teacher, appointed teacher and chartered teacher. There are no differences in the remuneration systems between teachers teaching in general and vocational programmes. Any possible differences in scheduled gross

annual salaries of teachers in vocational and general programmes may be due to different minimum qualifications required from these teachers. Salaries of educational personnel who may not have teaching qualifications (that may happen in the case of professional personnel who teach vocational subjects) cannot be higher than a salary of the teacher with the highest promotion grade (chartered teacher). Only a small percentage of professional personnel does not have teaching qualification (around 1%) in the population of all teachers/professional personnel teaching vocational subjects at the ISCED levels from 3-5. In Poland the number of teachers with the lowest qualifications is negligible, so the results for this group are not representative and should not be published. Since school year 2019/2020 ISCED 1 includes 4 years of primary school (grades1-4) and ISCED 2 includes another 4 years of primary school (grades 5-8). Minimum qualifications required from teachers on ISCED 1 and ISCED 2 are the same.

School heads (Table D3.5)

Starting/minimum statutory salary includes the base salary, the additional annual remuneration, the years in service allowance (6%), the holiday allowance and the post-related allowance (average amount of post-related allowance according to School Education Information System (SIO)).

The maximum statutory salaries of school heads was calculated as the sum of basic salary and bonuses that constitute a regular part of the annual basic salary like seniority allowance, thirteenth month and holiday benefits. The actual data on position allowances for school heads is collected in the administrative database (School Education Information System, SIO).

Due to the educational reform in Poland implemented since the beginning of 2017, 3-year lower secondary school called *gimnazjum* (ISCED 24) ceased to operate in 2019 after the last cohort of students completed this type of school. The main assumptions of the education reform are the liquidation of lower secondary schools and the return to the eight-year primary school, as well as the modification of vocational education by replacing basic vocational schools with stage I sectoral vocational schools. One of the objectives of the reform is also to extend the cycle of education in general secondary schools from three to four years and in technical secondary schools from four to five years. Since school year 2019/20 ISCED 1 includes 4 years of primary school (grades1-4) and ISCED 2 includes another 4 years of primary school (grades 5-8).

Statutory salaries include the additional payments that all school heads receive on top of their base salaries and that constitute a regular part of the annual base salary: additional yearly salary, holiday allowance, seniority bonus.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Teachers' salaries for the school year 2021/2022 were calculated on the basis of the actual data collected in the School Education Information System (SIO) covering the report for the period January 2022 - August 2022 (8 months). They take into account the basic salary, benefits, overtime payments, supplements for the teachers in rural schools as well as holidays payments. Data available for that period were then extrapolated for the entire year. Calculation excludes payments for ad hoc substitutions.

Notes on coverage and methodology for school heads: School heads' salaries for the school year 2021/22 were calculated on the basis of the actual data collected in the School Education Information System (SIO) covering the report for the period January 2022 - August 2022 (8 months). They take into account the basic salary, benefits, overtime payments, supplements for the teachers in rural schools as well as holidays payments, position allowance. Data available for that period were then extrapolated for the entire year. Calculation excludes payments for ad hoc substitutions.

Notes on interpretation: Since school year 2019/20 ISCED 1 includes 4 years of primary school (grades1-4) and ISCED 2 includes another 4 years of primary school (grades 5-8).

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation) or participation in mentoring programmes and/or supporting new teachers in induction programmes: Entitlement is decided at the central level, but the amount of additional payments are specified in the regulations adopted by the local authorities.

Allowances related to class teacher/form teacher: Entitlement is decided at the central level, but the amount is decided by local authorities. The minimum amount of the allowance (PLN 300) for ISCED 1-3 is decided at the central level. For ISCED 0 level, the amount of allowance is decided by local authorities.

Allowances related to outstanding performance in teaching: Teachers' performance is evaluated by a school head on the basis of observations carried out during the teacher's classes and results achieved by his/her pupils. The school head can ask the parents' council and the pupils' self-government for an opinion on a given teacher.

Other allowances related to teachers' qualifications, training and performance: Motivation incentive for teaching and pedagogical achievements, introducing effective teaching innovations, involvement in the teaching work, outstanding performance of duties, and implementation of the educational priorities of the school governing body in accordance with local education policy into the school life). The amount is defined at local level and the decision is taken by the school head.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): 10% of the base salary paid to teacher monthly for teaching in rural areas or towns with no more than 5 000 inhabitants.

Other: Service anniversary award: the amount of the service anniversary award depends on the period of teacher's work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary.

School heads (tables D3.13 and D3.15)

Allowances related to class teacher/form teacher: Entitlement is decided at the central level, but the amount is decided by local authorities. The minimum amount of the allowance (PLN 300) for ISCED 1-3 is decided at the central level. For ISCED 0 level, the amount of allowance is decided by local authorities. In general, the law does not prohibit a head teacher from being assigned a form teacher position. However, due to, among other things, a heavy workload and a reduced number of teaching hours, this is in our view a rare occurrence.

Allowances related to qualifications, training and performance

Outstanding performance: The maximum statutory salaries of school heads do not reflect the actual ones (methodology in compliance with the instructions). In Poland a majority of school heads holds education/qualifications at level 7. Hence their maximum salary is the same as that for school heads in upper secondary education (ISCED 34). In January-August 2022 average value on position allowance for school heads collected in the administrative data base (School Education Information System, SIO) amounted to PLN 1 542 (average on ISCED levels 0-3 General).

Other: The Motivation incentive (management performance appraisal) is specified in central regulations and the amount of the allowance is decided at local level.

Allowances related to working conditions

School in a disadvantaged, remote or high-cost area (location allowance): 10% of the base salary (without any additional payments) paid to school head monthly for working in rural areas or towns with no more than 5 000 inhabitants.

Other criteria

Other: Service anniversary award. The amount of the service anniversary award depends on the period of school head's work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: All teachers fall within one remuneration system. The amount of teacher's basic salary is set by the regulation by the Minister responsible for education. Remuneration depends on the level of education of the given teacher and his/her position on the professional advancement scale (trainee, contract, appointed or chartered teacher).

Criteria for salary progression: The teacher's salary increases with acquiring a higher level of education and with progress to the following step on the professional advancement scale. Moreover, teachers receive a seniority bonus amounting to 1% of a basic salary for each year in employment (starting with year 4 in employment), a maximum amount of the seniority bonus is set at 20% of basic salary.

Process to establish salaries: The process of establishing teachers' salaries is based on the Government priorities prepared in co-operation with the Teachers' Trade Unions.

Status of teacher: Teaching profession is regulated in a separate legislative act which, among others, defines the remuneration rules. Teachers employed on the basis of The Teachers' Charter regulations, are not the subject of Civil Service Act in Poland. Apart from basic salary, Teachers' Charter regulations provide additional allowances.

Pathways to enter the teaching profession: Entry to the teaching profession in public institutions: new entrants to the profession (trainee teachers) are fully qualified teachers within the meaning of educational regulations. Teachers are first employed as so-called trainee teachers on the basis of a one-year contract. The internship lasts 9 months. The teacher obtains the next level of promotion (contract teacher) after meeting the qualification requirements, completing an internship ending with a positive assessment of the professional achievements and obtaining approval from the qualification committee after an interview. In order to start a teaching career a person should hold a diploma of completing education in a teacher training college or a foreign language teacher training college at a minimum. At pre-primary, primary lower and upper secondary levels, the minimum qualification is a Master's degree with teaching qualification (ISCED-A 760).

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Pathways to enter the teaching profession:

- Teachers of general subjects: Minimum qualification is a Master's degree with teaching qualification (ISCED-A 760)
- Techers of vocational theory and vocational practice: Minimum qualification is a Bachelor's degree with teaching qualification.

Portugal

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Data refers to full-time equivalent teachers from public schools under the tutelage of the Ministry of Education, excluding vocational schools. However, at secondary level, teachers may teach general and/or vocational courses. Regardless of the entry qualifications and the education level, all

teachers are paid on the same salary range, which consists of ten levels of four years each, except the 5th level which lasts two years.

The criteria ruling salary progression include participation in professional development activities and quotas. Lower and upper secondary teachers belong to some formal group (i.e. *professores do 3.º ciclo do ensino básico e do ensino secundário*). For this data collection, each teacher has been classified in the ISCED level in which his/her teaching load is higher.

In Portugal, the teacher's career is unicategorical (e.g., the same, for all ISCED levels). It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities, to the setting of quotas.

As a large proportion of upper secondary teachers teach both General courses and Vocational ones (and often at the same institution), Portugal reports aggregated data for upper secondary teachers in "General" (34) and "Vocational" (35). A teacher who does not teach scientific-humanistic courses in a given school year, may teach these courses in the following year.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Teachers are paid overtime work for the hours they teach beyond the statutorily established. The cost per hour depends on the position in the teaching career and the number of overtime hours (25% for the first hour and 50% for the second or more hours).

Notes on interpretation: Regardless of the entry qualifications and the education level, all teachers are paid on the same salary range, which consists of ten levels of four years each, except the 5th level which lasts two years. The criteria ruling salary progression include participation in professional development activities and quotas.

Comments on qualifications of teachers: In Portugal minimum, most prevalent and maximum qualification of teachers can be considered as the same. Therefore, the most prevalent qualification of teachers with 15 years of experience is a pre-bologna *Licenciatura/*post-Bologna *Mestrado* degree (ISCED 2011 level 7) and being a fully qualified teacher (e.g. approving provisional periods and other criteria). To become a teacher, they must have pre-Bologna "*Licenciatura*" or Post-Bologna "*Mestrado*" (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions).

School heads (Table D3.5)

Notes on coverage and methodology: In Portugal, a "school head" is a teacher in the position and with the duties of a "principal", not existing any differences between school heads at different ISCED levels. Principals, deputy principals and principal's assistants receive an increase in salary during the assignment for the position and according to the total number of students in their respective clustered and non-clustered schools. The school head's gross salary is made of two main parts:

- the sum received as a school teacher, calculated according to the career position (roughly, the number of years' service); this amount is paid 14 times a year – 12 months, holiday and end-of-the-year payments.
- the "school head" allowance, calculated according to the number of students enrolled in the school or school cluster, paid monthly 12 times a year; the allowance varies between EUR 200 per month (schools/schools clusters with less than 301 students enrolled) to EUR 750 per month, for schools/school clusters with more than 1 500 students enrolled).

The table illustrates the school heads salaries, in the school year 2021/22.

School year 2019/20 (annual values, in Euros)					
Students enrolled in the school/school cluster	Statutory teacher salary		School head allowance	School head salary	
	Min	Max		Min	Max
300 or less students	25 030	48 245	2 400	27 430	50 645

301 to 600 students	25 030	48 245	3 600	28 630	51 845
601 to 900 students	25 030	48 245	5 400	30 430	53 645
901 to 1 200 students	25 030	48 245	7 800	32 830	56 045
1 201 to 1 500 students	25 030	48 245	8 400	33 430	56 645
More than 1 500 students	25 030	48 245	9 000	34 030	57 245

Notes on interpretation: In Portugal school heads are teachers elected by the School General Council - school body composed by teachers and other education community members - who receive an allowance for the management tasks they perform.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Principals, deputy principals and principal's assistants receive an increase in salary during the assignment for the position and according to the total number of students in their respective clustered and non-clustered schools. They also receive holiday and end-of-the-year payments; The school head allowance is only paid for the 12 months.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Average annual gross salaries have been calculated on the basis of the salaries paid in May 2022. In Portugal, in public schools under the tutelage of the Ministry of Education, lower secondary and upper secondary teachers (ISCED 2 and 3) may have part of his/her weekly teaching time allocated to vocational programmes. However the differences are not significant.

Notes on interpretation for teachers: Explanation of the differences between the data that is now reported, and the data reported and published in the past, by Eurydice Network:

- All the teachers were considered by Eurydice Network, regardless of age.
- The same average gross annual salary for lower and upper secondary teachers was reported, since in Portugal these teachers can teach lower and/or upper secondary programmes.

The decrease of salaries observed in ages groups including older teachers is explained by the fact that, between 2021 and 2022, more high paid teachers left the profession (going into retirement) and they were eventually replaced by teachers with lower salaries.

Notes on methodology for school heads: Average annual gross salaries have been calculated on the basis of the salaries paid in May 2022. As the same school/school cluster could teach programmes of various ISCED levels, the same value was considered to all ISCED levels.

Notes on interpretation for school heads: In Portugal, most schools are grouped in school clusters, which contain schools teaching courses in various ISCED levels. In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly. Principals, deputy principals and principal's assistants receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools. The same reason explaining the decrease of the average actual salaries in age groups including older teachers applies to the decrease in salaries for these age groups of school heads.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Deputy heads, heads of curricular departments, class

coordinators and teachers with other management responsibilities have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers are paid overtime work for the hours they teach beyond the statutorily established. The cost per hour depends on the position in the teaching career and the number of overtime hours (25% for the first hour and 50% for the second or more hours).

Allowances related to students counselling: Teachers responsible for "specific tutorial support" to students have their teaching time reduced. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to engaging in extracurricular activities: Teachers running extracurricular activities may receive a reduction in teaching time. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers): Teacher trainers receive a reduction in teaching time, during the time they hold the task. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to class teacher/form teacher: Class tutors' coordinators and class tutors have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Teachers responsible for mentoring/induction programmes have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). Teachers who obtain a masters or a doctoral degree after entering the profession and get an evaluation score of "Good" or higher are rewarded with a bonus corresponding to 1 year or 2 years, respectively, in career progression.

Allowances related to successful completion of (continuing) professional development activities: In order to progress in the career, teachers have to complete a certain amount of CPD. Salary progression occurs every four years and 50 hours of CPD is a requirement for that, except progression from level 5 to level 6 which requires just 2 years and 25 CPD hours (Decree-law 41/2012, 21 February). In case of non-successful completion, the teacher will not progress in the teaching career.

Allowances related to outstanding performance in teaching: Teachers that are appraised with Excellent (*Excelente*) or Very Good (*Muito Bom*) may progress faster in their careers.

Allowances related to residence allowance (not dependent on a particular location): It is stressed that this is not a national policy, but a support made available to teachers by some municipalities.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (25% for the first hour and 50% for the second or more hours).

Criteria for salary progression: The teaching career is based on a unique salary range. It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas. In order to progress in the career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training. On average, it is required to do 25 hours of in-service training per year. In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

In addition to the requirement of a university degree:

- Teachers who hold a master's degree and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 1 year in the career progression.
- Teachers who hold a Doctorate and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Progress through these conditions is frozen since 31/12/2010 and the progression was retroactively applied since 2018 in a partial way, through two options: by phasing or in full.

Process to establish salaries: Collective bargaining; and financial constraints.

Status of teacher: Teachers are civil servants, under the Teachers' Career Statute.

Pathways to enter the teaching profession: All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). They need to have a teacher certification and having successfully been selected in the first phase of the assignment contest.

School heads

In Portugal, most schools are organised in school clusters, which contain schools teaching courses in various ISCED levels.

In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly.

Principals, deputy principals and principal's assistants receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools.

Romania

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Four different career levels exist for teachers ('beginner teacher', 'teacher', 'teacher with teaching level II' and 'teaching level I'). The salaries by year of experience are defined as follows: starting statutory salaries relate to the 'beginner teacher' career level and statutory salaries after 10 or 15 years of experience, and at the top of the career relate to the 'teacher' career level. The information for upper career levels is not defined centrally.

Notes on interpretation: For salaries by year of experience, Article 38 (4) of Law 153/ 2017 stipulates that for education, the salary increment is between 2 and 10%.

School heads (Table D3.5)

Notes on interpretation: For salaries by year of experience, Article 38 (4) of Law 153/ 2017 stipulates that for education, the salary increment is between 2 and 10%.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology: For salaries by year of experience, Article 38 (4) of Law 153/ 2017 stipulates that for education, the salary increment is between 2 and 10%.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to teaching more classes or hours than required by full-time contract: (i) If a teacher works more than 9 extra hours per week (i.e. half of the standard number of hours), he/she is paid according to the system of multiple positions (or contracts); (ii) If a teacher works less than 9 extra hours, he/she is paid according to the pay per hour. The gross monthly salary is divided by 72 hours and multiplied by the number of extra hours.

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers): Between 10 and 25% of the basic salary, depending on the number of hours dedicated to activities connected with the co-ordination of the pedagogical practical training of future teachers.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The gross monthly salary is divided by 72 hours and multiplied by the number of hours.

Other allowances related to other tasks and responsibilities of teachers: Pay for participation in the National Boards established for examinations taking place at national level: the National Tests (for students who complete grade 8, at the end of lower secondary education), the Baccalaureate (for high school graduates), the examination for teaching positions with tenure, the examination for the Definitive Teaching Degree. The gross monthly salary is divided by 72 hours and multiplied by the number of hours.

Allowances related to teaching students with special educational needs (in mainstream classes): Increase of 15%.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): Between 5% and 20% increase.

Other allowances related to teaching conditions: Increase of 10% (an increment for neuropsychological stress amounting to 10% of the basic salary).

Allowances related to residence allowance (not dependent on a particular location): An induction bonus equal to a basic salary is given in the first years of activity for those who enter the education system and come from other locations.

Other *allowances related to other criteria:* Under Article 18 of Law 153/2017, as from 2019, the education staff (all staff paid from the public budget) benefits from an annual meal allowance equalling two national minimum gross basic salaries, amounting to 347 lei/ month. According to Article 26, paragraphs (4) and (5) of Law 153/2017, the education staff (all staff paid from the public budget) benefits from holiday vouchers, amounting to the national minimum gross basic salary, precisely 1450 lei/year.

School heads (tables D3.13 and D3.15)

Notes on coverage and methodology:

Allowances related to working overtime: (i) If a school head works more than 9 extra hours per week (i.e. half of the standard number of hours), he/she is paid according to the system of multiple positions (or contracts); (ii) If a school head works less than 9 extra hours, he/she is paid according to the pay per hour. The gross monthly salary is divided by 72 hours and multiplied by the number of extra hours.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The gross monthly salary is divided by 72 hours and multiplied by the number of hours.

Other allowances related to other tasks and responsibilities as school heads: Pay for participation in the National Boards established for examinations taking place at national level: the National Tests (for students who complete grade 8, at the end of lower secondary education), the Baccalaureate (for high-school graduates), the examination for teaching positions with tenure, the examination for the Definitive Teaching Degree. The gross monthly salary is divided by 72 hours and multiplied by the number of hours.

Allowances related to schools with students with special educational needs (in mainstream classes): Increase of 15%.

Allowances related to school in a disadvantaged, remote or high cost area (location allowance): Between 5 and 20% increase

Other allowances related to working conditions: Increase of 10% (an increment for neuropsychological stress amounting to 10% of the basic salary).

Other allowances related to other criteria: Under Article 18 of Law 153/2017, as from 2019, the education staff (all staff paid from the public budget) benefits from an annual meal allowance equalling two national minimum gross basic salaries, amounting to 347 lei/month. According to Article 26, paragraphs (4) and (5) of Law 153/2017, the education staff (all staff paid from the public budget) benefits from holiday vouchers, amounting to the national minimum gross basic salary, precisely 1450 lei/year.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: There are no pay scales but different coefficients (applicable to a base salary) which depend on the qualification level and number of years' service.

Criteria for salary progression: The seniority in the field of education and the teaching degree (according to the criteria of the Law 153/2017).

Process to establish salaries: The level of teachers' salaries is upgraded by the Government of Romania, generally on an annual basis, depending on budgetary revenues and inflation.

Status of teachers: Contracting staff.

Pathways to enter the teaching profession: Long-term higher education and the Definitive Teaching Degree obtained within a period of 3 years of activity.

Slovak Republic

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on interpretation: In the salary schedules of the Slovak Republic a higher level of qualification can increase the salary more than the years of experience, thus the differences in salaries for teachers with a minimum qualification and most prevalent qualification differ by around 10% in the categories salary after 15 years of experience and top scale but there is no difference between salaries for teachers with minimum qualification and most prevalent qualification in the categories starting salaries and salaries after 10 years of experience. Another explanation for the fact that there is no significant difference between both types of qualification, for starting salaries and salaries after 10 years of experience, is that sometimes minimum qualification is the same as most prevalent qualification.

- Government Regulation No. 388/2018 Coll. which establishes increased scales of salary tariffs of employees performing work in the public interest (*Nariadenie vlády SR č. 388/2018 Z. z. ktorým sa ustanovujú zvýšené stupnice platových taríf zamestnancov pri výkone práce vo verejnom záujme*) https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2018/388/20200101.

- Government Regulation nr. 220/2022 Coll. of 15/06/2022, establishing increased scales of salary tariffs for employees performing work in the public interest, Temporary version of the regulation effective from July 1, 2022 to December 31, 2022 (*Nariadenie vlády 220/2022 Z. z. z 15. júna 2022, ktorým sa ustanovujú zvýšené stupnice platových taríf zamestnancov pri výkone práce vo verejnom záujme, Časová verzia predpisu účinná od 01.07.2022 do 31.12.2022*) https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/220/20220701.html.
- Circular of the Ministry of Education nr. 2019-18526:1-B2001 of 03/12/2019 on Salary tariffs for teaching and professional staff and increase in salary tariffs depending on the length of credited work experience effective from 1 January 2020 (*Platové tarify pedagogických zamestnancov a odborných zamestnancov a zvýšenie platových taríf v závislosti od dĺžky započítanej praxe účinné od 1. januára 2020*) https://www.minedu.sk/data/att/16799.pdf.
- Circular of the Ministry of Education nr. 2022/17169:1-B2621 of 23/06/2022 on Salary tariffs for teaching staff and professional staff and increase in salary tariffs depending on the length of credited work experience effective from July 1, 2022 (*Platové tarify pedagogických zamestnancov a odborných zamestnancov a zvýšenie platových taríf v závislosti od dĺžky započítanej praxe účinné od 1. júla 2022*) https://www.minedu.sk/data/att/23649.pdf.
- Decree nr. 1/2020 Coll. of the Ministry of Education of 23/12/2019 on qualification standards of pedagogical employees, Temporary version of the regulation effective from 15/01/2020 (*Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov, Časová verzia predpisu účinná od 15.01.2020*) https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2020/1/20200115.
- Assigning pedagogical employees to pay grades / Classification of pedagogical staff and professional staff into salary classes depending on the acquired level of required education and classification into career level from 01/01/2019 (*Zaraďovanie PZ a OZ do platových tried v závislosti od získaného stupňa požadovaného vzdelania a zaradenia do kariérového stupňa od 1. januára 2019*) https://www.minedu.sk/data/att/13950.pdf.
- Law 553/2003 Coll. on the remuneration of certain groups of employees working in public interest and on the amendment of certain laws, Temporary version of the regulation effective from 01.01.2020 to 31.12.2021 (*Zákon 553/2003 Z. z. o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov, Časová verzia predpisu účinná od 01.01.2020 do 31.12.2021*) https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2003/553/20200101.html.
- Temporary version of the regulation effective from 01.01.2022 to 31.07.2022 (Časová verzia predpisu účinná od 01.01.2022 do 31.07.2022) https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2003/553/20220101.html; Temporary version of the regulation effective from 01.08.2022 to 30.03.2024 (*Časová verzia predpisu účinná od 01.08.2022 do 30.03.2024*) https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2003/553/20220801.html.

Comments on qualifications of teachers: Slovak teachers in public schools are public servants. It is obligatory to have an attainment at ISCED 7 as the minimum qualification for teachers in public schools to teach at ISCED 1, ISCED 24 or ISCED 34. Kindergarten teachers need a minimum qualification of ISCED 34, but they can also have ISCED levels 6 or 7. For this reason, the difference between minimum qualification and most prevalent qualification of teachers in Slovak Republic is negligible.

Comments on social benefits of teachers: In the Slovak Republic the pension and social security system is exactly the same for teachers as for civil/public servants and for civil/public and private sector workers.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for school heads: Actual salary data for school heads are included in actual salary data for teachers.

Notes on interpretation: The collected data on average salary refers to average salaries for ISCED 1 and ISCED 24. Both categories are pooled together and cannot be separated.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to other tasks and responsibilities of teachers

Allowances related to participation in school or other management in addition to teaching duties: Allowance is paid in form of specific amount of money which is decided by school head, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school head in school work order, but general criteria is defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards)

Allowances related to teaching more classes or hours than required by full-time contract: An hourly salary rate increased by 30% for each additional hour exceeding the full-time contract. If the teacher and the school principal come to an agreement, the school principal can provide teacher with an hour of compensatory leave (for standard hourly rate).

Allowances related to students counselling: Allowance is paid in form of specific amount of money which is decided by school head, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school head in school work order, but general criteria are defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Allowances related to engaging in extracurricular activities: Allowance is paid in form of specific amount of money which is decided by school head, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school head in school work order, but general criteria are defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.): Up to 50% of regular hourly pay for each delivered hour of training.

Allowances related to class teacher/form teacher: 5% of 114% of the assigned statutory pay grade for one class, 10% of 114%) of the assigned statutory pay grade for two or more classes.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: 4% of 114% of the assigned statutory pay grade for supporting one teacher in induction period, 8% of 114% of the assigned statutory pay grade for supporting two teachers.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Moving up a grade in the pay scale.

Allowances related to successful completion of (continuing) professional development activities: 6% of the salary scale of the salary class and work class to which he is assigned, for successfully completing an extension study (applies from 01/01/2020 to 31/12/2021), an increase to 12% from 01/01/2022; 12% of the salary scale of the salary class and work class to which he is assigned, for successfully passing the state language exam; 3% of the salary scale of the salary class and work class to which he is assigned, for successfully completing specialised training; 3% of the salary scale of the salary class and work class to which he is assigned, for successfully completing innovative education. The employer shall grant an allowance for professional development in the amount of a maximum of 12% of the salary scale of the salary class and work class to which the pedagogical employee is assigned for a period of seven years.

Allowances related to outstanding performance in teaching: Allowance is paid in form of specific amount of money which is decided by school head, but there is a cap defined by law (up to 114% of the assigned statutory pay

grade), specific criteria are defined by the school head in school work order, but general criteria are defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Other allowances related to teachers' qualifications, training and performance: Allowance for beginning teacher, 6% of the assigned salary grade.

Allowances related to teaching students with special educational needs (in mainstream classes): The employer will provide the allowance for the performance of pedagogical activities in a primary school classroom with at least 30% individually integrated pupils with disabilities or pupils from a socially disadvantaged environment out of the total maximum number of pupils in the class if there is no teaching assistant in the class. No more than 5% of the salary scale of the 9th salary class of the first working class per month. The amount of the additional payment will be adjusted by the employer in the internal regulations of the school, depending on the number a) hours of weekly of direct teaching activity in the classroom, at least 4 hours a week, b) pupils with medical disabilities and from socially disadvantaged backgrounds in class, c) classes in which he carries out direct teaching activities.

School heads (tables D3.13 and D3.15)

Notes on interpretation: Law on the Remuneration of Employees in the Performance of Work No. 553/2003 http://www.zakonypreludi.sk/zz/2003-553. Regulations do not indicate the amount for many allowances.

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Allowances related to participation in other management in addition to school head duties: Allowance is paid in form of specific amount of money which is decided by school owner, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school owner, but general criteria is defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Allowances related to students counselling: Allowance is paid in form of specific amount of money which is decided by school owner, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school owner, but general criteria are defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Allowances related to engaging in extracurricular activities: Allowance is paid in form of specific amount of money which is decided by school owner, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school owner, but general criteria are defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Allowances related to special tasks: Up to 50% of regular hourly pay for each delivered hour of training.

Class teacher/form teacher: 5% of 114% of the assigned statutory pay grade for one class, 10% of 114% of the assigned statutory pay grade for two or more classes.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: 4% of 114% of the assigned statutory pay grade for supporting one teacher in induction period, 8% of 114% of the assigned statutory pay grade for supporting two teachers.

Allowances related to qualifications, training and performance

Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.): Allowance is paid in form of specific amount of money which is decided by school owner, but there is a cap defined by law (up to 114% of the assigned statutory pay grade), specific criteria are defined by the school owner, but general criteria is defined by central law (i.e. performing additional tasks, extraordinary capabilities, extraordinary work results, fulfilling professional standards).

Successful completion of (continuing) professional development activities: 6% of the salary scale of the salary class and work class to which he is assigned, for successfully completing an extension study (applies from 01/01/2020 to 31/12/2021), an increase to 12% from 01/01/2022; 12% of the salary scale of the salary class and work class to which he is assigned, for successfully passing the state language exam; 3% of the salary scale of the salary class and work class to which he is assigned, for successfully completing specialised training; 3% of the salary scale of the salary class and work class to which he is assigned, for successfully completing innovative education. The employer shall grant an allowance for professional development in the amount of a maximum of 12% of the salary scale of the salary class and work class to which the pedagogical employee is assigned for a period of seven years.

Allowances related to working conditions

Schools with students with special educational needs (in mainstream classes): The employer will provide the allowance for the performance of pedagogical activities in a primary school classroom with at least 30% individually integrated pupils with disabilities or pupils from a socially disadvantaged environment out of the total maximum number of pupils in the class if there is no teaching assistant in the class. No more than 5% of the salary scale of the 9th salary class of the first working class per month. The amount of the additional payment will be adjusted by the employer in the internal regulations of the school, depending on the number a) hours of weekly of direct teaching activity in the classroom, at least 4 hours a week, b) pupils with medical disabilities and from socially disadvantaged backgrounds in class, c) classes in which he carries out direct teaching activities.

Residence allowance (not dependent on a particular location): Paid only in the first year.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: There is one pay scale for all teachers of mainstream schools and a different pay scale for all teachers of special schools. Each pay scale has 6 grades (4 of those grades apply to teachers in primary and secondary schools, 6 grades apply to teachers in pre-primary schools). Next grade is 9%, 10% or 12% higher than the previous grade. In each pay grade, teachers' pay increases linearly with each year of service (i.e. pay increment in %).

Criteria for salary progression: Teachers move up the grades by increasing their qualification (there are four career positions - beginning teacher, independent teacher, teacher with first attestation, teacher with second attestation; in order to move to further career position, teachers must pass specific examination and demonstration of competences; teachers at pre-primary level can also move up the grades by acquiring higher education attainment). Teachers get 0.25% increase for each year of service for the first 8 years of service, then teachers get 0.5% increase for each year of service for the next 32 years.

Process to establish salaries: It is a political decision, preceded by collective bargaining. Collective bargaining takes place each year. In the last 10 years, teacher salaries were increased each year except for 2018 and 2021.

Status of teacher: They are not civil servants. Teachers have status of public employees (employees working in public interest). Law 553/2003 Coll. on the remuneration of certain groups of employees working in public interest (*Zákon 553/2003 Z. z. o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov*) - https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2003/553/20200101.html defines the compensation scheme and level of statutory salaries and allowances.

Pathways to enter the teaching profession:

- Pre-primary school teacher (ISCED 02) must have: full Secondary vocational education (completed with the final leaving examination), if a graduate of other secondary school, must complete Secondary pedagogical school or Pedagogical and social academy; full Secondary pedagogical education (study area/field kindergarten teaching) or Pedagogical and social academy; 1st degree Higher Education (Bachelor's degree) – if other than required study field, must complete study field Elementary and

preschool pedagogy or pre-primary education; 1st degree Higher Education (Bachelor's degree) with the required study field of Elementary and preschool pedagogy or pre-primary education; 2nd degree Higher Education (Master's degree) – if a non-teaching study field, must complete an additional pedagogical study, subsequently extention study of Pre-primary pedagogy or the study field of Elementary and preschool pedagogy; 2nd degree Higher Education (Master's degree) – if has the required study field of Elementary and pre-school pedagogy or pre-primary education.

- Primary school teacher must have: 2nd degree Higher Education (Master's degree) with required teaching directions/fields of study; if 2nd degree Higher Education (Master's degree) non-teaching field, must complete additional pedagogical study, subsequently an extension study module either for primary education (1st grade of elementary school) or an extension study of a certain subject.
- Secondary school teacher must have: 2nd degree Higher Education (Master's degree) with required teaching directions/fields of study; If 2nd degree Higher Education (Master's degree) non-teaching field, he/she must complete additional pedagogical study, subsequently an extention study module of a certain subject (e.g. Biology, Mathematics, etc.). At secondary vocational school – he/she teaches vocational subjects (e.g. economic subjects): If completed 2nd degree Higher Education on economics - non-teaching direction, he/she must complete additional pedagogical study; or graduation of Pedagogical faculty at university level or University degree together with Complementary (Additional) pedagogical study (minimal qualification 760).

Slovenia

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The salary for starting teachers correspond to the salary of a ‘teacher’; the salary after 10 years to that of a ‘teacher mentor’; the salary after 15 years to that of a ‘teacher advisor’ and at the top of the career, to that of a ‘teacher counsellor’. The national methodology on reporting teacher statutory salaries refers to typical career levels at a specific point in time of a teacher career and typical salary grade increases, according to the legal framework (requirements and possibilities of progression to titles and salary grades). The progression to higher career levels is related to time in service as well as to other requirements.

Notes on interpretation: The December 2018 agreement for the public sector introduced a three-stage upgrade of the salary scale for pre-school teachers and teachers in primary, secondary and upper secondary education (general programmes). Both in January and November 2019, the minima and maxima grades were increased by one level. In September 2020, the maxima grades were increased by one level. In the reference year, teachers at ISCED levels 1, 24 and 34 were placed in grades 32 to 46 (compared to 30 to 43 in 2018). Pre-school teachers at ISCED level 02 were placed in grades 32 to 44 (compared to 30 to 41 in 2018).

Comments on annual statutory salaries of teachers with minimum qualification: Teachers’ annual statutory salaries include: (I) basic salary of a teacher which is determined by the salary grade into which the post is classified or the teacher has acquired through salary progression, (II) length of service bonus (years of employment; 0.33% of basic salary per year), (III) holiday bonus for the starting salary (EUR 1 274.43), for the salary after 10 years (EUR 1 224.43), for the salary after 15 years and at the top of the career (EUR 1 174.43) and (IV) reimbursement for meals during work (on average EUR 4.52 per working day – for 10.5 months).

Each category of teachers is also classified in a particular salary grade according to the promotion of salary grades depending on years of experience and performance appraisal and to the promotion of professional title (three promotions on the teaching career ladder are possible: Mentor, Advisor and Councillor). The criteria for reporting the annual statutory teacher compensation for a teacher with minimum level of qualification includes the following characteristics:

ISCED level 0:

- Starting salary: 32. salary grade (12 months) + holiday bonus + reimbursement for meals during work.
- Salary after 10 years' experience: holding professional title Mentor (*mentor*), 36. salary grade (12 months) + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work.
- Salary after 15 years' experience: holding professional title Advisor (*svetovalec*), 42. salary grade (12 months) + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work.
- Salary at the top of the range: holding professional title Councillor (*svetnik*), 44. salary grade (12 months) + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

ISCED levels 1, 24 and 34:

- Starting salary: 32. salary grade (12 months) + holiday bonus + reimbursement for meals during work.
- Salary after 10 years' experience: holding professional title Mentor (*mentor*), 37. salary grade (12 months) + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work.
- Salary after 15 years' experience: holding professional title Advisor (*svetovalec*), 43. salary grade (12 months) + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work.
- Salary at the top of the range: holding professional title Councillor (*svetnik*), 46. salary grade (12 months) + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

Explanatory notes on decision making authority: Statutory salaries are determined by the Public Sector Salary System Act (Central/State government or top-level authorities) and with the Collective Agreement for Public Sector and other regulations based on the Act and CA, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades. Teachers at ISCED levels 1 to 2 and teachers in general programmes at ISCED 34 level are classified on a salary scale from 31 to 44 (since November 2019, 32 to 45 and since September 2020, 32 to 46), while pre-school teachers (ISCED level 0) from 31 to 42 salary grade (since November 2019, 32 to 43 and since September 2020, 32 to 44).

Notes on qualifications: In Slovenia, teachers may enter the teaching profession after acquiring initial teacher education (starting salary). After at least 5 months of experience, they have to pass the state professional examination that fully qualifies them for teaching. A fully-qualified teacher is: ISCED level 0: First-cycle higher education degree in pre-school education (ISCED 6) and state professional examination; ISCED levels 1, 24 and 34: Adequate second cycle higher education degree (ISCED 7), state professional examination.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Teachers' annual statutory salaries include: (I) basic salary of a teacher which is determined by the salary grade into which the post is classified or the teacher has acquired through salary progression, (II) length of service bonus (years of employment; 0.33% of basic salary per year), (III) holiday bonus for the starting salary (EUR 1 274.43), for the salary after 10 years (EUR 1 224.43), for the salary after 15 years and at the top of the career (EUR 1 174.43) and (IV) reimbursement for meals during work (on average EUR 4.52 per working day - for 10.5 months).

School heads (Table D3.5)

Notes on coverage and methodology: At ISCED 02 level, data refer to school heads of kindergartens that provide ISCED 01 and 02 levels. At ISCED 1 and 24, data refer to school heads of basic schools that provide both educational levels. At ISCED 34, data refer to school heads (directors (*direktorji*) and head teachers (*ravnatelji*))

of schools, school centres and organisational units of schools/centres which provide general educational programme.

School heads may be placed in grades 47 to 53 of the salary scale at ISCED 0, 1 and 2, and 46 to 55 at ISCED 34. Legislation and collective agreements specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

Additional payments that all school heads receive on top of their base salaries and included in statutory salaries: Statutory salaries include basic salary which is determined by the salary grade into which the school head of a kindergarten/school/centre/organisational unit is classified, length of service bonus (10 years for minimum salary and 40 years for maximum salary; 0.33% of basic salary per year), holiday bonus (EUR 1 174.43) and reimbursement for meals during work (on average EUR 4.52 per working day - for 10.25 months).

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Data refers to 2020/21. The reported actual salaries include pre-school teachers at ISCED 01 and 02 for ISCED 02; generalist (class) teachers for ISCED 1; subject specialist teachers for ISCED 24 and general subjects teachers (in general and vocational upper secondary schools) and educators at residence halls for students for ISCED 34. At ISCED 02, the reported actual salaries correspond to the sum of the average salaries of teachers at ISCED 01 and 02 in the school year 2020/21. Data for ISCED 34 does not include teachers of vocational theory, a category of teachers, who also teach in some general programmes. Data include teachers of all ages (ISPAP). Data on the average annual actual teachers' salaries do not include all additional payments and allowances (annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (*jubilejna nagrada*)). At ISCED 1, 2 and 34 levels, the reported actual salaries include the average of three monthly salaries in 2020 and nine in 2021 (provisional data). The calculations are based on the payments to teachers who worked full-time for the same employer the entire year (SURS).

Notes on coverage and methodology for school heads: Data on the average actual school heads' salaries is composed of a sum of average salaries received in school year 2020/21. Data include head teachers of all ages. At ISCED 02 level, data refer to school heads of kindergartens that provide ISCED 01 and 02 levels (kindergartens provide both levels and are headed by one school head). At ISCED 1 and 24, data refer to school heads of basic schools that provide both educational levels (single structure basic school is headed by one school head). At ISCED 34, data refer to school heads (directors (*direktorji)* and head teachers (*ravnatelji*) of schools, school centres and organisational units of schools/centres which provide general educational programme. Data on the average annual actual school heads' salaries do not include all additional payments and allowances (annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (*jubilejna nagrada*)).

Notes on interpretation: Data on the average annual actual teachers'/school head's salaries include additional payments and allowances except the annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (*jubilejna nagrada*). The reference year for data on actual salaries is 2020/2021.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Notes on coverage and methodology for teachers: Data on actual salaries of teachers of general subjects and teachers of vocational theory include both teachers in general education and in VET and educators at residence halls for students, and data on teachers in these programmes cannot be separated.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: Allowances are specified by law and collective agreement. The decision to assign a particular allowance to a particular teacher is made at school level.

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): The head of a smaller kindergarten or branch unit of basic school can get 5- 12% of the basic salary.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Allowances paid are a 130% of the basic salary hour rate per teaching hour. Payment is extremely rare and in exceptional cases only. According to the Article 144 of the Employment Relationship Act I only happens in exceptional cases upon the head teacher's request, the teacher is obliged to perform work exceeding full working time – overtime work.

Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): (I) Workshops, sports and other extracurricular activities for pupils: ISCED 1 and 2: EUR 11.94 per teaching hour; ISCED 34: school receives EUR 0.24 per student and (4) head teacher decides on the entitlement (II) Outdoor education: 20% of the basic salary for 6 hours per day.

Allowances related to class teacher/form teacher: Form teachers are placed one salary grade higher than the teachers without this task.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: There is a mentorship allowance: 20% of the basic salary for 4 teaching hours per week (10 months for teacher in induction or 2 months for teacher beginner).

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): (I) Fixed amounts per month for attained: 1) academic specialisation: EUR 23.27; 2) research master's degree: EUR 36.21; 3) doctor's degree: EUR 59.47. The Public Sector Salary System Act and the collective agreement include an allowance for holding an educational qualification in three or more different subjects of 3 % of the basic salary hour rate for teaching hours (ISCED levels 1, 2 and 3).

Allowances related to successful completion of (continuing) professional development activities: CPD is a professional duty and right according to the Organisation and Financing of Education Act and the Collective Agreement for Education in Republic of Slovenia.

Allowances related to outstanding performance in teaching: Work performance from increased workload (additional teaching within full-time contract) - according to the Article 124 of the Organisation and Financing of Education Act, the head teacher may assign a teacher extra weekly teaching time but not for more than five lesson a week (not more than 38 weeks in school year; 100-130% of the basic salary hour rate per teaching hours). Regular work performance allowances (based on appraisal) - according to the Article 22a of the Public Sector Salary System Act, belongs to a teacher who, during the period for which he/she is paid, has achieved above-average work results in the performance of his/her regular work duties. It shall be determined on the basis of the criteria and criteria agreed, according to the Article 27 of the Collective agreement for public sector, which is rewarded with min 2% and no more than 5% of the annual basic salary.

Allowances related to teaching students with special educational needs (in mainstream classes): Additional teaching assistance offered to students with special education needs integrated in mainstream class or to migrant students allows to benefit from an allowance of EUR 11.94 per teaching hour.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): Reimbursement of transportation cost from home to the school and back can be given to teachers (if the distance is more than 2 km), This includes cost of public transport for days at work.

Other allowances: (I) Bilingual schools or schools with Italian language: Top-level regulations set out an allowance for giving bilingual classes or classes in Italian language of 12-15% of the basic salary. The Public Sector Salary System Act and the collective agreement include an allowance for teaching at in-hospital classes of 7% of the basic salary hour rate for teaching hours (ISCED 0, 1 and 2) and an allowance for teaching in multi-grade classes of 7-10% of the basic salary hour rate salary for teaching hours (ISCED 1 and 2). (II) Allowance for the implementation of the adapted program and for other direct work in a kindergarten and for the implementation of an adapted, special and educational program and for other direct work in a school or institution of 8-18% of the basic salary hour rate salary for teaching hours (Collective agreement for public sector, Article 39, point 8).

Other criteria allowances: Long-service award (*jubilejna nagrada*) corresponds to payment to teachers for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 and 40 years: EUR 577.51), the award is 20% higher for teachers who are members of trade union.

School heads (tables D3.13 and D3.15)

Allowances related to further formal qualifications: Fixed amounts per month for academic specialisation (EUR 23.27), Master in Science (EUR 36.21), doctor's degree (EUR 59.47).

Allowances related to outstanding performance: ISCED 1, 2, 3: (I) Work performance from increased workload (additional teaching within full-time contract- not more than 5 lessons per week) - every additional hour of teaching is paid at 130 % of the basic salary hour rate, namely the basic salary specified for the post of a teacher who holds the same professional title the head teacher holds. All ISCED levels: (II) Regular work performance allowances (based on appraisal) - according to the Article 22a of the Public Sector Salary System Act and according to the Article 27 of the Collective agreement for public sector, the amount of the salary for the regular work performance of head teacher is determined by the council of the institute for their appointment, on the basis of criteria determined by the Minister of Education, Science and Sport.

Allowances related to School in a disadvantaged, remote or high-cost area: Reimbursement of transportation cost from home to the school and back for head teachers (if the distance is more than 2 km) – cost of public transport for days at work.

Other allowances: (I) Bilingual schools or schools with Italian language: 6 % of basic salary.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

Pre-primary level: Until the end of 2018, teachers were classified from 30 to 41 salary grade, from January to October 2019, from 31 to 42 salary grade and since November 2019, from 32 to 43 salary grade, and since September 2020, from 32 to 44 salary grade.

Primary and secondary level: Until the end of 2018, teachers were classified from 30 to 43 salary grade, from January to October 2019, from 31 to 44 salary grade, from November 2019, from 32 to 45 salary grade, and since September 2020, 32 to 46 salary grades.

Criteria for salary progression: Salary progression depends on time spent at a particular grade, but also a positive service performance assessment. Generally public servants may be promoted by one or two salary grades every three years. In addition, according to the Organisation and Financing of Education Act teachers can be promoted to professional titles Mentor, Advisor and Councillor. The rules issued by the Minister of Education determine the

conditions of promotion, criteria for evaluation of conditions and procedures. The conditions include a certain number of years of experience, performance at work, in-service training and additional professional work. The Minister, following a proposal by the head teacher, decides on the promotion. Promotion to title results in progression on salary scale as well.

Process to establish salaries: The Public Sector Salary System Act regulates the rules for stipulating, calculating and paying salaries, as well as rules for earmarking the amounts of fund for salaries and stipulates also that collective agreement defines classification of posts and titles into salary scale, salary grades' values and their annual adjustments, annual funds for regular work performance allowances, amounts of allowances (e. g. length of service, mentorship , further formal qualifications, less favourable working conditions, dangers and special burdens, working during less convenient hours). The process of collective bargaining and the responsible authorities are also determined by the Act. The process of collective bargaining is annual; it commences in May and shall finish in time to have its results adopted by budgetary planning. The Act also stipulates that Council for the public sector salary system is established to implement the Act, to monitor the public sector salary system policy. It includes representatives of state and local authorities' bodies and public sector trade unions.

Status of teacher: In Slovenia, teachers working in public schools and kindergartens (which are public institutions) are civil servants and are directly employed by the school/kindergarten. According to the article 1 of the Civil Servants Act, civil servants are individuals employed in the public sector which includes also public schools and kindergartens.

Pathways to enter the teaching profession: The route for entry into teaching is through initial teacher education (ITE), which is organised according to consecutive and/or concurrent models. There are no alternative pathways to teaching profession in Slovenia. Teachers enter the profession in two ways: applying for open recruitment trainee job positions (induction system - *pripravništvo*) advertised by the Ministry of Education or by applying for open recruitment job positions advertised by schools. To be fully qualified, teachers, after having at least 5 months of teaching experience (as part of induction or independently), have to pass the state professional examination. Induction is not compulsory.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Structure of the compensation system: for teachers in vocational programmes, until the end of 2018, teachers were classified from 30 to 43 salary grade, from January to October 2019, from 31 to 44 salary grade, from November 2019, from 32 to 45 salary grade and from September 2020, 32 to 46 salary grade.

Spain

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The national salaries provided are calculated as means of the salaries of each Autonomous Community/City weighted by the number of teachers in public schools in each Autonomous Community/City.

In Spain, decisions regarding teachers' and school heads' salaries are made by the central government and by the education authorities of the 17 Autonomous Communities (top-level authorities). The central government establishes the basic salary, the amount for seniority (*trienios*) and the allowance related to the level of the civil servant position held; the Autonomous Communities, by their part, establish the allowances related to the teaching profession, to in-service training (*sexenios*) as Continuous Professional Development (CDP), and other salary supplements. The basic extra pays are established by the central government, but its specific amounts are decided by the Autonomous Communities.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Teachers receive two extra payments per year. Each extra payment amounts one month's basic salary plus part

of the bonus linked to length of service. There are two bonuses linked with seniority. The first one is the *Trienio* (three-year period). This remuneration complement rewards seniority and consists of an equal amount for each group of three years of service rendered. It is a state complement. The second one is the *sexenio* (six-year period). This remuneration supplement also rewards seniority and to receive it, it is necessary to meet two requirements: six years of teaching service rendered and 100 hours of training courses done during the six-year computing period. It is a regional complement and variable in each autonomous community. It is the same amount for all groups and levels. In addition, in most of the Autonomous Communities, a group of superior teachers (*Catedráticos*) receives an additional payment (this category that can be achieved through a competency process where qualifications, experience, and educational background are evaluated).

School heads (Table D3.5)

Notes on coverage and methodology: The national salaries provided are calculated as means of the salaries of each Autonomous Community/City weighted by the number of head teachers in public schools in each Autonomous Community/City. School heads receive two extra payments per year. Each extra payment amounts to one month's basic salary plus the bonus linked to length of service and part of the allowance linked to the level of the civil servant position held.

Explanatory notes on decision making authority: see notes for teachers.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Complementary salary (fixed amounts) for school government ownership responsibilities such as head teacher, deputy head teacher, secretary, head of department and, in some Autonomous Communities, additional responsibilities at school level (e. g. co-ordination of bilingual programs, bilingual teaching, school library, etc.). Teachers can also receive a productivity complement in their salaries for extraordinary services such as the elaboration of normative proposals, curriculum development, testing and evaluation materials. Responsibilities related to co-ordinate or manage ICT or bilingual programme, or participating in the management of the library can be compensated with teaching time reductions instead of allowances.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Fixed amounts are given to teachers working extra time (in the evening) for different activities as reinforcement/support classes, health programs, compulsory training courses outside working hours, etc.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention): Fixed amounts are given to teachers for class tutoring responsibilities and to teachers working extra time for activities aimed at improving school life.

Allowances related to special tasks: Fixed compensations for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff, creation of e-learning materials for the learning management platform, preparation and correction of test to obtain a specific degree, etc.).

Allowances related to class teacher/form teacher: In 11 over 18 Education Administrations this task has a specific financial compensation.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Fixed compensation for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff).

Allowances related to other tasks and responsibilities of teachers: Fixed amounts for teachers that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Allowances related to successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement for Continuous Professional Learning (CPL) reward per six-year terms (*sexenios*). Every teacher needs to certificate at least a minimum number of hours of recognised lifelong learning activities. This supplement varies from period to period (a maximum of five periods) and the Autonomous Community/City. It is expected that a teacher completes about 17 hours per year (100 hours in 6 years), but the real training time average has been calculated to be around 41.2 hours per year.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): Fixed amounts. Geographical location refers to the Autonomous Communities of *Canarias* and *Illes Balears* and the Cities of Ceuta and Melilla as well as to some remote areas in the whole country. They consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

School heads (tables D3.13 and D3.15)

Allowances related to other tasks and responsibilities of teachers: In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Allowances related to successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement, every five-six-year periods, for teachers who have done at least a minimum number of hours of recognised lifelong learning activities as Continuous Professional Development (CDP). This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredit the relevant requirements.

Allowances related to outstanding performance: Fixed amounts. School heads are assessed at the end of their term of office. Those who have a positive assessment, have a personal and professional recognition, and also an economic recognition consisting of part of the school heads' allowance (depending on the number of years they have been school heads) for the rest of their active life. The Autonomous Communities regulate the performance evaluation of the directors of the schools. In general, this evaluation is aimed at analysing the development of the management tasks. This evaluation has as referent the competences and tasks that the legislation attribute for this position.

Allowances related to school in a disadvantaged, remote or high-cost area (location allowance): Head teachers receive a specific amount depending on the type of school and the number of registered students enrolled each year. Geographical location refers to the Autonomous Communities of *Canarias* and *Illes Balears*, the Cities of Ceuta and Melilla, the Spanish schools abroad as well as to some areas with a specific dialect. Fixed amounts (they may be different for each level of education) that consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

Other allowances: In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: In public educational institutions, teacher salaries are rewarded according to: teacher's group or sub-group assignment within the specific professional classification body of civil servant to which they belong to; the seniority valued by 3-years periods in service in terms of bonus; category or professional level (additional amount attached to a professional position); performances and responsibilities carried out (as a specific additional remuneration).

Teacher salaries are conditioned by the career civil servant teacher's classification that determine the group or sub-group (A1 or A2) they belong to and the level or professional category reached by a civil servant within the Spanish administrative career system (levels 21, 24 or 26).

Pre-primary and Primary level: Teachers belong to the sub-group A2. Regarding to professional category, they have the level 21. These levels determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system).

Secondary level: teachers belong to the sub-group A1. Regarding to the professional category, the have the level 24 or 26 (senior professors' body). These levels determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system).

Criteria for salary progression: Salary progression is determined by the following criteria:

- The category or professional level reached by a civil servant within the administrative career system.
- Seniority in which the salary increases every three years in service. The amount is established at national level for every Group or Professional classification sub-group according to the career civil servant teacher's classification.
- Specific conditions associated with responsibilities or positions performed, such as unipersonal governing bodies (school head, secretary, etc.), singular teaching posts or education inspectorate functions.
- A teaching function supplement which comprises two components that vary according to each Autonomous Community/City: a general component applicable to all teachers whose amount depends on the body or teacher scale which they belong to, and a singular component linked to the particular conditions of each position.
- Fixed amounts as extra-salary supplement for Continuous Professional Learning (CPL) reward per six-year terms (*sexenios*, as term used in Spanish). Every teacher needs to certificate at least a minimum number of hours of recognised lifelong learning activities. This supplement varies from period to period (a maximum of five periods) and the Autonomous Community/City.

Process to establish salaries: Increases in teachers' salaries are established in the General Budget Law adopted by the central government and in the Budget Law of the Autonomous Communities annually. The applied increase is decided in The General Negotiating Table of Public Authorities. It is chaired by the General State Administration and is constituted by representatives of the Autonomous Communities, the Autonomous Cities of Ceuta and Melilla, the Spanish Federation of Municipalities and Provinces and the most representative labour organisations. All the issues susceptible to be regulated at State level with a nature of basic regulations are negotiated in this Table and, more specifically, the global increase of the salary of the staff at the service of the corresponding Public Authorities to be included in the Project of the annual General State Budget Bill.

Status of teacher: In the case of public school teachers, there are wage differences when the teacher has the status of interim. Interim teachers are those applicants who have completed the competition process but have not been obtained the civil servant teacher's condition. Interim teachers are candidates that work as temporary teachers.

The general regime of career civil servant teachers is applied to this staff (is regulated by The Basic Statute of the Public Employee), although the contractual relationship with the education authority lasts an academic year as a maximum. Interim teachers receive the same salaries as a general teacher, including the seniority corresponding to the group, sub-group and the professional category in which they have been appointed as interim and the additional remuneration corresponding to the post of work. Nevertheless, Interim civil servants cannot receive salary supplements associated with the progression reached by the official within the administrative career system (because of their status, they cannot opt for further positions and progress in their administrative career).

In addition, public educational schools could have exceptionally hired teaching staff on a contract basis. The remuneration of this teaching staff depends on the status of workers, the collective agreements of the sector and what is stipulated in each work contract.

Pathways to enter the teaching profession: Initial teacher training required in public institutions.

The current university Bachelor and Master degrees (in accordance with the European Higher Education Area (EHEA) studies organisation) coexist with the previous study programmes which are practically extinct at university portfolio.

The grade of qualification required to enter to teaching profession differ by the education level:

- Pre-primary and primary education: Teacher of pre-primary and primary education that refers to first cycle of university teacher training studies completion or bachelor degree (*Grado*, as term use in Spanish) on pre-primary education and the bachelor degree in primary education (240 ECTS) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least one degree is required. In order to start teaching as a civil servant, graduates need to take a competitive examination and participate in a merit-based selection.
- Lower and upper secondary education: Long first-degree university qualification or bachelor degree, plus certificate of pedagogical aptitude (CAP, based on its Spanish acronym) or an official master degree such as Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 60 ECTS + 240 ECTS ISCED 6) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least two degrees are required, a Bachelor plus a Master to accredited with pedagogical aptitude. In order to start teaching as a civil servant, graduates need to take a competitive examination and participate in a merit-based selection.

In public educational institutions, overcome a selection process to entry in the teaching profession is required:

Candidates participate in a competition established for each civil servant teacher bodies that consist in pass a merit-based selection and a competitive examination. Candidates are expected to overcome the following phases:

- Competitive examination phase: Specific knowledge of the teaching speciality are evaluated, as well as the pedagogic aptitude and the mastery of the necessary techniques for the teaching exercise.
- Merit-based selection phase: Candidates' prior teaching experience, academic education and other merits are evaluated in accordance with the scales established in the different calls to gain access to the body of school teachers (according to Autonomous Community), secondary education teachers (according to Autonomous Community) and technical teachers of vocational training.
- Traineeship period: It aims at checking the aptitude for teaching of the selected applicants.

Upper secondary teachers in vocational programmes (Box D3.3): specific notes

Structure of the compensation system:

- Teachers of general subjects belong to sub-group A1. Regarding to their professional category, they are at level 24 or 26 (body of senior teachers).
- Teachers of vocational theory and practice may belong to the A1 or A2 sub-group, depending on the academic degree they hold: university studies or higher professional technicians.

Sweden

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: There are no statutory salaries. The reported salaries refer to actual salaries including bonuses and allowances for the calendar year 2021. All salaries refer to full-time salaries, which means that part-time salaries have been calculated on a full-time basis.

- 'Starting teacher' has been interpreted as teachers having worked for 1-2 years. The median value of these teachers salaries are reported.
- 'Top of salary scale' has been interpreted as teachers belonging to the 90 percentile, which means that 10 % of teachers have higher or the same salary as the 90 percentile.

Salaries on upper secondary general programmes (ISCED 34) also include salaries for upper secondary vocational programmes (ISCED 35) (but exclude the salaries of teachers teaching vocational subjects). Teachers who teach mathematics in a general programme and/or in a vocational programme are included.

Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities and Regions (SALAR). These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system.

Notes on interpretation: Salaries and workings conditions are stipulated in the country-wide collective agreement between teacher´s union and the Swedish Association of Local Authorities and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities. These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system.

The reported salaries include allowances. Bonuses are not used for teachers' salaries in Sweden, at least not for teachers employed in the primary municipalities. Allowances exist and they are included in the statistics, example of those are wellness grant. The salary supplement due to government grants for career services is also included in the statistics. Please note that until reference year 2018 we reported that salaries exclude bonuses and allowances by mistake. We have not made any changes in methodology, but it is only a change in interpretation. Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

Comments on qualifications of teachers: "Minimum level of training" has been interpreted as teachers with pedagogical qualifications. The median values of these teachers' salaries are reported and therefore there are no data on which percentage of all teachers receiving this salary. 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. To be qualified to teach at a school, a teacher should be registered and qualified for certain subjects and grades. Registration is required for a teacher to be able to independently set grades and to be a mentor to new teachers. Only registered teachers are qualified for permanent employment. A teacher can apply to be registered after a degree in initial teacher training. Generally, newly employed teachers must also complete an introductory period. The introduction should be adapted if the newly employed is newly graduated or has previous professional experience. The teacher will develop his/her teaching for a minimum of one academic year with the support of a mentor.

School heads (Table D3.5)

Notes on coverage and methodology: In Sweden salary levels are not regulated by law and salary tariffs does not exist. Thus, no reference to regulation or official document can be provided. Instead, data come from the national registers. "Starting/minimum salaries" has been interpreted as school heads having worked for 1-2 years. The median value of these salaries is reported. Salaries at the top of the range/maximum salaries" has been interpreted as school heads belonging to the 90 percentile, which means that 10 % of them have higher or the same salary as the 90 percentile. Allowances are included.

Notes on interpretation: First, a joint table was created from the Register of teaching personnel 2021 and the Register of personnel in pre-primary 2021. Duplicates were corrected. (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher. However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head´s salaries in OECD teachers with a teacher service and a school head survice of (for example of 50/50 or 65/65) was only counted as teacher. Second, a match was made to the Register of wage

and salary structures and employment in the primary municipalities 2021, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: Actual teachers' salary are based on data of teachers with pedagogical qualifications from Statistics Sweden (SCB) and include bonuses and allowances. Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education (but exclude the salaries of teachers teaching vocational subjects).

Notes on coverage and methodology for school heads: Data refers to 2021. Data is missing for school heads on ISCED 34 aged 25-34 because of too few observations.

Notes on interpretation for teachers: The source for data is the Register of Teachers, managed by Statistics Sweden, combined with data on salaries also managed by Statistics Sweden. Data from the registers are combined using a personal code for each individual. Teachers at ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers at ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities and Regions (SALAR). These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system.

Notes on interpretation for school heads: First, a joint table was created from the Register of teaching personnel 2021 and the Register of personnel in pre-primary 2021. Duplicates were corrected (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher). However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head´s salaries in OECD teachers with a teacher service and a school head service (for example of 50/50 or 65/65) was only counted as teacher. Second, a match was made to the Register of wage and salary structures and employment in the primary municipalities 2021, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction. Allowances are included.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to other tasks and responsibilities of teachers: The nature of compensation is determined individually for each teacher.

Allowances related to outstanding performance in teaching: A lead teacher (senior master) should receive a salary increase of at least SEK 5 000 per month if they work at a school belonging to Stake 1 and at least SEK 10 000 per month at a school in Stake 2. Stake 1 is aimed at school organisers with schools who are not deemed to have particularly difficult conditions with regard to the socio-economic background of the pupils. Stake 2 is aimed at school organisers with schools who are deemed to have particularly difficult conditions with regard to the socio-economic background of the pupils.https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2020-21

Allowances related to teachers' qualifications, training and performance: The school organiser can apply for a government grant in order to provide highly qualified teachers or preschool teachers higher salaries (*statsbidrag för lärarlönelyftet* 2020/21). The monthly salary increase by approx. SEK 2 500-3 500 is only directed to teachers and preschool teachers with a national teaching certificate, issued by the National Agency for Education. It is the

school head who decided. https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-lararlonelyftet-2020-21

Other allowances related to teachers' qualifications, training and performance: The school organiser can apply for a government grant in order to provide highly qualified teachers or preschool teachers higher salaries (*statsbidrag för lärarlönelyftet* 2021/22). The monthly salary increase by approx. SEK 2 500-3 500 is only directed to teachers and preschool teachers with a national teaching certificate, issued by the National Agency for Education. It is the school head who decided. https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-lararlonelyftet-2020-21.

Allowances related to teaching conditions: The nature of compensation is determined individually for each teacher.

School heads (tables D3.13 and D3.15)

The nature of compensation is determined individually for each school head.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: According to the country-wide collective agreement between teacher´s union and the Swedish Association of Local Authorities and Regions (SALAR) salaries should be individual and differentiated and reflect achieved goals and results by the individual.

Criteria for salary progression: According to the country-wide collective agreement between teacher´s union and the Swedish Association of Local Authorities salaries should be individual and differentiated and reflect achieved goals and results by the individual.

Process to establish salaries: Collective bargaining.

Status of teacher: To work as a teacher or preschool teacher in Sweden, you require a teaching certification in most cases. Application for the teaching certification is made to the Swedish National Agency of Education. You need to have a diploma of education for teachers or preschool teachers in order to apply for a certification. The data submitted to the survey includes teachers with a pedagogical qualification, in the submitted data both teachers with a certification and teachers with no certification are included.

Pathways to enter the teaching profession: The current teacher education programmes in Sweden include four different professional degrees:

- a degree in preschool education
- a degree in primary school education
- a degree in subject education
- a degree in vocational education.

Switzerland

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Teachers' salaries are determined by the 26 cantons as top-level authorities. The minimum qualification to enter the teaching profession is the same across cantons. The average number of years of service necessary to go from the starting to the top of the salary scale is an average of the 26 canton pay scales. Figures represent the weighted average of the cantonal legal requirements (2021) taking into account the number of full-time equivalents (2020/21).

Notes on interpretation: The differences between the cantons have to be interpreted in the context of their economic conditions, tax systems, living costs and wage levels. For teachers with the minimum level of training and 10 years of experience, the available data refer to teachers with 11 years of experience. Special education teachers are not included.

Comments on qualifications of teachers: Teacher training in Switzerland underwent a change in the first decade of the years 2000. Newly trained pre-primary and primary school teachers have now qualifications at ISCED 64. The training programmes for teachers at the lower secondary level lead now to qualifications at ISCED 74. Before the change of the training system, lower secondary teachers needed, depending on the performance track in which they taught, to have either qualification at ISCED 34 or at ISCED 64.

Vocational upper secondary teachers: the qualification required varies by subject of teaching (secondary or tertiary degree + minimum number of hours of vocational pedagogy). Due to shortage of teachers, the government (Swiss Conference of Cantonal Ministers of Education) decided to open the educational track to persons who are over thirty years old and have professional experience in other fields (*Quereinsteiger*). The duration depends on the previous education and professional experience.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

The data provided are an estimation of the most common practices in the 26 Cantons.

Allowances related to participation in school or other management in addition to teaching duties: Reduction in teaching time.

Allowances related to teaching more classes or hours than required by full-time contract: Teachers are usually not paid if they work overtime.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention: Part of the tasks.

Allowances related to special tasks: The canton decides on the amount and type of financial compensation *Allowances related to class teacher/form teacher:* Reduction in teaching time.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Usually reduction in teaching time.

Allowances related to further formal qualifications: Continuing education for the professional development are compulsory.

Allowances related to successful completion of (continuing) professional development activities: Continuing education for the professional development are compulsory and part of the cantonal employment conditions.

Allowances related to outstanding performance in teaching: Teachers' performance is typically evaluated by cantonal bodies. In some cantons, teachers are assessed within the context of the evaluation of schools. The method generally involves classroom observation and an interview with the teacher. Practice varies greatly across and within cantons in terms of the frequency, methodology, inspectors' qualifications and instruments for assessment. Often the school head is directly involved in the feedback that is provided to teachers.

Allowances related to teaching students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons).

Allowances related to teaching in a disadvantaged, remote or high-cost area: The state government (cantonal authorities) can provide additional lessons.

Allowances related to residence allowance: The canton decides on the amounts.

Allowances related to family status: The canton decides on the amounts.

School heads (tables D3.13 and D3.15)

Allowances related to participation in other management in addition to school head duties or engaging in extracurricular activities or students counselling or special tasks (e.g. training student teachers and providing support to other teachers.) or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes: Not part of the tasks.

Allowances related to working overtime: School heads are usually not paid when they work overtime.

Allowances related to qualifications, training and performance: Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Continuing education for the professional development are compulsory.

Allowances related to outstanding performance: Evaluation by cantonal authorities (school superintendent) and school board.

Allowances related to working conditions: Schools with students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons).

Allowances related to school in a disadvantaged, remote or high-cost area (location allowance): The state government (cantonal authorities) can provide additional lessons.

Allowances related to other criteria

- *Residence allowance* (not dependent on a particular location): The canton decides on the amounts.
- *Allowances related to* family status (e.g. married, number of children): The canton decides on the amounts.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The 26 cantons have different pay systems which differ considerably. These differences concern not only the starting salaries, but also wage progression. There are cantons with a fixed linear increment and others with a flexible salary progression.

Criteria for salary progression: Compensation is related to a very limited number of aspects – essentially, the type of initial teacher education and years of experience. Rewards for extra responsibilities or additional duties are not provided, with a few exceptions (e.g. management roles).

Process to establish salaries: The formal employer of teachers is either the canton or his communes. Accordingly, the determination of salary scales and conditions of employment are made by one of these two authorities.

Status of teacher: Teachers have not a specific status. More information you may find here: https://www.varkeyfoundation.org/teacherindex.

Pathways to enter the teaching profession: The education and training of teaching staff for all levels of education is provided by university institutions. The admission requirement of universities of teacher education for the primary and secondary levels (lower and upper) is generally an academic *Matura*. For pre-school teachers, the requirement is a specialised *Matura*, a vocational *Matura* or an academic Matura. The degree programs in teacher education and training provide professional qualifications and include scientific, teaching-specific, educational science and practical training components. The duration of studies depends on the selected degree program. Teacher training courses for the pre-school and primary levels last 3 years and are completed with a Bachelor's degree. To teach at the lower secondary level, teachers need a Master's degree. Teaching at the upper secondary level requires not only a degree from a university of teacher education, but also a Master's degree in the subject(s) that are to be taught. Studies in special needs education are given at the Master's level. There has been a shortage on teachers. The government (Swiss Conference of Cantonal Ministers of Education) decided to open the educational track for becoming a teacher on ISCED 02, 1 and 2 to persons who are over thirty years

old and have professional experience in other fields ("*Quereinsteiger*"). The duration of this pathway to become a teacher depends on the previous education and professional experience.

Vocational upper secondary teachers: The pathways differ between the role of the teachers in vocational education: Teachers for general education in VET schools need to have a teacher diploma for ISCED 3 general education plus 300 hours in vocational pedagogy; teachers for vocational theory need a diploma/degree in (professional) Higher Education (ISCED 6 or 7) and 1800 hours of vocational pedagogy; teachers for vocational practice a VET diploma ISCED 35 and a minimum of 2 years working experience in the field, plus 40 hours dedicated courses in vocational pedagogical training (source: https://www.fedlex.admin.ch/eli/cc/2003/748/de).

Türkiye

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Teachers are provided with an expense fee at the beginning of the educational year.

Notes on interpretation: The part of social contributions and pension scheme, which are paid by the employee and are therefore considered as part of the statutory salary is regulated by two different laws depending on when teachers started their career. For starting teachers and teachers with 10 years of experience, it is regulated by law 5510; for teachers with 15 years of experience and at the top of their career, by law 5534. Data is therefore not fully comparable across teachers' number of years of experience. Also, some of the payment arrangements have been made according to the 6th collective agreement.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Classroom teachers are to teach 18 hours per week, as part of their contract. Field teachers (English, physics, etc) have to teach 15 hours accordingly. Overtime teaching (up to 30 hours per week) is paid based on the number of extra class hours monthly. Teachers are paid TRY 120.95 for each extra class they teach.

Allowances related to students counselling: According to the source https://www.resmigazete.gov.tr/eskiler/2021/08/20210825-11.pdf: Head of department, workshop and laboratory with preschool and classroom teachers in the relevant legislation in formal education institutions, with the exception of the teachers assigned as a consultant teacher in the specified social activity activities. teachers and class/branch guidance teachers who are given class or branch responsibility.2 hours per week of their duties are counted as additional coursework. These courses are in the course distribution schedule. It is shown as “Student Social and Personality Services”. In this context, bothIn case of being assigned as both a consultant teacher and a class/branch guidance teacher, only an additional course fee is paid for a task.

Special tasks (e.g. training student teachers and providing support to other teachers.): Student teachers are sent by the higher education institutions to the Ministry schools under a bachelor course entitled 'Practicum' and 'School Experience'. Mentor teachers receive a certain amount of additional payment as 'extra teaching hours.'

Allowances related to other tasks and responsibilities of teachers: according to the 6th collective agreement on duties of teachers and assistant principals, in formal education institutions (including vocational education centres) during the academic year teachers and assistant principals may be assigned on duty for normal working days when education and training are actually carried out. Assistant principals and teachers, who are assigned the task and fulfill this duty, are given additional course fees, not exceeding three hours per week. Pre-school and classroom teachers and teachers assigned as department, workshop and laboratory chiefs, who are

assigned as advisor teachers in social activity activities specified in the relevant legislation in formal education institutions, and class/branch guidance teachers who are assigned class or branch responsibility, 2 hours a week of these duties are counted as additional course duties. These courses are shown in the course distribution chart as "Student social and personality services". In this context, if the same person is assigned as both a consultant teacher and a classroom/branch guidance teacher, an additional course fee is paid for only one task.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Teachers' salaries are commonly identified in terms of their major (whether the teacher is a classroom teacher or field teacher) and in terms of their year of experience. In this respect, additional education such as master degrees and PhD are respectively considered as one or three years of experience.

Outstanding performance in teaching: According to the regulation on Certification of Success, Higher Success and Award for the Personnel of the Ministry of National Education, local governors can reward outstanding performance of teachers by granting them a 'success certificate'. After receiving three 'success certificates', a teacher gets a 'higher success certificate' and may be offered a financial compensation, which is calculated by referring to the core salary of the highest ranked state official. The award can be offered up to 200% of this core salary.

Other allowances related to teachers' qualifications, training and performance: They are paid depending on the language proficiency score per month .

Allowances related to family status: Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional monthly allowances. depending on the number and age of their siblings. They may receive an additional payment if their wife/husband is unemployed, it is TRY 535.17 in January 2022 and TRY 758.28 in July 2022.The family allowance paid for the child is paid for children in the 0-6 age group with a one-fold increment. For one kid, the amount is TRY 58.86 in January 2022 and TRY 83.40 in July 2022.

Other allowances: Teachers are also given an allowance for getting prepared for the school year, such as purchasing stationary and relevant items (TRY 1 325 for 2022).

School heads (tables D3.13 and D3.15)

Working overtime: School heads are paid 20 hours per month for their administrative services.

Allowances related to family status (e.g. married number of children): Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional monthly allowance depending on the number and age of their siblings. They may receive an additional payment if their wife/husband is unemployed. For one child, the amount is TRY 86.39 if younger than 72 months and TRY 43.20 if older.

Other allowances: Heads are also given an allowance for getting prepared for the school year, such as purchasing stationary and relevant items (TRY 1 325 for 2022).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: In the Turkish educational system, there are a series of dimensions that identify how salary progression is implemented. First, different pay scales are determined based on the several aspects. Second, pay increment is based on the general increase of civil servants each year. The criteria that identify salary progression are given in the next question.

Criteria for salary progression: Salary progression is based on the following criteria: 1) Years of service, 2) Generalist (classroom) teacher or field teacher (Maths, History, etc.), 3) Knowledge of a foreign language (up to three), 4.) Marital Status (in case the spouse is unemployed). These criteria (excluding 2) are valid for all levels of education.

Process to establish salaries: The increase in the salaries, for all educational levels concerned, are identified by the government to be applied to the salaries twice per year, in January and in June. The salaries are identified by a committee in which the representatives of the government and civic organisations carry out certain negotiations and collective bargaining. A referee body is also responsible for the process in case a decision cannot be taken in the negotiations. The salary increases should also be compensated in each term provided that the percentage of increase is exceeded by the annual inflation rates.

Basically, in order to update the levels of teacher salaries, there are certain mechanisms that operate. First, as years of service increase, teachers get more. Second, if they prove that they know a foreign language evidenced by YDS (Foreign Language Examination), their salaries increase. Third, in case the spouse is unemployed and they have children, their salaries increase as well. Finally, in line with the negotiations between the association of civil servants and the relevant ministries, their salaries increase in accordance with the expenses in the country.

Status of teacher: Teachers work as full-time employees and benefit from all legislative rights of the civil servants, including health care, retirement plans, holidays and alike. All teachers working in the Ministry of National Education are civil servants, and they do not have different status. However, the allowances and additional payments do not follow the same scheme as the for civil servants.

Pathways to enter the teaching profession: There are commonly two major ways to entry: 1) Candidate teachers must be a graduate of faculties of education, and they need to succeed in a high-stakes examination entitled 'Public Personnel Selection Examination', in which a field specific examination is also provided for teachers in line with their field. 2) Graduates of specific programs of faculties of sciences/letters can become a full-time teacher in the Ministry schools provided that they hold a 'Pedagogic Formation Certificate', a short-term general course on education provided by certain faculties of education. Similarly, that group of candidates need to take the Public Personal Selection Examination to be appointed to a post in state schools.

United Kingdom (England)

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The statutory salary figures reported are weighted averages of the separate geographical pay ranges: the Inner London Area, Outer London Area, the Fringe Area, and England and Wales (excluding the London Area). A fully-qualified classroom teacher who has achieved Qualified Teacher Status (QTS) is paid on the main, upper or leading practitioner pay range. The starting salary for teachers with minimum qualifications refers to a weighted average of the minimum salary points on the main pay range across all four geographical pay ranges. The salary at the top of the range for teachers with maximum qualifications refers to a weighted average of the maximum salary points on the leading practitioner pay range across all four geographic pay ranges.

Trend data on statutory and actual salaries of teachers: From 2010/11 onwards statutory salary figures are weighted averages of the separate geographical pay ranges for teachers employed in different areas: Inner London Area, Outer London Area, the Fringe Area, England (excluding London Area). Salaries are weighted by the number of all teachers in each geographical range. Prior to 2010/11 figures are for England (excluding London Area) only and therefore lower.

Data refer to maintained schools. The governing board for academies, which classify as publicly funded independent schools and make up around three-quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges. The minimum qualifications for heads/teachers do not apply to academy schools, but the vast majority of heads/ teachers will have these minimum requirements. A significant proportion of provision of ISCED 02 (66% of provision for 3-year-olds) is provided in settings other than state-funded schools. The statutory salary figures provided apply only to teachers of pupils in nursery and primary schools and do not apply to other ISCED 02 settings. Teachers of students at

ISCED 34 are employed in both schools and further education colleges. The figures are only for teachers of pupils in schools and do not apply to further education colleges. Proportion of teachers paid according to this salary range: The population of teachers used as the denominator is full-time teachers paid on the unqualified teacher, main, upper and leading practitioner pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

Notes on interpretation: Classroom teacher: The statutory salary ranges apply to classroom teachers paid as fully-qualified teachers on the main, upper and leading practitioner pay ranges. A fully-qualified classroom teacher who has achieved Qualified Teacher Status (QTS) is paid on the main, upper or leading practitioner pay range.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing board for academies, which classify as publicly funded independent schools and make up around three-quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

Sources:

- Department for Education, Schools, pupils and their characteristics, January 2021, https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics.
- Department for Education, Education provision: children under 5 years of age, January 2021, https://explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5.

Decision making authority: The top-level authority responsible for determining statutory salaries is the UK Government.

Minimum qualification to enter the teaching profession: Classroom teachers who have achieved Qualified Teacher Status (QTS) and are not employed in a leading practitioner post are paid on the main or upper range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all teachers. QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers. Assessment for QTS should enable trainee teachers to meet all the Teachers' Standards, set by the Secretary of State, across the age range of training and ensure that no trainee teacher is recommended for the award of QTS until they have met all of the Standards.

Most initial teacher training programmes leading to QTS also lead to an academic award such as the PGCE (consecutive model) or a bachelor's degree (concurrent model). The award of the academic qualification is separate from the award of QTS. It is awarded by a university or other higher education institution with degree awarding powers (DAP), which, as such, is responsible for its own awards, the conditions on which they are awarded and qualification titles.

Maximum qualification to enter the teaching profession: Classroom teachers who have achieved Qualified Teacher Status (QTS) and are employed in a leading practitioner post are paid on the leading practitioner pay range. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists. The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (STPCD 2018, p. 21nwws).

School heads (Table D3.5)

*Notes on coverage and methodology***:** The term for school heads in England is 'headteacher'. The statutory salary figures apply to school heads in maintained schools paid on Groups 1-8 of the headteacher pay ranges. Executive headteachers, that is, headteachers who are responsible for more than one school, have been excluded. The governing board for academies, which classify as publicly funded independent schools and make up around three-quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

The minimum qualifications for heads/teachers do not apply to academy schools, but the vast majority of heads/ teachers will have these minimum requirements. The statutory salary figures reported are weighted averages of the four geographical pay ranges (Inner London Area, Outer London Area, the Fringe Area, England and Wales).

A significant proportion of provision of ISCED 02 (65% of provision for 3-year-olds) is provided in settings other than schools. The salary figures provided for ISCED 02 and ISCED 1 are combined. The figures are only for school heads of pupils in nursery and primary schools and do not apply to other ISCED 02 settings.

School heads of students at ISCED 34 are employed in both schools and further education colleges. The actual salary figures provided for ISCED 24 and 34 are combined. The figures are only for schools heads of pupils in schools and do not apply to further education colleges.

Notes on interpretation: Range A (the range with the lowest minimum salaries) refers to the statutory salary figures for school heads paid on the Group 1 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of up to 1 000 (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD, p. 11-12). The minimum salary figure for Range A refers to a weighted average of the minimum salary points on the Group 1 headteacher pay range across all four geographical pay ranges. The maximum salary figure for Range A refers to a weighted average of the maximum salary points on the Group 1 headteacher pay range across all four geographical pay ranges.

Range B (the range with the highest minimum salaries) refers to the statutory salary figures for school heads paid on the Group 8 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of 17 001 and over (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD 2017, p. 11-12). The minimum salary figure for Range B refers to a weighted average of the minimum salary points on the Group 8 headteacher pay range across all four geographical pay ranges. The maximum salary figure for Range B refers to a weighted average of the maximum salary points on the Group 8 headteacher pay range across all four geographical pay ranges.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as government-dependent private schools and make up around three-quarters of secondary schools and a quarter of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges. At pre-primary level a significant proportion of provision of ISCED 02 (63% of provision for 3-year-olds) is provided in settings other than schools. The statutory salary figures provided apply only to school heads of pupils in schools and do not apply to other ISCED 02 settings. At upper secondary level school heads of students at ISCED 34 are employed in both schools and further education colleges. The statutory salary figures provided apply only to teachers of pupils in schools and do not apply to further education colleges.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on coverage and methodology for teachers: The population of teachers covered by the actual salary figures includes full-time classroom teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes teachers paid on the unqualified teacher pay range, who are following an employment-based route to Qualified Teacher Status (QTS), and teachers paid the main, upper and leading practitioner pay ranges. It includes teachers paid on all four geographical pay ranges in the framework.

Trend data on statutory and actual salaries of teachers: From 2010/11 onwards statutory salary figures are weighted averages of the separate geographical pay ranges for teachers employed in different areas: Inner London Area, Outer London Area, the Fringe Area, England (excluding London Area). Salaries are weighted by the number of all teachers in each geographical range. Prior to 2010/11 figures are for England (excluding London Area) only and therefore lower.

Notes on coverage and methodology for school heads: The population of head teachers covered by the actual salary figures includes full-time head teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes head teachers paid on the head teacher pay ranges Group 1-8. It includes teachers paid on all four geographical pay ranges in the framework. Executive headteachers, that is to say headteachers who are responsible for more than one school, have been excluded.

Notes on interpretation: Percentage of teachers with attainment at ISCED level 5 or lower/level 6/levels 7 or 8: The figures do not add up to 100% because there are a minority of teachers for whom the ISCED level is unknown.

Both maintained schools and academies are publicly funded, but whereas maintained schools classify as public schools, academies classify as publicly funded independent schools. Academies are not required to follow the statutory pay ranges for maintained schools. Both maintained schools and academies are included in the actual salary figures.

ISCED 02 and ISCED 1: The actual salary figures provided for ISCED 02 and ISCED 1 are combined. A significant proportion of provision of ISCED 02 is provided in settings other than schools. The figures are only for teachers of pupils in nurseries and primary schools and do not apply to other ISCED 02 settings.

ISCED 24 and 34: The actual salary figures provided for ISCED 24 and 34 are combined. A significant proportion of provision at ISCED 34 is provided in further education colleges, including sixth form colleges. The figures are only for teachers of pupils in schools and do not apply to further education colleges.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Notes on interpretation: The framework for pay, which is set at central level and published in the School Teachers' Pay and Conditions Document (STPCD), allows for an allowance to be awarded for an additional responsibility which has the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. Such allowances are called “teaching and learning responsibility” payments (TLR). TLRs are not subject to the geographical variations that apply to statutory salary ranges.

Before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that: is focused on teaching and learning; requires the exercise of a teacher’s professional skills and judgement; requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils and involves leading, developing and enhancing the teaching practice of other staff.

The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

- First teaching and learning responsibility (TLR1): May be awarded when a teacher takes on "sustained additional responsibility" that "includes line management responsibility for a significant number of people" (STPCD 2018, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR1 must be no less than GBP 7 853 and no greater than GBP 13 288.
- Second teaching and learning responsibility payment (TLR2): May be awarded when a teacher takes on "sustained additional responsibility" that does not include line management duties for a significant number of people (STPCD 2018, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR2 must be no less than GBP 2 721 and no greater than GBP 6 646.
- Third teaching and learning responsibility payment (TLR3): May be awarded when a teacher takes on "additional responsibility” for "clearly time-limited school improvement projects or one-off externally driven responsibilities" (STPCD 2018, p. 25-26). Although a teacher cannot hold a TLR1 and a TLR2

concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3. The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value must be no less than GBP 540 and no greater than GBP 2 683.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The framework for pay allows for additional payments to be made for 'participation in out-of-school hours learning activity agreed between the teacher and the headteacher'. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to students counselling: The relevant body (the school's governing body or local authority) determines whether to award a TLR for students counselling and its level. See above for types and amounts.

Allowances related to engaging in extracurricular activities: Participation in out-of-school hours learning activity agreed between the teacher and the headteacher can be awarded as an (occasional) additional payment. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level. If a TLR is awarded, the payment is regular (see above).

Allowances related to special tasks: Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school' can be awarded as an (occasional) additional payment. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The relevant body (the school's governing body or local authority) determines whether to award a TLR for participating in mentoring programmes and supporting new teachers and its level. See above for types and amounts.

Allowances related to other tasks and responsibilities of teachers: The framework for pay which is set at central level, allows for payments for residential duties to be made. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to further formal qualifications: When determining the salary for a post, the relevant body (the school's governing body or local authority) has discretion to take into account a range of factors, including the level of qualifications, skills and experience required.

Allowances related to successful completion of (continuing) professional development activities: When determining the salary for a post, the relevant body (the school's governing body or local authority) has discretion to take into account a range of factors including the level of qualifications, skills and experience required.

Allowances related to outstanding performance in teaching: The framework for pay, which is set at central level, determines the minimum and maximum for each pay range and requires that all progression is linked to performance. The relevant body (the school's governing body or local authority) determines the number and distribution of pay points within each range, and the range and level of evidence used to judge performance.

Allowances related to teaching students with special educational needs (in mainstream classes): The framework for pay allows for teaching pupils with special educational needs to be included in a teacher’s normal duties. A SEN allowance may be awarded to a mainstream classroom teacher: in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN; who teaches pupils in one or more designated special classes or units in a school; in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post: that involves a substantial element of working directly with children with SEN; that requires the exercise of a teacher’s professional skills and judgement in the teaching of children with SEN; and has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service. Where the criteria are met, the relevant body must award the allowance. The relevant body (the school's governing body or local authority) determines the value of the allowance in accordance with its pay policy. The annual value must be no less than GBP 2 149 and no greater than GBP 4 242.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): There are separate geographical pay ranges for teachers employed in different areas: Inner London Area, Outer London Area, the Fringe Area, England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England.

Other allowances: The framework for pay allows for payments to be made as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

School heads (tables D3.13 and D3.15)

Notes on interpretation: The structure of the salary framework for school heads, which consist of ranges for eight headteacher groups, is designed to enable the governing board to take account of the responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. There are no separate allowances or additional payments other than separate geographical pay ranges for headteachers employed in different areas: Inner London Area; Outer London Area; the Fringe Area; England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England.

Allowances related to teaching in a disadvantaged, remote or high-cost area: There are separate geographical pay ranges for teachers employed in different areas: Inner London Area, Outer London Area, the Fringe Area, England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: The same pay framework applies to all school teachers employed to teach all phases of education. Salary progression is implemented by pay increments through the pay ranges. The relevant body (the governing board or local authority) must adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews.

Academies (government-dependent private schools) are not required to follow the national pay ranges set out in the STPCD. However, many do, as academy budgets are comparable with those in maintained schools and because staff employed by a maintained school who transfer to an academy if the school converts are entitled to retain their original terms and conditions under the Transfer of Undertakings (Protection of Employment) Regulations 2006.

Criteria for salary progression: The criteria for salary progression through the main and upper pay ranges are based on performance. The relevant body (the school's governing body or local authority) must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

The School Teachers' Pay and Conditions Document (STPCD) 2018 outlines the criteria for progression: the relevant body must decide how pay progression will be determined, subject to the following:

- The decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school's appraisal arrangements in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012;
- A recommendation on pay must be made in writing as part of the teacher's appraisal report, and in making its decision the relevant body must have regard to this recommendation;
- Pay decisions must be clearly attributable to the performance of the teacher in question;
- Continued good performance as defined by an individual school's pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;

The relevant body must set out clearly in the school’s pay policy how pay progression will be determined (p. 23-24).

Teachers paid on the main range may apply to be paid on the upper pay range. Applications are assessed against the following criteria:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained (p. 21).

The leading practitioner pay range is for teachers employed in posts which have the primary purpose of modelling and leading improvement of teaching skills, although there are no statutory national criteria for appointment to such posts. The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (p. 21).

Process to establish salaries: Minimum and maximum values for teachers' pay ranges in maintained schools are determined annually by the Secretary of State for Education, taking into account the recommendations of the School Teachers' Review Body's (STRB) annual report. The salary ranges and guidance on their application are published in the School Teachers' Pay and Conditions Document (STPCD). There are four separate geographical pay ranges for teachers employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales.

Status of teacher: Teachers are not civil servants. The same general employment law applies to all teachers.

Pathways to enter the teaching profession: There are various pathways to enter the teaching profession. There are higher education institutions (HEI)-led training routes and there are school institution-led training routes. The HEI-led training routes are split into undergraduate (concurrent) programmes and postgraduate (consecutive) programmes. The school institution-led training routes are split into school-centred initial teacher training (SCITT) programmes, School Direct Training Programmes (salaried and non-salaried) and the Teach First (salaried) programme.

A fully-qualified teacher, having achieving Qualified Teacher Status (QTS) via a HEI-led training route or a non-salaried school institution-led training route, is paid on the main pay range. An unqualified teacher employed on an employment-based teacher training scheme following a route to Qualified Teacher Status (QTS), via a salaried school institution-led training route, is paid on the unqualified teacher pay range.

United Kingdom (Scotland)

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1). SNCT is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. Data was cross-checked with Scottish Government officials responsible for the Scottish Negotiating Committee for Teachers and Early Learning and Childcare. Teachers' statutory salaries refer to the main grade scale. As of April 2020, the starting salary is GBP 32 994 and goes to GBP 41 412 after 5 years.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: School teachers receive holiday pay.

Notes on interpretation: Comments on qualifications of teachers: "Pre-primary" is interpreted as Early Learning and Childcare (see http://www.gov.scot/Topics/People/Young-People/early-years/parenting-early-learning/childcare). "Entry to the teaching profession" is interpreted as having met the Standard for Full

Registration, before which teachers will have met the Standard for Provisional Registration (see http://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx.

All teachers need a graduate degree or equivalent plus a teaching qualification to gain Qualified Teacher Status. Teaching qualifications include undergraduate degrees (BEd, BA, BSc; ISCED 6) and postgraduate qualifications (PGDE; ISCED 7). The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of initial teacher education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers.

Comments on social benefits of teachers: Teachers occupational pensions are different from other workers. However, social security arrangements are standard for all workers (both public and private sectors). The quoted salaries are gross salaries.

School heads (Table D3.5)

Notes on coverage and methodology: In "pre-primary" (Early Learning and Childcare) settings, "school head" is interpreted as manager of day-care services. Statutory salaries of school heads refer to the Headteacher and Deputy Headteacher Spine.

Statutory salaries include the additional payments that all school heads receive on top of their base salaries: School heads receive holiday pay.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on methodology for teachers: Main grade (i.e. classroom) teacher pay scales in Scotland are essentially based purely on length of service. The single reported value for all levels of education should be considered the best available estimate and should represent a reasonable approximation of average salary in each level of education. Figure includes only main grade teachers, who have successfully completed their probation period and attained the Standard for Full Registration (SFR). Some financial incentives can be offered to specific (not all) teachers (e.g. to encourage them to teach in rural areas) are not captured in the data.

Notes on methodology for school heads: Salaries are annual gross figures, covering heads across all types of schools (primary, secondary etc). They are collected via a survey with a 100% submission rate and represent the average salary of 1 FTE headteacher (i.e. they measure FTE rather than headcounts). The survey is conducted once per year, with final response dates in November (e.g. the data here is from the Winter 2021 survey).

Notes on interpretation for teachers and school heads: Data covers all teachers and school heads including those under 25 and over 65, as the data does not distinguish between the age of teachers.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14)

Allowances related to teaching in a disadvantaged, remote or high-cost area: The Remote Schools Allowance from 1 April 2021 is GBP 1 614 per annum for payments in accordance with paragraph 1.3(a) and GBP 3 024 per annum for payments in accordance with paragraph 1.3(b). The Distant Islands Allowance from 1 October 2020 is GBP 2 265 per annum. http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5_Annex_A.

School heads (tables D3.13 and D3.15)

Other allowances related to other tasks and responsibilities as school heads (not to teaching duties): Where a headteacher or depute headteacher resides at a residential special school, or in such close proximity that they

can undertake immediate action in respect of management and supervisory tasks arising outside teaching hours, and responsibility for such tasks is an accepted part of the duties of the post, the salary for the post will be increased by GBP 20 985 for a headteacher and GBP 16 911 for a depute headteacher per annum from 1 January 2022.

Allowances related to working conditions

School in a disadvantaged, remote or high-cost area (location allowance): Where a headteacher or depute headteacher resides at a residential special school, or in such close proximity that they can undertake immediate action in respect of management and supervisory tasks arising outside of teaching hours, and responsibility for such tasks is an accepted part of the duties of the post, the salary for the post will be increased by GBP 20 529 for a headteacher and GBP 16 542 for a deputy headteacher per annum from 1 April 2019.

Allowances related to teaching in a disadvantaged, remote or high-cost area: The Remote Schools Allowance from 1 April 2019 is GBP 1 614 per annum for payments in accordance with paragraph 1.3(a) and GBP 3 024 per annum for payments in accordance with paragraph 1.3(b).

The Distant Islands Allowance from 1 October 2019 is GBP 2 265 per annum.

Explanatory notes: Where a teacher is employed in a remote school the council will pay, in addition to the teacher's normal salary, the remote school allowance and/or the Distant Island allowance as stipulated by the SNCT (http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5).

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale, which is structured in 6 levels (incremental points from 0 to 5).

Criteria for salary progression: All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale. Teachers during their probationary period are placed on Point 0 of the Main Grade Scale. Following full registration with the General Teaching Council for Scotland (GTCS) teachers are moved on to Point 1 of the Main Grade Scale or to a higher point if additional salary points are awarded. Progression along the salary scale is commensurate with qualifying periods of teaching service, which comprises 26 weeks or more of teaching service obtained within a salary year. A salary point is awarded for each qualifying period of teaching service. The process is repeated, as necessary, for any remaining salary years in the teacher's record of service. The chartered teacher programme has been discontinued and personal pay protection applies to those on that spine.

Process to establish salaries: The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1). The SNCT is a tripartite body comprising teacher's representatives, representatives of the Scottish Government and local authority representatives drawn from the Convention of Scottish Local Authorities (COSLA). The Teachers' Side of the SNCT has 11 seats which are determined annually by recognised unions and which are based on union membership size. All teacher salaries are set according to the National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals.

Status of teacher: Teachers are not civil servants. They are employed as teachers by Local Authorities. All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale.

Pathways to enter the teaching profession: The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of initial teacher education who is seeking provisional registration with

the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers.

United States

Statutory salaries of teachers and school heads

Teachers (tables D3.1 and D3.7)

Notes on coverage and methodology: Data for this survey come from a nationally representative sample survey of schools, teachers, and principals from 2020-21 inflated to 2021-22 constant dollars using the Consumer Price Index (CPI). In the United States, most teacher compensation issues are decided at the school district level. However, 17 of 50 states currently make use of state-wide teacher salary schedules to guarantee some level of minimum pay for teachers based on qualifications and years of experience. For more detailed information on state teacher salary schedules, please see this policy analysis written by the Education Commission of the States: http://www.ecs.org/ec-content/uploads/State-Teacher-Salary-Schedules-1.pdf.

The methodology for weighting departmentalised teachers differs between 2000 data and data for 2005-2013. Beginning in 2004, teachers were asked to indicate a grade level for each period taught and they were weighted using the grade for each period/class taught and counting the number of classes taught in each education level and using this to adjust the ISCED level weights. In 2000, teachers were not asked to specify grade levels for each period taught, so a question is used which asked teachers to indicate, overall, whether they taught students in each grade level. Each grade teachers indicated they taught was weighted equally to distributed teachers into ISCED levels for 2000.

Teachers' salaries are decided at the local level and vary across local areas and states. Data for this survey come from a nationally representative sample survey of schools, teachers, and principals (National Teacher and Principal Survey 2017-18) inflated to 2020-21 constant dollars using the Consumer Price Index (CPI). The National Teacher and Principal Survey (NTPS) is administered every two to three years. Fluctuations between years in teacher and school head salaries presented in EAG may be particularly notable in years when estimates have been updated with new NTPS source data. Data on statutory salaries are reported for median salaries based on teacher's reported base salaries.

Data on starting teachers are based on the median salary amounts earned by teachers with two or fewer years of teaching experience, in order to have larger sample sizes and more robust estimates. Across all ISCED levels, this represents about 10% of the teacher sample. In order to have larger sample sizes and more robust estimates, data on 10 years of teaching experience are based on the median salary amounts of teachers with 9, 10, and 11, years of teaching experience. Similarly, data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15, or 16 years of teaching experience. Data on teachers at the top of the salary scale are based on the median salary amounts earned by teachers with 30 or more years of teaching experience.

Notes on interpretation: Comments on qualifications of teachers: The award given to teachers at the end of their initial teacher education, (typically) a bachelor's degree, is not the same as the most prevalent qualification (for most ISCED levels and data years) but as the minimum qualification.

Data on salaries of teachers with most prevalent qualifications at the level of education are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at each ISCED level (not necessarily the majority; but the most common qualification). For EAG 2023, the most prevalent qualification for pre-primary teachers was a bachelor's degree; for primary, lower secondary and upper secondary teachers the most prevalent qualification was a master's degree. Data on salaries of teachers with most prevalent qualifications at different points in teachers' careers are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at the career point at each ISCED level (not necessarily

the majority; but the most common qualification). For EAG 2023, the most prevalent qualification for starting teachers was a bachelor's degree at all ISCED levels; the most prevalent qualification of teachers with 10 or 15 years of experience or at the top of the salary range was a master's degree.

Note that the methodology for minimum and most prevalent qualification was revised for some categories in 2015 and this should be considered when comparing EAG estimates to data previously published before 2015.

Comment teachers' salaries: Teachers' salaries at the pre-primary level only includes pre-primary teachers in schools which have at least one grade above the pre-primary level; thus, teachers who teach in stand-alone pre-primary institutions are not included and these data are not representative of all pre-primary teachers in public institutions.

Teacher base salary does include employee contributions to the federal social security system which are withheld from employee wages throughout the year. This is true for all employees in the United States.

School heads (Table D3.5)

Notes on coverage and methodology: Data for this survey come from a nationally representative sample survey of schools, teachers, and principals from 2020-21 inflated to 2021-22 constant dollars using the Consumer Price Index (CPI). In the United States, school heads' salary and compensation are decided at the local level and vary by school district and state. There is no national salary scale in the United States. Data on statutory salaries are reported for median salaries based on school head's reported base salaries.

For salaries of school heads with minimum qualifications: Minimum salary refers to the most prevalent qualification (master's degree) with two or fewer years of experience and maximum salary refers to the most prevalent qualification (master's degree) with 15 or more years' experience. For salaries of school heads with maximum qualifications: Minimum salary refers to the most prevalent qualification (master's degree) with two or fewer years of experience and maximum salary refers to the highest qualification (education specialist or doctoral degree) with 15 or more years' experience.

Actual salaries of teachers and school heads

Teachers and school heads (Tables D3.3, D3.4, D3.6 and D3.8)

Notes on methodology and interpretation: Data for this survey come from a nationally representative sample survey of schools, teachers, and principals from 2020-21 inflated to 2021-22 constant dollars using the Consumer Price Index (CPI). Data reported for actual salaries of teachers include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. Data reported for actual salaries of school heads are the same as reported for statutory salaries – median salaries based on school head's reported base salaries – but include only salaries of school heads ages 25 to 64.

Please note that other combinations of earnings are also possible with the inclusion of pay from teaching summer school, non-teaching jobs at school during the summer, and non-school jobs.

Criteria and decision level for various types of salary payments for teachers and school heads

Teachers (tables D3.10, D3.11, D3.13 and D3.14) and **School heads** (tables D3.13 and D3.15)

Applicable to all criteria: Teachers' salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States; the USA reports median base salaries instead of statutory salaries. A distinction cannot be made between tasks for which teachers may acquire additional payments beyond their base salary and those tasks which are considered required for their base salary.

Metadata on teachers and school heads and their compensation system (in public institutions)

Teachers

Structure of the compensation system: Salary decisions are made at the school, district, and/or state level.

Criteria for salary progression: Salary decisions are made at the school, district, and/or state level.

Process to establish salaries: Salary decisions are made at the school, district, and/or state level.

Status of teacher: In the United States, public school teachers are civil servants.

Pathways to enter the teaching profession: In the United States, teachers' must meet education and licensing/certification requirements that vary by state. In 2020-21, 90% of U.S. teachers held a regular certification, 8% held another type of certification (probationary; provisional or temporary; or waiver or emergency certification), and 2% held no certification. U.S. teachers can enter the teaching profession through higher education programs or through an alternative route to certification program, which are programs that are designed to expedite the transition of nonteachers to a teaching career (for example, a state, district, or university alternative route to certification program). The United States cannot provide detailed information on national policies on alternative pathway/routes to the teaching profession, as such policies are set by individual states.

Indicator D4. How much time do teachers and school heads spend teaching and working?

This indicator was not included in *Education at a Glance 2023*.

Indicator D5. Who are the teachers?

This indicator was not included in Education at a Glance 2023. Please see information for this indicator in section *Indicator D8.*

Indicator D6. What assessments and examinations of students are in place?

Methodology

Percentage of students exempted from taking the assessment (Table D6.1 column 28) and percentage of students exempted from taking the examination (Table D6.2 column 26) were optional questions. Therefore "missing" response in these columns refer to cases where reliable data is not available at the national level, or the data provider decided not to provide data.

Interpretation

The data on national/central assessments and examinations was collected by grades (or a group of grades, if the grade assessed varies each round). Figure X3.D6.1 provides a visual overview of the organisation of national/central assessments and examinations by grade.

Source

The indicator draws on data from the 2022 OECD-INES-NESLI survey on examinations and assessments of students and refer to the school year 2022/23 (or 2023). Sources for these data are displayed in Table X3.D6.1.

Notes on specific countries

Australia

National/central assessments

Notes on interpretation:

- The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for Years 3, 5, 7 and 9.
- The National Assessment Program – Science Literacy (NAP–SL), Civics and Citizenship (NAP-CC) and Information and Communication Technology Literacy (NAP–ICTL) are sample assessments for Year 6 and Year 10 students. Each NAP sample assessment is conducted on a rolling 3-yearly basis and each of the three subjects is established in the different year. NAP sample assessments began in 2003 with science literacy (NAP–SL), followed by civics and citizenship (NAP-CC) in 2004 and information and communication technology literacy (NAP–ICTL) in 2005.

Main purposes of the assessments: Other purpose of NAP sample assessments refers to providing an accurate picture of the performance of students in each of respective areas in each state and territory.

Locus of authority at which the assessments are devised/developed: Central agency refers to the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Requirement for educational institutions to administer the assessments: Schools selected to participate in the NAP sample assessments are chosen via a scientific representative selection process. ACARA employs contractors to select the sample of schools to participate each relevant year. The sample selection process is designed in such a way that ensures there is adequate representation of the states and territories as well as government, Catholic and independent schools. Only around 13 000–14 000 students across Australia participate in sample assessments each year.

Students exempted from taking the assessments:

- NAPLAN: Exemption may be suitable for some students with disability and for some students with a language background other than English. In both cases, schools need to discuss the proposed exemption with the student's parent/carer and gain their permission prior to testing.

- NAP sample assessments: Exemption does not apply on the sample-based assessments.

Subject areas tested in the assessments: Computer adaptive testing technology is used in NAPLAN for reading and conventions of language testing (reported as reading, writing and literature).

How the results of the assessments are shared:

- NAPLAN: Individual student has his/her own report (NAPLAN student report), which can help parents, teachers and schools to understand each student's performance. Due to privacy reason, the individual student result is not publicly available. The NAPLAN National Report shows how students have progressed in the important areas of literacy and numeracy across the years of schooling. The report includes results at each year level and domain by state/territory, and at the national level, by gender, indigenous status, language background other than English status, parental occupation, parental education, and remoteness.
- NAP sample assessments: Individual student reports are not provided for students who participate in NAP sample assessments. However, schools that administered the assessment receive reports summarising the results of their students. A national public report describing overall student achievement in the sample assessments is also published.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: For both NAPLAN and NAP sample assessments, students' results are compared against national average, and compared by sex, jurisdictions, Indigenous status, remoteness, student background and parent background.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools:
  - NAPLAN: The production of league tables/ranking of schools is against the terms of use of the website (My School website) which has been endorsed by Education Ministers Meeting.
  - NAP sample assessments: No individual schools or students are identified in these reports.

Extent to which the assessments are used on schools and teachers:

- Provision of another financial reward or sanction: Change in the response compared to the 2015 data is related to continued improvement of the assessment/examination program not the teacher's teaching skills, which are more appropriately addressed through professional development approaches taken by the schools as employers.

National/central examinations

Notes on interpretation: In Australia, each state or territory has its own name of central (state-level) examinations and requirements for Year 12 students (final year) to enter tertiary education. The Australian Curriculum, Assessment and Reporting Authority website has information on Year 12 exams in each jurisdiction (link).

Extent the examinations are used for:

- Formative purposes: Most of these examinations occur at the end of upper secondary education. As a result, not all schools would use the examination for formative purposes, and it is not a mandatory requirement. However, there might be a few schools use for formative purposes.
- Summative purposes: The examinations occur at the end of upper secondary education in which the students demonstrate what they have learnt.

Students exempted from taking the examinations: No data can be provided at the national level.

Subject areas tested in the examinations: The subject area a student will take is varied dependent on university/tertiary institution's entry requirements. In addition, the subjects covered in examinations depend on the subjects offered by each school and the subjects that students choose to study.

How the results of the examinations are shared: It is difficult to report at the national level.

Extent to which the examinations are used on schools and teachers: Items on evaluation activities are out of scope of the Australian examination system.

Other forms or measures of evaluation and assessment of students

Schools produce the student report for each student to inform parents about their children's learning against Australian curriculum. The report includes student attendance, the outcomes assessed for each key learning area, student's social development and commitment to learning and so on.

Austria

National/central assessments

Notes on interpretation: A new instrument *individuelle Kompetenzmessung PLUS* (iKM PLUS) has been introduced in 2022. It tests Grades 3, 4, 7 and 8. Previously, *Bildungsstandardsüberprüfung* (BIST-Ü) tested only Grades 4 and 8.

Main purposes of the assessments: Active engagement of students in their own learning process is achieved through formative feedback to students. Other purpose refers to system-level monitoring and quality development.

Extent the assessments are used for:

- Formative purposes: Annual data and reports exclusively serve formative purposes.
- Summative purposes: Summative purposes are fulfilled mainly by triennial "system-reports".

Locus of authority at which the assessments are devised/developed: Central agency refers to *Institut des Bundes für Qualitätssicherung im österreichischen Schulwesen* (IQS).

Students exempted from taking the assessments: Examples of exempted students from taking the compulsory assessment modules are those with special needs or with insufficient language proficiency.

Locus of authority at which the assessments are graded/marked: Central agency refers to *Institut des Bundes für Qualitätssicherung im österreichischen Schulwesen* (IQS).

Subject areas tested in the assessments:

- Mathematics, German Reading and English Receptive Skills (reported as Other languages) are the three compulsory modules conducted each year at lower secondary level (Grades 7 and 8).
- Natural sciences: At lower secondary level, three assessment modules in the subject area of natural sciences (biology, physics and chemistry) are offered every year, but on a voluntary basis.
- Changes compare to the 2015 data: In BIST-Ü reported for the school year 2014/15, reading, writing and literature, mathematics and other languages were assessed in rotational basis, and natural sciences were not included in the scope. Computer-based technology was not used in the assessment then. Reports were only available every four to five years depending on subject area, the reporting scheme is now considerably densified.

How the results of the assessments are shared: Results aggregated by schools are shared with school administrators every year. In addition, results aggregated by local authority, by region and by state are shared with school administrators every three years. Results aggregated at regional and state level are shared with wider public every three years. Results are shared with parents in iKM PLUS (results were not shared with them in BIST-Ü reported in 2015).

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are compared against the national average and shown by gender and language. The triennial reports will also entail a comparison based on the school's socio-economic variables.

- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: There are legal precautions.

National/central examinations

Notes on interpretation: The responses refer to the Standardised Matriculation Exam for Grade 12 students in academic secondary schools. Additional information on the Standardised Matriculation Exam can be found on the website of the Federal Ministry of Education, Science and Research (link).

Locus of authority at which the examinations are devised/developed: The Federal Ministry of Education, Science and Research devises/develops the examination in the school year 2022/23. In the school year 2014/15 (the previous round of data collection), it was the responsibility of the central agency called the Federal Institute of Educational Research, Innovation and Development.

Students exempted from taking the examinations: Exemption does not apply.

Mechanisms to ensure reliability of marking the examinations across students: There are Assessment Scales for German exam as well as foreign languages (English, French or Spanish). There are correction guidelines for Latin, Greek and Mathematics.

Subject areas tested in the examinations:

- Other languages: Students are required to choose at least one foreign language (English, French, Italian or Spanish).
- Other subjects refer to Latin and Classical Greek.

How the results of the examinations are shared: Reports for the media are available from Statistics Austria. This was not the case in the school year 2014/15.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: Results are compared against the national average. In addition, the average results of the nine provinces are compared (this was not the case in the school year 2014/15).

Belgium (Flemish Community)

National/central assessments

Notes on interpretation: There are no high-stakes central examinations at the end of upper secondary education in the Flemish Community of Belgium. Because of the constitutional freedom of education, schools are free to organise education based on their (non-)confessional principles and specific pedagogical/educational ideals. This entails a right to choose pedagogical methods and to design their own curriculum. To qualify for funding from the government, curricula must be in accordance with established criteria, which are attainment targets and developmental goals that respect schools' autonomy.

In line with this autonomy, throughout secondary education, the class council of a school deliberates at the end of each school year to decide on whether or not a pupil passes. At the end of pupils' school trajectories, the school issues certificates and diplomas based on students' achievements. Upper secondary education diplomas are recognised by the labour market and allow pupils unrestricted access to higher education throughout Belgium as well as abroad.

The data in Indicator D6 refer to the school year 2021/22 (and not the school year 2022/23) because the Flemish Community is currently introducing a central assessment system, the Flemish tests (*Vlaamse toetsen*). The Flemish tests will be implemented in the school year 2023/24 in primary and secondary schools. The Flemish tests are standardised tests, with the primary aim of supporting the internal quality assurance of schools and thus helping to strengthen educational quality. They are instruments in the context of monitoring learning

outcomes and measuring learning gains, generating knowledge that in turn contributes to supporting the internal quality assurance system of schools, external quality control by the inspectorate, the support to schools by educational guidance services and monitoring the attainment of educational objectives by pupils at system level. These central assessments are digital tests in mathematics and Dutch (reading comprehension and writing) and will be compulsory for all students in Grades 4, 6, 8 and 12.

The responses apply to both public institutions and government-dependent private institutions.

Periodicity of the assessments: At secondary level, the Flemish Government determine every year which learning domain or subject should be assessed and at the end of which stage of secondary education. The assessment can be held at the end of the first stage (Grade 8), the second stage (Grade 10) and/or the third stage (Grade 12). There has been no fixed alternation between these grades. Therefore, there are annual assessments in secondary education, but it may be administered either at lower secondary level or upper secondary level.

Main purposes of the assessments: The main goal of the assessments is to monitor students' performances at the system level. For the purpose of evaluating school performance, schools receive feedback which intends to assist schools to develop internal quality assurance.

Extent the assessments are used for:

- Formative purposes: After the assessments have taken place and the results have been graded and analysed, the research team commissioned by the Flemish Community presents the system-level findings and conclusions at a public event. This presentation is followed by an expert panel and a discussion of best practices.
- Summative purposes: The system-level results are used to examine trends. At the school level, it is not known whether schools use their results for summative purposes.

Level of government at which the assessments are standardised: In Belgium, there is no national level authority for education. The highest level of authority (central level) for education in the Flemish Community is the state level.

Locus of authority at which the assessments are devised/developed: Other entity refers to the research team commissioned by the Flemish Community. The current (2018-2023) policy research centre for test development and assessments (STEP) is an inter-university co-operation between the KU Leuven and the University of Antwerp. When the learning or subject domain of assessment is determined, STEP delineates, in consultation with the government, the final assessment goals and the means of assessment (i.e. written or practical). The tests are then created and further developed by means of pilot studies, expert panels, and finally, a large-scale calibration study. A group of experts from the educational field determines the pass limit for each test.

Requirement for educational institutions to administer the assessments: The samples for the national assessments are determined by the policy research centre for test development and assessments (STEP). The goal is to obtain representative samples based on relevant background characteristics for the Flemish Community. Though administration of the assessments is not compulsory for both public institutions and government-dependent private institutions, attrition rates are generally very low.

Students exempted from taking the assessments: The percentage of students exempted among the sampled students is less than 5%. Exemption can be applied to students with insufficient Dutch language proficiency, some groups of students with special educational needs or students with formal declaration from their parents that they do not want their child(ren) to participate in the assessment (or students aged 16 or over who formally declare that they do not want to participate in the assessment).

Subject areas tested in the assessments:

- Other subjects refer to “acquiring and processing information” (*informatieverwerving en -verwerking*) at primary and lower secondary levels and to “critical thinking and media literacy” (*kritisch denken en mediawijsheid*) at upper secondary level.

- Items on well-being and school climate serve as background information and are used to provide context to the overall results.
- Frequency (other than well-being and school climate): The interval between subsequent assessments is not determined *a priori* (i.e. the assessments do not follow a pre-determined cycle). Each year, the Flemish government determines which learning or subject domain at which grade should be assessed. The interval has been one of the factors in deciding the subject.
- Students tested (other than well-being and school climate): The policy research centre for test development and assessments (STEP) determines the target population within a school. The school then decides whether or not the assigned target population will participate in the national assessment.

How the results of the assessments are shared: Results publicly shared are results aggregated at the system level (reported as country/state level), not by school level. Only the participating schools receive the results for their own schools. School-specific results are never shared with anyone outside of the school. The responses concerning school administrators refers to the information shared directly with school administrations, not publicly shared information.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: At primary and secondary levels, results are compared against the national average and are reported by student characteristics. Only at secondary levels, results are also reported by school characteristics.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The Flemish Government does not gain access to results on the school level.

Extent to which the assessments are used on schools and teachers: The assessments are low-stake, formative tests that are used for system-level monitoring. The test results have no impact on individual schools, teachers or students. The Flemish Government and the Education Inspectorate do not have access to information at the school level, thus evaluation of school performance by the authorities is technically impossible.

National/central examinations

Notes on interpretation: See Notes on interpretation for *National/central assessments*.

Other forms or measures of evaluation and assessment of students

The educational umbrella organisations offer tests to their schools. The umbrella of Catholic schools offers tests in Grades 4 and 6 in Dutch and mathematics. The umbrella of public municipality/city/province schools offers tests in Grade 6 in all domains for which attainment targets exist. These are also often taken by public Community schools. Though none of these tests are compulsory, the share of participating schools is high.

Belgium (French Community)

National/central assessments

Periodicity of the assessments: The assessments (*les évaluations externes non certificatives*) are organised based on a three-year cycle. See Article 8 (§1 for primary level and §2 for secondary level) of the Decree (*Décret relatif à l'évaluation externe des acquis des élèves de l'enseignement obligatoire du 02-06-2006*; link).

School year the assessments were last administered: In October 2022, Grades 3 and 5 (*les élèves de 3° et 5° primaire*) and Grade 11 (*les élèves de 5° secondaire*) were tested in Mathematics. In September 2021, Grade 10 (*les élèves de 4° secondaire*) were tested in reading and writing.

Main purposes of the assessments: Formative feedback based on the results of their child are provided to parents through individual student report.

Level of government at which the assessments are standardised: In Belgium, there is no national level authority for education. The highest level of authority (central level) for education in the French Community is the state level.

Students exempted from taking the assessments: At primary level, there are four out of 1 833 schools that could request an exemption, by virtue of obtaining a derogation from the standards in force. However, this possibility was never exploited.

Mechanisms to ensure reliability of marking the assessments across students: A correction guide is distributed, which includes both rubrics and exemplars.

Subject areas tested in the assessments:

- Frequency:
  - At primary level, Grades 3 and 5 are evaluated in three areas of study on a rotational basis (i.e. every three years): French, mathematics and either natural sciences or social studies (history). The assessment of other languages at primary level (Grade 3) was a one-time assessment that was not integrated into the regulations.
  - At secondary level, either Grade 10 or 11 are evaluated in three areas of study on a rotational basis (i.e. every three years): French, mathematics and natural sciences. In addition, the assessment of reading proficiency is organised for students in Grade 10 at least once during the three-year cycle. Also, modern foreign language (the first foreign language each student chooses to study: Dutch, English or German) is evaluated every three years.
- Computer-based technology used: Currently, computer-based uniform technology (online) testing is implemented for mathematics assessments at secondary level. This will be expanded to the assessments in other subject areas and for other grades.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: Results are compared by socio-economic index.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The results from the assessments do not allow any classification between the schools and is forbidden to be mentioned for the purposes of advertising or competition.

Extent to which the assessments are used on schools and teachers: The results from the assessments may be used by some schools to evaluate school performance.

National/central examinations

Level of government at which the examinations are standardised: In Belgium, there is no national level authority for education. The highest level of authority (central level) for education in the French Community is the state level.

Mechanisms to ensure reliability of marking the examinations across students: Marking guidelines are used.

Subject areas tested in the examinations:

- Reference standards: It refers to the competency frameworks that set the evaluation criteria, and not the programs specific to the education networks.
- Other languages: Students at the end of lower secondary are all tested in the language they chose as their first foreign language (Dutch, English or German).

Features used when reporting the results of the examinations:

- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The results from the examinations do not allow any classification between the schools and is forbidden to be mentioned for the purposes of advertising or competition.

Bulgaria

National/central assessments

Notes on interpretation: Additional information on the national assessments can be found on the following links (link1, link2, link3). The information includes objectives of the assessment, learning content, type and duration of the exam, types of tasks, example tasks and questions, method of assessment, archive of past school years and dates of the assessments (calendar timetable).

School year the assessments were first established: On 16-18 June 2015, a trial national online external assessment of the digital competences of students in Grade 10 was held. Total of 1 001 students from 15 schools took part in the assessment. Since 2016, it is conducted across the country.

Main purposes of the assessments: The outcomes from the national assessments include up-to-date data on the state of the education system and the ability to follow trends and apply control mechanisms in order to improve the implemented policies; objective assessment of teachers' work based on student results; and real data on student preparation. Also the assessments are used to grant student access to selective lower or upper secondary schools and to monitor the educational process.

Extent the assessments are used for:

- Formative purposes: One of the objectives of the national assessments is the monitoring of the educational process for the implementation of policies and measures aimed at improving the quality of education.
- Summative purposes: The main purpose of the national assessments is to establish the degree of achievement of the expected learning outcomes defined in the state educational standard for general education.

Locus of authority at which the assessments are devised/developed: The national assessments refer to the goals of the state educational standards. The tasks are compiled by experts in the relevant subject from the Ministry of Education and experts from the specialised service unit and/or teachers, professors in higher schools and/or scientific organisations.

Students exempted from taking the assessments: Students who study in the evening, part-time, distance or dual form of education do not participate in the national assessments. Students with special educational needs, who are trained in individual programs, can participate in the national assessments at the discretion of the school support team for personal development after discussion with their parents.

Locus of authority at which the assessments are graded/marked: Papers are evaluated by regional committees that are created for each national external evaluation exam. The committees include teachers of the relevant subject. The commission's work is organised and supervised by an expert from the Regional Department of Education. The evaluation is carried out in accordance with the specific evaluation rules approved by order of the Minister of Education. Examination papers of students from all over the country are distributed for assessment among the regional committees in the country on a random basis. Each paper is checked and evaluated individually by two assessors, and the assessors of the same exam paper may be members of different regional commissions.

Subject areas tested in the assessments:

- Reading, writing and literature: Other types of tasks refer to dictation, text creation and text editing in Grade 4 (primary level), text creation by topic in Grade 7 (lower secondary level) and text editing in Grade 10 (upper secondary level).
- Other languages: National external assessment in foreign language in Grades 7 and 10 are not compulsory for all students.
- Information and communication technology: National external assessment in Information Technology for measuring digital competences (*Natsionalno vanshno otsenyavane po Informatsionni tehnologii za*

izmervane na digitalni kompetentnosti v X klas) in Grade 10 is not compulsory and participation is at the discretion of individual student.

- Every year, the Minister of Education may determine other subjects for which national external evaluation shall be conducted, by order. For the school year 2022/23, no other subject has been determined.

How the results of the assessments are shared: The Ministry of Education and Science publicly publishes the results at the country level and regional level on its website. Each school publishes data on the performance by school and classes on its website. Teachers are notified of the results through the school. Parents and the students have access only to their (child's) results in a special system.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: Comparative analysis is conducted on analysis phase. National average, local district averages, school averages and grade averages are used.
- Media or other outside groups prepare and make school rankings available: Schools are ranked using the data on the performance by school that each school publishes on its website. These links provide examples of school rankings (link1, link2, link3).

Extent to which the assessments are used on schools and teachers: The central educational authority does not evaluate school and teachers based on the results from the national assessments. The school management may implement different measures at their discretion to improve individual teacher preparedness (e.g. courses, seminars) or to improve student outcomes.

National/central examinations

Notes on interpretation: Students who successfully finished Grade 12 have high school education acquire the right to sit state matriculation examination. Additional information can be found on this link. It includes orders and regulations related to the organisation and conduct of the state matriculation exams, exam materials by year, exam materials by subject, grading scale, grading for admission of students, type and duration of the exam, archive of past school years, dates of the examinations.

School year the examinations were first established: State matriculation examinations were held for the first time in Bulgaria in 1878. From 1892 to 1965, matriculation examinations had been compulsory for all those who graduated high school education. Until 2002, all high school graduates with marks from Grade 12 (the final year) of at least a good (5) and an arithmetic average of the annual marks in the relevant subject of at least a good (5) were exempted from the matriculation exams. In different periods, the number of subjects covered in the matriculation exams were between 2 and 6. Then in 1998, the National Education Act re-introduced state matriculation exams as a condition for obtaining secondary education. Experimental state matriculation examinations (matriculation examinations) were held in 2002, 2003, 2004, 2005 and 2007. From 2008, matriculation examinations became compulsory again.

Extent the examinations are used for:

- Formative purposes: It aims to monitor the educational process for the implementation of policies and measures aimed at improving the quality of education.
- Summative purposes: It aims to diagnose achievements of individual students at the end of secondary education and to establish the degree of achievement of expected learning outcomes for individual study subject defined in the state education standard for general education or in the state educational standard for profiled education on the relevant subject.

Locus of authority at which the examinations are devised/developed: Other entity refers to the specialised service unit for activities of organisation, preparation and conducting internal and external assessment and the school.

Format of the examinations: All optional subjects have multiple choice and closed-format short answer questions. In addition, there are other formats used various subject areas (writing an essay or an answer to a question as a text is considered as an open-ended writing tasks):

- open-ended writing tasks are found in reading, writing and literature, mathematics, other languages, natural sciences (Physics and Astronomy), social sciences (History and Civilization, Geography and Economy), arts (Music, Art) and other subjects (Philosophy, Entrepreneurship).
- performing a task/experiment may be used in some subjects of optional matriculation exam (e.g. Information and Communication Technologies (Informatics, Information Technology), Art).

Requirement for educational institutions to administer the examination: The law does not make difference between public and (government-dependent) private schools in the process of conducting the state matriculation examinations. For 2022/23, there were only two secondary schools in the state funding system.

Subject areas tested in the examinations:

- Bulgarian Language and Literature is a compulsory subject in the matriculation examination. It shall be taken on contents learnt in the compulsory school lessons in the second high school stage of the high school.
- Upon own wish, the finishing high school student may take up to two additional state matriculation examinations in school subjects selected by the student, given that the student has learnt them as the selective school subjects as a profile school subject in the second high school stage of the high school education. The optional subjects are:
  - Bulgarian Language and Literature
  - Mathematics
  - Natural sciences: Physics and Astronomy; Biology and Health Education; or Chemistry and Environment Protection
  - Social sciences: History and Civilization or Geography and Economy
  - Other languages: English, French, German, Italian, Spanish or Russian
  - Information and communication technologies (ICT): Informatics or Information Technology
  - Arts: Music or Art. Only for the students in profiled education
  - Other subjects: Entrepreneurship or Philosophy

How the results of the examinations are shared: Only aggregated results for the respective school and average are shared, not for each student individually. Other aggregation refers to aggregated results by subject.

- School administrators: The Ministry of Education and Science has created a National Electronic Information System for preschool and school education, in which every school has an account and can access the information from the state matriculation examinations through it.
- Parents: The parents could see the result of their child through your child's access to the information system of the Ministry of Education and Science.
- Students: Each student has a number and access code to the information system of the Ministry of Education and Science, with which they can access their results.
- Media and general public: On the public website, the results shared are aggregated by country/state, aggregated results by province/region and aggregated result by subject (example).

Extent to which the examinations are used on schools and teachers: The central educational authority does not evaluate school and teachers according to the outcomes of the national examination. The school management may implement different measures at their discretion to improve student outcomes (e.g. provision of financial reward or sanction).

Other forms or measures to evaluate and assess students

Assessment in all schools shall be carried out (1) in the training process (through ongoing tests and examinations for defining term or annual mark in a school subject); (2) at the end of a grade or a stage of a level of education; and (3) at the end of a level of education. In secondary education, examinations for changing the mark could be held.

In addition, examinations for equivalence are held in the following cases: (1) on transfer of a student in Grade 8 through 12 in another school, where the curricula of the two schools are different; (2) by a student who has studied in a foreign country when a difference is found in the studied subjects/modules /for all educational levels; and (3) by a person who has interrupted his studies and wishes to continue them and restore his status as a student.

Canada

National/central assessments

Notes on interpretation: Students are sampled in Grade 8 (Secondary II in Quebec) across Canada for the Pan-Canadian Assessment Program (PCAP). From each cycle of the assessment, results are published through the public report, contextual report, and the technical report. This information can be found here.

Periodicity of the assessments: Due to the COVID-19 pandemic, PCAP cycle 2022 was changed to 2023. The three-year cycle will continue from 2023.

School year the assessments were last administered: PCAP 2023 was administered in April and May 2023.

Main purposes of the assessments: The goal of PCAP is to provide student achievement data in Canada on reading, mathematics, and science to determine whether students are reaching similar levels of performance at about the same time in their schooling. This consequently enables the provinces and territories to make informed decisions in evaluating and modifying their curriculum.

Level of government at which the assessments are standardised: PCAP is standardised at the pan-Canadian level in that it includes common elements of provincial/territorial curricula.

Locus of authority at which the assessments are devised/developed: The assessment is developed in collaboration with colleagues from the Ministries/Departments of Education in all participating provinces/territories. Other authority refers to the Council of Ministers of Education, Canada (CMEC). CMEC acts as the National Centre to facilitate the development and administration of PCAP with participating provincial/territorial educational authorities but does not unilaterally approve the assessment for administration. Though CMEC does not hold any specific authority over education matters in Canada, it acts as a central coordinating mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest.

Requirement for educational institutions to administer the assessments: Schools (public institutions and government-dependent private institutions) are sampled in two-stages (schools and classes). First, participating schools are selected (first stage survey frame – list of in-scope schools), and second, one or more Grade 8 (or Secondary II in Quebec) class is in the selected sampled schools (second stage survey frame – list of in-scope classes). Given the size of the populations being assessed, a census was taken of certain target groups' schools, and classes could then be selected in those schools. In some cases, there was a census of students in Grade 8/Secondary II.

Students exempted from taking the assessments: Classes are randomly selected to participate in the assessment. If a student cannot participate due to a special education need, then they would be considered as a non-participating selected student. The percentage of non-participating students is calculated as a share of the total number of selected students sampled (participating students + non-participating students). Students may not participate in PCAP due to one of the following special education needs:

- students with a functional disability: student has a moderate-to-severe permanent physical disability such that he/she cannot perform in the PCAP testing situation
- students with an intellectual disability: student has a mental or emotional disability and is cognitively delayed such that he/she cannot perform in the PCAP testing situation
- students with a limited proficiency in the assessment language: student is unable to read or speak in either of the two languages of the assessment (English and French) and would be unable to overcome

the language barrier in the testing situation — typically a student who has received less than one year of instruction in the language of the assessment.

Locus of authority at which the assessments are graded/marked: Other authority grading/marking the assessment refers to CMEC. CMEC hires coders who have experience in teaching reading, mathematics and science (as applicable) at the relevant education levels. Provincial/territorial educational authorities also nominate up to two coders from within their ministry to code the assessment. CMEC facilitates the development of codes, code books and exemplars alongside participating provinces and territories to guide the coding of PCAP and to ensure reliability and validity.

Subject areas tested in the assessments:

- Frequency: PCAP occurs every three years. Each assessment cycle collects achievement data using a cognitive test with a major emphasis on one of the three learning domains — reading, mathematics, or natural sciences — and a minor emphasis on the two remaining domains. The content of the contextual questionnaires changes, depending on which of the three domains is the primary focus in a PCAP assessment.
- Students tested in the assessments: All participating students are assessed in reading, mathematics and natural sciences. In each test booklet, there are two clusters of questions from the primary domain, and one cluster each from the minor domains.
- Computer-based technology used: For the first time in 2019, PCAP was administered digitally. To control for mode effects and allow data linking across modes, a mode study was administered to a smaller proportion of students who completed the cognitive test and the questionnaire on paper. The technical advisory group for PCAP reviewed the paper-based and online results and concluded that the results were comparable, both for PCAP 2019 and for comparisons over time. All teacher and school questionnaires were administered online.
- Reference standards: The PCAP Assessment Framework guides the learning objectives measured. While school programs differ from one part of the country to another, PCAP is based on curriculum areas that are common to them at the Grade 8/Secondary II level at the time the items are created. This focus on common curriculum areas allows comparisons to be made across provinces and territories of students at a comparable point in their schooling.

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: PCAP does not address individual student performance, but examines the achievement of a cohort of students at a given time. One of the strengths of PCAP is its measurement of student performance at regular time intervals. The PCAP achievement scales provide a common metric on which provinces can compare students' progress at the Grade 8/Secondary II level in the three core subjects from one assessment year to another. Items that were administered in the baseline years, known as "anchor items," provide the basis for linking the assessment results. Such links enable provinces to have comparable achievement data from 2007, 2010, 2013, 2016, and 2019, and to describe changes in performance among cohorts of students.
- Reported with context (details about factors that affect outcomes): They include student demographic and socio-economic characteristics; student attitudes and engagement in the subject matter; and characteristics of classroom teachers and schools.
- Comparison with other groups or populations of students: Comparisons are provided against pan-Canadian average and by province/territory, by language of school system (English or French), and by gender (girl/boy/I identify myself in another way/I prefer not to say).
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Results are only reported at the Canadian and provincial/territorial level; results are not disaggregated by individual school boards/districts, schools, nor students.

National/central examinations

In Canada, there are no national student examinations in the K-12 system. Exclusive legislative responsibility for education is granted to the provinces in Canada's Constitution Act, 1867. Similarly, as stipulated in the federal laws that created the three territories — Nunavut, Northwest Territories, and Yukon — each territory has comparable responsibility for education. Provincial and territorial departments or ministries of education are responsible for the organisation, delivery, and assessment of education at primary and secondary levels. All provinces/territories issue a secondary school diploma to students upon successful achievement of the secondary school graduation requirements. A secondary school diploma or high school equivalency is normally required for entry into post-secondary education.

Responsibility for post-secondary education also rests with provinces and territories, and additionally, post-secondary education institutions maintain a high level of autonomy. Recognition of secondary school graduation credentials across Canada tends to exist *de facto*. That being said, each university in Canada has its own specific requirements for admission, as do colleges and vocational schools. Furthermore, admission criteria vary within institutions depending on the programme. These may be informed by provincial or territorial systems and frameworks. The admission process thus considers not only the achievement of secondary school graduation credentials, but also academic performance therein, as well as other factors (such as language abilities, volunteering experience, etc.).

Chile

National/central assessments

Notes on interpretation:

- The provided English names are not official translations.
- Grades 10 and 11 refer to Grades 2 and 3 in the upper secondary school (*2°and 3° medio*) in Chile.
- Historical databases are available here.

Periodicity of the assessments: For annual assessments (SIMCE), there are some subjects that are not assessed every year. The ones that are every year are generally reading and mathematics. The responses are based on the planification for 2021-2026.

School year the assessments were last administered: Grades 4 and 10 have been assessed annually and Grades 6 and 8 biannually. Since 2015, the SIMCE for Grade 2 was not conducted but it will recommence. Only the data for Grade 8 is available in 2019, due to a social outbreak that impeded the application of the assessment. Moreover, the SIMCE was not conducted during the pandemic (2020 and 2021).

Locus of authority at which the assessments are devised/developed: Central agency refers to the Education Quality Agency (*Agencia de Calidad de la Educación*).

Format of the assessments: Performing tasks/experiments refers to physical activities.

Requirement for educational institutions to administer the assessments: For SIMCE (Sample studies), the sample is representative of the schools across the country. For 2018, the chosen sample was stratified and explicit according to type of institution and region (territorial units). The objective sample correspond to 500 student per region (territorial units), approximately.

Students exempted from taking the assessments: Students in Special Education and schools with less than 20 students (usually in rural areas) are exempted. The total percentage of students enrolled in special education is 5%.

Locus of authority at which the assessments are graded/marked: Central agency refers to the Education Quality Agency (*Agencia de Calidad de la Educación*).

Subject areas tested in the assessments: For annual assessments (SIMCE), there are some subjects that are not assessed every year. The subjects assessed every year are generally reading and mathematics. The responses are based on the planification for 2021-2026.

- Grade 2: Reading assessment is conducted every year and there is no writing assessment.
- Grade 4: Reading and mathematics assessments are conducted every year and there is no writing assessment.
- Grade 6: Reading assessment occurs every two years and writing assessment every year. Following subjects are assessed every two years on a rotating basis: mathematics, natural sciences and social sciences.
- Grade 8: Both SIMCE and SIMCE sample studies are conducted. Physical education and health is assessed in the sample studies every three years (every round).
- Grade 10: In addition to annual assessments in reading, writing and literature and mathematics, natural sciences and social sciences are assessed every two years on a rotating basis.
- Grade 11: The assessment (SIMCE sample studies) covers English and civics education and occurs every three years (every round).

How the results of the assessments are shared: Other aggregation refers to the results of the school according to the establishments that are in the same the socioeconomical group. The results of SIMCE are not shared directly to teachers as a group of interest, but there is an official and public website where teachers and others group can access.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are released in the national report by the socioeconomical group of the institution, by sex and region.
- Media or other outside groups prepare and make school rankings available: The media, general public, research centres or university can request to the Ministry of Education the database of the results which are by school, student, socioeconomical background, among other variables.

Extent to which the assessments are used on schools and teachers:

- One-time bonus based on merit/performance: If the school performs better than the others, there is an increase in the salary of the teachers. The money for other things cannot be used other than increasing the teacher's salaries.
- Likelihood of school closure: When schools are in the Insufficient Performance category, they must receive technical-pedagogic support that tend to improve the educational results of the establishments. This support has to be given until the school leaves this category or with a maximum term of four years. This is not the only determinant to close a school, there are also other indicators such as the quality of the school (i.e. infrastructure) and communal indicators that measure the likelihood of the closure. If the school cannot get out of this category, but shows improvement, the support can go on for one more year. However, there has never been a school closure due to the SIMCE. Moreover, due to the effects of the pandemic and the lack of implemented SIMCE, this criterion has not been applied recently.

National/central examinations

Notes on interpretation:

- The provided English name is not an official translation.
- Grade 12 refers to Grade 4 in the upper secondary school (4° *medio*) in Chile.

Main purposes of the examinations: Some tertiary education institution give scholarships or financial assistance to students depending on their test scores.

Locus of authority at which the examinations are devised/developed: Other entity refers to University of Chile, Vice rectory of Academics Issues, Department of Assessment, Measurement and Educational Register (*El Departamento de Evaluación, Medición y Registro Educacional*; DEMRE).

Type of the examinations: The objective of the test is not to reach a particular percentile. Students compete with their peers to access a particular career with their scores.

Requirement for educational institutions to administer the examination: This examination can be taken by all students of the country to access tertiary education, without importance of which type of institution they graduate from. The test is administered (conducted) by the DEMRE. Schools are only in charge of being location sites for the implementation of the test.

Students exempted from taking the examinations: It is not compulsory/mandatory for the students to take the test, thus there is no exemption. Students in special education only have formative assessments. Additionally, once they conclude their education, they do not have the chance to access tertiary education due to the type of formation and their curriculum available at the tertiary level.

Locus of authority at which the examinations are graded/marked: Other entity refers to University of Chile, Vice rectory of Academics Issues, Department of Assessment, Measurement and Educational Register (*El Departamento de Evaluación, Medición y Registro Educacional*; DEMRE).

Subject areas tested in the examinations:

- Reading, writing and literature: The examination assesses only reading and literature, not writing.
- Mathematics: It is usually mandatory for all careers to take the general mathematics test. Some tertiary education institutions require a specific mathematics test, which is an additional test with more questions that measures the subject in a deeper way.
- Natural Science and Social Sciences: Students must choose to take the test in either Natural Science or Social Sciences. Students can also choose to take the both of them.

How the results of the examinations are shared:

- Only students can access their own results with their National Identity Document (DNI) through an official website where they can only see their own result.
- There is no report of the results with the objective of giving it to specific group, as there is no official report done by the DEMRE. The reports are usually done by educational research centre, journalist and other specific actor but upon request to the Ministry of Education which has the data base with personal information about the students, socioeconomical background, educational attainment of the parents, among other variables with the result of the examination.

Other forms or measures to evaluate and assess students

Comprehensive Learning Diagnosis (*Diagnóstico Integral del Aprendizaje*; DIA) is an assessment which school can choose if they want to participate (i.e. voluntary). The current government, due to the effects of the pandemic and in the frame of the "Educational Reactivation", has implemented this voluntary assessment. All establishments can participate regardless the type of institution they belong (public, government-dependent private and independent private). It can be used internally by school administrators and teachers. It allows to monitor the learning process of the students in the socio-emotional areas and academic areas. It has three periods of application, which is divided through the year to see the progression of the students. So the first period is for diagnosis, the second, for interim monitoring and finally close up assessment. The outcomes are merely for internal use, so it does not intend to assess performance of teachers, make comparisons between classes or subject and make a psychological diagnostic of the students.

Colombia

National/central assessments

Notes on interpretation: All national examinations and assessments are done by the National Institution for Educational Evaluation (*Instituto Colombiano para la Evaluación de la Educación*; ICFES). More information can be found here on contextual information and the data offered to the public.

School year the assessments were first established: Starting in 1994, SABER assessments were applied to sample groups of students in Grades 5 and 9. From 2000 to 2009, the assessments were conducted twice for all students in Grades 3, 5 and 9 with outcomes at the level of schools and regions. From 2010 to 2017, the assessments continued to target all students and were conducted annually. In 2018, the assessments were again restructured. From 2022, the assessments focus on sampled group of students and conducted every two years.

Periodicity of the assessments: Before the last restructuring in 2018, the assessments had to be administered annually by law. However, since 2022, these are administered every two years.

Locus of authority at which the assessments are devised/developed: Central agency refers to the National Institution for Educational Evaluation (*Instituto Colombiano para la Evaluación de la Educación*; ICFES).

Requirement for educational institutions to administer the assessments: The sampled schools include both public and independent private schools (there are no government-dependent private schools). The sample size is of public schools is approximately 10% of the public schools. It is representative of the national territory, by departments. In the case of independent private schools, it is compulsory for the schools in the representative sample to administer the assessments.

Students exempted from taking the assessments: There is no exemption. Colombia has been working strongly on making its examinations more and more inclusive, both regarding students with disabilities as well as from ethnic populations, among others.

Locus of authority at which the assessments are graded/marked: Central agency refers to the National Institution for Educational Evaluation (*Instituto Colombiano para la Evaluación de la Educación*; ICFES).

Subject areas tested in the assessments:

- Computer-based technology used: During the pandemic, the Ministry of Education and ICFES worked to spread the use of computer-based uniform technology to facilitate its provision. This is not universal yet, but is being increasingly used.
- The questions on socio-emotional skills and school climate are based on the reference framework proposal of socio-emotional competencies of Jones et al. (2017). This is based on three dominions, at the personal level: (a) emotional processes including recognising and expressing emotions, emotional regulation and behaviour, empathy and being able to take perspective; (b) cognitive regulation including controlling attention, planning capacity and cognitive flexibility; and (c) social and interpersonal abilities including comprehending social signals, solving conflicts and pro-social behaviour. Further details and specifications can be found here.

How the results of the assessments are shared: School administrators are also shared aggregated results by zone (urban/rural) and by sector (public/private).

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: National average, region/municipality average, average by sector and by zone are provided.

National/central examinations

Notes on interpretation: All national examinations and assessments are done by the National Institution for Educational Evaluation (*Instituto Colombiano para la Evaluación de la Educación*; ICFES). More information can be found here.

Main purposes of the examinations:

- Students do receive a report, which can be seen as a certification of having taken the exam, but the results from the examination does not have any impact on graduation or grade completion.
- Some tertiary institutions use a minimum threshold of points obtained in the examination to give access to their programs or a minimum threshold of points obtained in the examination as a whole or regarding one or more of the subjects evaluated to give access to specific faculties or programs.
- Tertiary institutions can give out scholarships or financial assistance for students based on their examination performance. Also, authorities (both at national and regional level) can establish scholarship or financial assistance programs for students where the performance in this examination is the sole criteria, or one of the criteria used.
- The Ministry of Education, as well as territorial authorities, use these outcomes as input for quality evaluations and monitoring, as well as for designing public policy.

Extent the examinations are used for:

- Formative purposes: There is a formative purpose in regard to teachers and schools, in terms of using the outcomes of the students to improve in certain subjects or topics, or improve methodologies. However, this is not mandatory, and it depends on school heads and/or specific teachers to use the information in this way.
- Summative purposes: This examination is mainly used with summative purposes. Regarding the students, because it gives them valuable information for their self-evaluation and helps them identify their performance level and acquisition of competences after finishing upper secondary education. Regarding institutions, it can be an accountability tool to assess the quality of the education they are providing, and what type of additional support they could need from regional and national authorities.

Locus of authority at which the examinations are devised/developed: Central agency refers to the National Institution for Educational Evaluation (*Instituto Colombiano para la Evaluación de la Educación*; ICFES).

Requirement for educational institutions to administer the examination: It is also compulsory for independent private institutions to administer the national examination (there is no government-dependent private institutions).

Students exempted from taking the examinations: There is no exemption. Colombia has been working strongly on making its examinations more and more inclusive, both regarding students with disabilities as well as from ethnic populations, among others. Students with cognitive disabilities are currently evaluated with methodologies and instruments adjusted for them. However, these outcomes are not published along with all other outcomes.

Locus of authority at which the examinations are graded/marked: Central agency refers to the National Institution for Educational Evaluation (*Instituto Colombiano para la Evaluación de la Educación*; ICFES).

Subject areas tested in the examinations:

- Social sciences: It refers to social studies and citizenship.
- Other languages: All students are evaluated in English.
- Computer-based technology used: During the pandemic, the Ministry of Education and ICFES worked to spread the use of computer-based uniform technology to facilitate its provision. This is not universal yet, but is being increasingly used.

How the results of the examinations are shared: School administrators are also shared aggregated results by zone (urban/rural) and by sector (public/private).

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: The results are compared between regions/departments, municipalities, between sectors (public/private) and between zones (urban/rural).
- Used by authorities external to the school for sanctions or rewards: According with Decree 449 of 2022, article 13, school heads can receive a recognition/reward based on the management indicator, both for student permanence as well as academic performance, measured mostly by the school average of this examination. This reward is for the school head and receives an extra salary equivalent to the last one obtained, and is not included within the salary.
- Media or other outside groups prepare and make school rankings available: From the private sector and the media, analysis is made based on these outcomes which are published for use of the general public. This includes, among others, school rankings.

Other forms or measures to evaluate and assess students

Evaluar para Avanzar (Evaluating to Advance) was set up as a new evaluation and assessment tool during the pandemic. It seeks to establish the students' performance level at the grade they are currently studying. Schools and students are free to participate, it has more formative purposes, also providing tools for teachers. It seeks to establish the students' performance level at the grade they are currently studying.

Costa Rica

National/central examinations

Notes on interpretation: The national examinations are in the process of being prepared to apply in this year 2023.

School year the examinations were first established: Previous examinations are suspended, the last time being in 2021. A new evaluation model begins in 2023.

Main purposes of the examinations: The examinations are exit examinations of each cycle and conducted in the last year of the cycle. The examination contributes 40% to the final grade for each subject (the other 60% corresponds to the evaluations during the school year).

Students exempted from taking the examinations: There is no exemption; all the students have to take the examinations.

Subject areas tested in the examinations:

- Mathematics: In the event that a student cannot complete the examination on the computer, a paper form is used.
- Other languages: All students are tested in English or French, which they have to choose.

Features used when reporting the results of the examinations:

- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: There are no factors associated with the examinations and for which it is not advisable to rank schools.
- Media or other outside groups prepare and make school rankings available: Though it is not advisable to rank schools, whether the media will make a ranking of schools is unknown.

Croatia

National/central assessments

Notes on interpretation: General information can be consulted here and test design is available here.

Periodicity of the assessments: The periodicity of the assessments has not yet been determined.

School year the assessments were first established: The assessments were conducted first in the school year 2007/08 and restarted again in 2021/22.

School year the assessments were last administered: They were conducted in 6-10 March 2023 for Grade 4, and 13-31 March 2023 for Grade 8.

Locus of authority at which the assessments are devised/developed: Central agency refers to the National Centre for External Evaluation of Education (NCEEE). The assessments consist of questions developed by teachers teaching in primary, secondary and/or tertiary education, and put together under the co-ordination of NCEEE.

Students exempted from taking the assessments: There is no exemption. Special education students can get adjusted assessments according to the reported limitations (i.e. prolonged time, bigger font, assistance) after these are revised by specialised council of experts, in co-operation with NCEEE and according to previous Decision on the appropriate education program for particular student.

Locus of authority at which the assessments are graded/marked: Central agency refers to the National Centre for External Evaluation of Education (NCEEE).

Extent schools influence or control the assessments: The assessments are organised within each school and school teachers are test administrators. The papers are afterwards sent back to NCEEE, where scoring is again organised with school teachers in an anonymised way.

Subject areas tested in the assessments:

- Frequency: The periodicity of the assessments has not yet been determined.
- Other languages: Students are assessed in one foreign language or only the first/main foreign language they are learning (even if they are learning others as well) among English, German and French.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are compared against the national average.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: School results are not publicly shared.

National/central examinations

Notes on interpretation: State Matura is conducted by the National Centre for External Evaluation of Education (NCEEE) since year 2010 in co-operation with Agency for Science and Higher Education and Croatian Academic and Research Network and support from the Ministry of Science and Education. Information on the State Matura are available in the following links: on test design, on test results and application. Students in vocational programmes may take the State Matura examinations on the final year of secondary vocational programmes. Final year for students of secondary vocational programs can be Grade 11, 12 or 13, depending on the programme.

Locus of authority at which the examinations are devised/developed: Central agency refers to the National Centre for External Evaluation of Education (NCEEE). The examination consist of questions developed by teachers teaching in secondary and/or tertiary education, and put together under the co-ordination of NCEEE.

Students exempted from taking the examinations: There is no exemption for students in gymnasium (it is obligatory). Students in special education can get adjusted State Matura exams according to the reported limitations (i.e. prolonged time, bigger font, assistance) after these are revised by specialised council of experts, in co-operation with NCEEE and according to previous Decision on the appropriate education program for particular student.

Locus of authority at which the examinations are graded/marked: Central agency refers to the National Centre for External Evaluation of Education (NCEEE).

Extent schools influence or control the examinations: State Matura exams are organised within each secondary school that has students applying for the exams (only for foreign students and/or ones taking the exam years after finishing schooling there are special centres in which the exams are organised at the exact same time and in exact same manner as in secondary schools). Secondary school teachers are test administrators (and special state Matura council is formed in each school/centre). Exams are afterwards sent back to NCEEE where scoring is again organised with secondary school teachers in an anonymised way.

Subject areas tested in the examinations:

- Regarding the State Matura exams to finish general secondary education (gymnasiums) only three subjects are obligatory: Croatian language, Mathematics (National minorities students may choose to opt out of mathematics in favour of foreign language) and one foreign (or classical) language. Other languages include English, German, French, Italian and Spanish. Students at classical grammar schools can, according to their personal choice, take an exam in Latin or Classical Greek (reported as other subjects in the data) as a compulsory state graduation exam, instead of a foreign language.
- There are 15 other non-compulsory subjects (and four minority languages in which all tests are translated to for the minority students applying for the exams). Students can choose all other exams according to the higher education institution that they wish to enrol to. These tertiary education institutions decide (proscribe) what is obligatory for the enrolment and students take those exams accordingly (up to six until the school year 2022/23, and up to five optional subjects from the school year 2023/24). The non-compulsory subject areas include Natural Sciences, Social Sciences, Information and communication technology (Informatics), Arts (Music arts or Visual arts) and Religion/ethics/moral education (Catholic religion or Ethics).

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: The results are compared against the national average, and by region/county.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: School results are not publicly shared.

Czech Republic

National/central assessments

Notes on interpretation: The Czech School Inspectorate carries out several types of the national surveys of the results of students. The Conceptual Plans of the Evaluation Activities for the period of 2021 to 2030 implements the system consisting of three components:

- Survey on educational results: It assesses samples of Grades 5 and 9 in educational areas. The sample should include almost all schools, but only one grade should be tested within one school.
- Survey on level of literacies: It assesses a sample of students in various grades at primary and secondary levels. It is planned to test one of following five literacies each school year (i.e. each literacy with 5-year periodicity): science, reading, mathematical, (other) language, and information. The educational levels and grades to be tested are determined each year.
- Ad hoc (irregular) surveys: There are other assessments on the results of students in one or more thematic tests according to the specific tasks of the Czech School Inspectorate in a selected group of students in the grades relevant to the given task. Information on these tests is included only in the notes.

Periodicity of the assessments:

- Survey on educational results: Four-year periodicity is planned. However, the second round was postponed from 2020/21 to 2021/22 due to the pandemic, which was five years since the first round in 2016/17.
- Survey on level of literacies: The periodicity is annual (with the interruption in school years 2020/21 and 2021/22). However, the educational levels and/or grades vary, and the tested literacies alternate (i.e. the

actual periodicity of each subject is not regular). Due to the pandemic and the Ukrainian crisis, the 2020/21 round was not administered and the 2021/22 round was postponed to 2022/23; therefore two tests were administered in 2022/23.

School year the assessments were first established: The assessments were not organised systematically before 2015/16 (surveys on educational results), or 2016/17 (surveys on level of literacies) at any level of education.

Locus of authority at which the assessments are devised/developed: Central agency refers to the Czech School Inspectorate.

Type of the assessments: Generally, the tests are criterion-referenced. They assess if the students achieved the required level of knowledge/skills (in percentage of questions answered correctly). Nevertheless, the students/parents/teachers/school management are informed about the average success rate of the class/school/state.

Format of the assessments: Open-ended writing tasks occur only exceptionally.

Requirement for educational institutions to administer the assessments:

- Survey on educational results: The sample should include almost all schools (both public and government-dependent private institutions), but only one grade (either Grade 5 or 9) should be tested within one school. The 2021/22 round of the survey on educational results was administered in almost all public schools (58% of schools with ISCED 1 stage and 47% schools with ISCED 2 stage) as well as in almost all non-public schools (54% of schools with ISCED 1 stage and 50% schools with ISCED 2 stage).
- Survey on level of literacies (and ad hoc surveys):
  - At primary level, 51% of public schools and 48% of government-dependent private schools participated in the survey on reading literacy in the latest round (May 2023).
  - At ISCED 2, 19% of public schools and 20% of government-dependent private schools participated in the survey on reading literacy and second foreign language at ISCED 2 in the latest round (May 2023). Tests on history and natural science subjects were administered in a different sample of schools: 6% of public schools and 5-10 % of government-dependent private schools in the school year 2022/23.
  - At upper secondary level, the percentage of schools participating in the surveys on level of literacies varies by year and topic. In 2022/23, 99% of public schools were tested in reading literacy, 32% in (natural) science literacy, and 33% in modern history and financial literacy; and 98% of non-public schools were tested in reading literacy, 33% in (natural) science literacy, and 32% in modern history and 31% in financial literacy.

Students exempted from taking the assessments:

- Survey on educational results: The following types of schools were *a priori* exempted from the surveys (corresponding to 2% of students): special schools established for specific groups of disadvantaged students - with disabilities, schools in healthcare facilities, and schools in school facilities for institutional protective care. In justified cases, the school heads could have decided on non-participation of some students if the type and scope of their special educational needs deviated from the parameters of what the test adaptation was set for.
- Survey on level of literacies:
  - At primary and lower secondary levels, the same types of schools were *a priori* exempted from this survey as the survey on educational results. In addition, schools participating in international testing in 2022/23. In total, the percentage of students which were *a priori* exempted from testing was 29% at primary level, and 31% at lower secondary level.
  - At upper secondary level, only one school (general secondary school with Polish language of instruction, accounting for less than 1% of students) has been exempted in 2022/23.

Locus of authority at which the assessments are graded/marked: Central agency refers to the Czech School Inspectorate.

Extent schools influence or control the assessments: Schools have no influence on the content of the test or their marking. They only ensure the practical organisation within the school (availability of computers, students' supervision etc.) and give students/parents access data to website including the results. In justified cases, the school heads can decide on non-participation of some students if the type and scope of their special educational needs deviated from the parameters of what the test adaptation was set for.

Subject areas tested in the assessments:

- Survey on educational results: The planned scope for 2021/22 are included in the reported data. The scope was reduced due to the Ukrainian crisis, where only Czech language and mathematics were tested in Grades 5 and 9, supplemented with the study skills test in Grade 5. The actual testing scheme is described in comments.
  - Both Czech language and mathematics are included in the testing scheme for the survey on educational results in Grades 5 and 9 with four-year periodicity. These subjects were assessed in the testing in 2016/17 as well as in the postponed testing in 2021/22.
  - Natural sciences (People and their World at ISCED 1; Biology, Physics and Chemistry at ISCED 2) are included in the testing scheme. They were included in the testing in 2016/17, but not included in the postponed testing in 2021/22. Open-ended writing questions occur rarely in the assessments at secondary level.
  - Social sciences (People and their World at ISCED 1; History, Geography and Civics education at ISCED 2) are included in the testing scheme (they may also include some relevant topics of Religion/ethics/moral education). They were included in the testing in 2016/17, but not included in the postponed testing in 2021/22.
  - Other languages: English is included in the testing scheme. It was included in the testing in 2016/17, but not included in the postponed testing in 2021/22.
  - Physical education and health: The health topic (People and their World at ISCED 1; Health education at ISCED 2) is included in the testing scheme. It was included in the testing in 2016/17, but not included in the postponed testing in 2021/22.
  - Information and communication technology: ICT is not included in the testing scheme. However, informatics was tested in 2016/17 in Grade 9.
  - Technology: At ISCED 1, technology correspond mainly to the educational area "People and the World of Work", which includes following topics: Working with Fine Materials, Construction Activities, Plant Cultivation, and Food Preparation. It was included in the testing in 2016/17, but not included in the postponed testing in 2021/22.
  - Arts: The subjects "Arts" and "Music" are included in the testing scheme. They were included in the testing in 2016/17, but not included in the postponed testing in 2021/22.
  - Other subjects: The study skills test is included in the testing scheme for Grade 5. It was included in postponed testing in 2021/22, not in 2016/17.
- Survey on level of literacies:
  - Grades to be tested are determined each round. Grades in square brackets [ ] refer to the grades not included in the survey on level of literacies for the school year 2022/23.
  - The old testing scheme (until 2020) alternated two triads of literacies: (1) reading, mathematical and social literacy; and (2) (other) language, information and science literacy. The old testing scheme was quite complicated, for example, only two tests (in reading) were held at primary level with the interval of two years. Between 2015/16 and 2019/20, the assessments targeted various grades: Grades 4 and 5 in ISCED 1, Grades 6, 8 and 9 at ISCED 2 and Grades 10, 11 and 12 at ISCED 3.
    - 2015/16: reading, mathematical and social literacy (Grade 6)
    - 2016/17: language literacy in English and German (Grades 5, 9 and 12), information literacy (Grades 9 and 12) and science literacy (Grades 9 and 12)
    - 2017/18: reading literacy, mathematical literacy and social literacy (Grades 9 and 11)

    - 2018/19: language literacy in English (Grade 4), information literacy (Grade 12) and science literacy (Grade 8)
    - 2019/20: reading literacy (Grade 10), mathematical literacy (Grade 6) and social literacy (Grade 12)
  - Under the new scheme, one of following five literacies are assessed each school year on a rotational basis (i.e. each literacy with 5-year periodicity): science, reading, information, (other) languages and mathematical literacy. The educational levels and grades to be tested are determined each year.
    - 2022/23: reading literacy (Grades 5, 9 and 11) and science literacy (Grade 10; postponed from 2021/22).
    - Plans for the next years: information literacy in 2023/24, language literacy in 2024/25, and mathematical literacy in 2025/26
- Ad hoc (irregular) surveys (not reported in the data tables): Various other thematic tests are organised irregularly, according to the specific tasks of the Czech School Inspectorate. In 2022/23, following ad hoc surveys were administered:
  - Natural sciences: An ad hoc testing on natural sciences (biology, physics and chemistry) was organised for Grade 9 in a small sample of schools.
  - Social sciences: An ad hoc testing on social sciences (history and geography) was organised for Grade 9 in a small sample of schools. An ad hoc testing on modern history was organised for Grade 10.
  - Other languages: An ad hoc testing on second foreign language was organised for Grade 9 in a sample of schools.
  - Physical education and health: An ad hoc testing on health education was organised for Grade 9 in a sample of schools. An ad hoc testing on physical fitness was organised in Grades 3, 7 and 11.
  - Other subjects: An ad hoc testing on financial literacy was organised for Grade 10.
- Both surveys:
  - Reference standards: Both types of surveys are based on the "expected outcomes" of the framework education programmes.
  - Well-being: From spring 2022, both types of surveys are always supplemented by the questionnaires aimed at student's well-being. Relevant questions have been already included in some previous surveys. In addition, well-being of students is regularly assessed within the direct inspection activities (school visits). School climate is regularly assessed within the direct inspection activities.

How the results of the assessments are shared:

- School administrators: Irregularly, the Czech School Inspectorate prepares extended reports for schools, in which comparisons within the region are also included.
- Media and general public: The Czech School Inspectorate publish online overall final and thematic reports/analysis and press releases. Sometimes, anonymised results of school are also available. If someone in the expert community needs individual school results for some reason, they sign a data confidentiality protocol and receive non-anonymised results at the level indicating anonymised results for individual students.

Features used when reporting the results of the assessments:

- Reported with context: The context sensitive information has been included in all surveys since spring 2022. It was also included in some previous surveys.
- Comparison with other groups or populations of students: National average, school average, and class averages are provided.
- Reporting together with other indicators of school quality:
  - Both types of surveys are usually supplemented with questionnaires for students and teachers aimed at various aspects of education/teaching: mark in the last school report, well-being, growth mindset,

various aspects of educational process, use of ICT, relationships with colleagues and management, continuing professional development of teachers etc.

- Survey on level of literacies: Since the testing is generally preceded by direct inspection activities (school visits) in schools, the Czech School Inspectorate also evaluates the results in relation to, for example, the qualifications of the teachers, qualitative characteristics gathered from class observations, or - in case of reading literacy - the equipment of school libraries, etc.

- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The Czech School Inspectorate takes preventive steps against the creation of rankings - in general, it publishes only anonymised data. For receiving non-anonymised data, for example for analytical purposes, the persons concerned are obliged to sign a binding protocol in which they undertake not to create rankings and to keep protection of the data according to GDPR principles.

Extent to which the assessments are used on schools and teachers:

- Evaluation of school performance: One of the 26 criteria included in the Criteria for Evaluation deals with the educational results. Within this criterion, the success rates in national testing are also considered (together with Maturita examination, entrance examinations or results of various school internal evaluations, for example). The results are nevertheless assessed in relation to the pedagogical process.
- Evaluation of school administration: Within the evaluation of the school management, it is evaluated how the management works with the results of the testing and how it takes them into account in the management of the pedagogical process.

National/central examinations

Notes on interpretation: The Centre for Evaluation of Education (*Centrum pro zjišťování výsledků vzdělávání*) provides additional information on the 2023 Maturita examination (format, calendar timetable), tests/questions, catalogues of requirements, data and analyses (results and statistics, analytical reports, graphic interpretations) and legislative documents.

The Education Act sets two parts to the Maturita examination: uniform/standardised part; and profile/school part of the examination. The profile/school part is under the responsibility of individual schools and thus is not in the scope of this questionnaire. The Maturita examination in the reported data refer only to the uniform/standardised part, unless stated otherwise.

School year the examinations were first established: Before 2011, the Maturita examination was managed by individual schools. Since 2011, when the uniform/standardised part of the Maturita examination has been introduced, the Maturita examination consists of a uniform/standardised part in form of a subject didactic test administered by the Centre for Evaluation of Education, and a school part which is in the responsibility of individual schools. In the years between 2011 and 2019, an oral exam and an essay in the Czech language and in a foreign language (in case the student chose it) were also part of the uniform/standardised part of the Maturita examination.

Main purposes of the examinations: Students access to tertiary level is conditioned by passing the Maturita examination.

Locus of authority at which the examinations are devised/developed: Central agency refers to the Centre for Evaluation of Education.

Format of the examinations: In case of didactic test in mathematics, a numerical result and/or geometric construction is also included as one of the formats.

Requirement for educational institutions to administer the examination: Maturita examination takes place only at schools that provide upper secondary education with Maturita examination (ISCED 344 or 354). Schools providing upper secondary education with VET certificate (ISCED 353, completed with VET final examination) and schools providing upper secondary education (ISCED 253 or 353, completed with VET final examination) do not administer the national/central examination.

Students exempted from taking the examinations: There is no exemption. However, students with special education needs are entitled to adjustments of conditions and methods of conducting the Maturita examination. There are some concessions for students living abroad for a long time when taking the exam in Czech language and literature. According to the law, persons who have been educated for at least four years in the previous eight years before the Maturita examination in a school outside the territory of the Czech Republic, have the right to adjust the conditions and the method of conducting the exam for the exam subject Czech language and literature for the standardised part of the Maturita examination in such a way that equality of access is maintained to education. The Ministry shall determine the details in the relevant implementing regulation.

Locus of authority at which the examinations are graded/marked: Central agency refers to the Centre for Evaluation of Education.

Extent schools influence or control the examinations: The extent to which school influence or control the Maturita examination only lies in organisational provision of testing in schools and classes as well as supervision of the correct processing of examinations. There is no influence in sense either of content, forms, timeline or evaluation of the examinations.

Subject areas tested in the examinations:

- The uniform/standardised part of the Maturita examination consists of two subjects. The first compulsory subject is Czech language and literature. The second compulsory subject is either mathematics or a foreign language (among English, French, German, Spanish, and Russian; limited only to the foreign language which is being taught at the school they are attending). All examinations are held in the form of a didactic test.
- Reference standards: Specific learning outcomes for students in upper secondary general education programmes are defined at central level and incorporated into national curriculum document.
- Types of tasks:
  - Reading, writing and literature: Other types of tasks refer to those where different options need to be assigned to each other and tasks where the student has to organise the given text. Until the school year 2019/20, the Czech language and literature examination as well as foreign language examination in the standardised part of the Maturita examination was also held in the form of an oral exam and a written essay. From 2020/21, oral exams and written essays have been moved to the profile/school part of the Maturita examination.
  - Mathematics: Besides the multiple-choice questions, the didactic test includes also narrowly open tasks in the form of an answer that the student creates independently such as a numerical result, a derived relationship, a geometric construction, etc. Open-ended writing tasks refer to tasks where it is necessary to write the solution procedure.

How the results of the examinations are shared:

- Classroom teachers: Sharing the results of individual students with classroom teachers is upon the decision of school head, who has access to the data.
- Parents: Parents have access to aggregated results from the publicly-available website of the education authority. As the students are above age 18 at the time of the examination, they are themselves presented with the access code to the individual results. However, according to the law, a parent can request school head for access to the data of their adult child, for which the school head must comply (Section 21, Paragraph 3 of the School Education Act).

Features used when reporting the results of the examinations:

- Show value-added or growth in individual student achievement over two or more years: At the level of individual student, value-added is not gathered. Nevertheless, aggregated data on the time series of students' results by different characteristics are available.
- Comparison with other groups or populations of students: Besides the basic statistics, the website of the Centre for Evaluation of Education provides average percentile rank, standard deviation of success, median of success, interquartile range of success, 25th and 75th percentile of success. All of these

statistics are structured by country, region, group of study programmes (type of educational track/programme), school and gender.

- Reporting together with other indicators of school quality: This is not reported at the central level. However, regional authorities are obliged to work out the annual report on the state and development of the educational system in the region and the long-term plan in the region every year. As part of these strategic documents, results of examinations together with other indicators of school quality are often presented. Besides that, regional authorities can work out their own analyses for broader evaluation purposes.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Generally, only anonymised data is published. A convention exists between the Centre for Evaluation of Education and the Ministry of Education not to rank the schools.

Extent to which the examinations are used on schools and teachers:

- Evaluation of school performance: In external school evaluation, the Czech School Inspectorate takes into consideration students' performance as one of the 26 criteria defined for school evaluation process. Within the students' performance criterion, results from the standardised part of the Maturita examination are also considered. The main objective of the evaluation of students' performance in the national examinations is to provide feedback both at the level of students and schools and at the level of the education system as a whole, i.e. evaluation of the quality of the education process at school and school quality, fulfilment of requirements defined at central level. In the case of the education system evaluation, the results serve as a source of information, for example, for the creation of educational policies or for possible modifications of curricular documents.
- Evaluation of school administration: The focus is on evaluation how the school administration (mainly school head) works with the results of students in the respective examinations and how the students' achievements are taken into account in the management of pedagogical processes (e.g. teachers' continuing professional development activities and plans).

Denmark

National/central assessments

Notes on interpretation: Grade 1 in this data collection refers the first year of compulsory primary education corresponding to Class 0 (*børnehaveklasse*/pre-school class) in Denmark, Grade 2 corresponds to Class 1 and so on.

School year the assessments were first established: Since 2010, compulsory national assessments existed. The current test system *Folkeskolens Nationale Overgangstest* (temporary national tests) has replaced them in the school year 2022/23 (Political agreement dated October 2021).

Requirement for educational institutions to administer the assessments: The assessments are compulsory and administered by all public schools.

Students exempted from taking the assessments: Students with substantial functional impairment(s) or inadequate Danish language skills are exempted. National testing/assessment is only compulsory for public schools.

Subject areas tested in the assessments:

- The assessments in reading and mathematics are compulsory in some grades: reading in Grades 3, 4, 5, 7 and 9 (i.e. Classes 2, 3, 4, 6 and 8); and mathematics in Grades 3, 5, 7, 8 and 9 (i.e. Classes 2, 4, 6, 7 and 8). In Grade 3, the mathematics assessment only covers algebra and knowledge of numbers.
- Non-compulsory tests (conducted at the discretion on individual schools) are conducted for English at class 4 and 7; Danish as a second language at classes 5 and 7; biology at class 8; physics/chemistry at class 8; and geography at class 8.

How the results of the assessments are shared: Only the student and his or her teacher and parent(s) have access to individual results. Teachers also have access to results from the class. School principals have access to aggregated school results and the classes' results. Municipalities have access to aggregated municipal and aggregated school results. The public has access to national results.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: National average is provided.

Extent to which the assessments are used on schools and teachers:

- The extent of use in evaluation of school administration and of individual teachers depend on local agreements and board decisions.
- There is no information whether a local agreement exist regarding reduction in funding to discourage low performance, provision of financial reward or sanction, increase salary for teachers based on merit/performance or one-time bonus for teachers based on merit/performance.

National/central examinations

Notes on interpretation: Grade 1 in this data collection refers the first year of compulsory primary education corresponding to Class 0 (*børnehaveklasse*/pre-school class) in Denmark, Grade 2 corresponds to Class 1 and so on.

National examinations offered in three-year upper secondary schools (Grades 11, 12 and 13) are *Almen studentereksamen* (*stx*), *Merkantil studentereksamen* (*hhx*) and *Teknisk studentereksamen* (*htx*). National examinations offered in two-year upper secondary schools (Grades 12 and 13) are *Hf-eksamen* (*hf*).

Main purposes of the examinations:

- Student promotion or entry to higher grade in the same level of education: If a student's grade point average (both exam grades and general proficiency marks) is below 'pass limit', it is possible for upper secondary institutions to deny promotion to a higher grade. So if grade point average is above the 'pass limit', the student can advance to next grade/level.
- Student entry to upper secondary education School-leaving examination is a minimum qualification in the sense that it confirms that the student is ready for upper secondary education at lower secondary level.
- Decisions about scholarships/financial assistance for students: All students get student grants when they are 18 years old. They can also apply for student loans.

Locus of authority at which the examinations are devised/developed: All written exams are developed by central educational authority. All oral exams are developed by teacher responsible for the examination.

Students exempted from taking the examinations:

- Lower secondary: Exemptions are granted to students with substantial functional impairment(s) without verbal language, students with severe general learning difficulties, students who just arrived in Denmark and have inadequate Danish language skills to a degree where participation in the examinations does not make sense.
- Upper secondary: There are five *hf* schools (classified as government-dependent private institutions), which are exempt from the national examinations.

Locus of authority at which the examinations are graded/marked: All written exams are marked by central educational authority or assessors appointed by the central educational authority. All oral exams are graded by the teacher responsible for the examination and an external assessor.

- Lower secondary: The National Agency for Education and Quality under the Danish Ministry of Education appoints assessors to all written exams and to some part of oral exams. These assessors are teachers from other schools. For the rest of the oral exams, the assessors are teachers from other schools in "assessor networks" in the local area. The schools are responsible for the organising of the network.

- Upper secondary: The National Agency for Education and Quality under the Danish Ministry of Education appoints assessors. These assessors are teachers at other schools of the network which covers the entire country.

Mechanisms to ensure reliability of marking the examinations across students: For all national examinations (both written and oral) there are national/central performance criteria, guidelines, rules and principles by which student performances or products are judged. They describe what to look for in student performance or products to judge their quality. For some parts of the examinations, there are also rubrics (scoring tools containing performance criteria and a performance scale with all score points described and defined) and exemplars (examples of actual products or performances to illustrate the various score points on a scale). To some degree there is also moderation that seek to increase the consistency of marking, in the form of teachers cross-marking each other's assessments within a school or across schools and teachers discussing students' performance in groups.

Extent schools influence or control the examinations: Teachers of each school responsible for the examination make the oral examination questions. The questions have to comply with central rules and regulations of the subject, but there is some room for selecting and formulation of exam questions, texts etc.

Subject areas tested in the examinations:

- Lower secondary: Students in Grade 10 (Class 9) take seven compulsory exams out of which two exam subjects are drawn at random. The students take or might take the following exams (only elective subjects in Arts and Practical and vocational skills is assessed in Grade 9 (Class 8)):
  - Reading, writing and literature: reading, spelling, written presentation and oral examination in Danish for all students
  - Mathematics: a written examination for all students and an oral examination for a randomly drawn sample of students
  - Natural sciences: a common oral examination in physics/chemistry and biology for all students and a written examination in physics/chemistry or in biology for a randomly drawn sample of students
  - Social sciences: history examination and social studies examination for a randomly drawn sample of students
  - Other languages: an oral examination in English for all students. Oral examinations in German or French and written exams in English, German or French apply only for a randomly drawn sample of students
  - Physical education and health: examination in physical education and sports are conducted on a randomly drawn sample of students
  - Arts and Practical and vocational skills: practical/oral examination in one of the practical/music elective subjects: Crafts and Design, Food science, Music or Visual arts. This became mandatory since the school year 2020/21 as a part of school-leaving exam.
  - Religion/ethics/moral education: Christian studies/Religion examination on a randomly drawn sample of students
- Upper secondary
  - There are at most three levels
    - Subjects at the lowest possible level (C-level) are studied over one year. C-level examinations can be taken at Grades 11, 12, 13 (Classes 10, 11 or 12) depending on subject and organisation of the education. Only a randomly drawn sample or a selection of students (and all students in *hf*) take the examinations. An exception is Physical Education where it is taught at C-level over three years at *stx* and only one year at *hf*.
    - Subjects at the medium level (B-level) are studied over two years. B-level examinations can be taken at Grade 12 or 13 (Class 11 or 12), depending on subject and organisation of the education. Only a randomly drawn sample or a selection of students (and all students in *hf*) take the examinations.

  - Subjects at highest possible level (A-level) are studied over three years (*hf* only two years) and their examinations are taken in the final year. For all A-level subjects, there are oral or written examinations (or both by random draw or for all students at *hf*).
- Mathematics: Other type of tasks refer to projects. Since 2014, the students may be tested in some of the oral examinations on the project that they have completed prior to the examination or part of the education (*mundtlige prøver på b-niveau på Egym en del af 2017 reformen*).
- Other languages: Languages are only taught at B- and A-levels.
- Practical and vocational skills: Practical and vocational skills are only covered be subjects taught at *hhx* or *htx*.

How the results of the examinations are shared:

- School administrators: Example of how the results are shared is available online.
- Parents: They have access to their child's results by asking the school for permission (if the student is under 18 years old).

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: National average is provided, as well as comparison of results by sex, ethnicity, geography and by socio-economic reference. For upper secondary level, results from lower secondary education are compared.

Extent to which the examinations are used on schools and teachers:

- The extent of use in evaluation of school administration and of individual teachers depend on local agreements and board decisions.
- There is no information whether a local agreement exist regarding reduction in funding to discourage low performance, provision of financial reward or sanction, increase salary for teachers based on merit/performance or one-time bonus for teachers based on merit/performance.

Other forms or measures to evaluate and assess students

General proficiency marks are given to all students each year by evaluation of teacher/school at local level. Students of *hf* two-year upper secondary education is not given proficiency mark, instead they take exam in all subjects.

Estonia

National/central assessments

Notes on interpretation: The Estonian external evaluation system was completely redesigned in 2014. All standard-determining, general competencies and field-related competencies tests are part of formative assessments. The main objective of these assessments is to support student, find out the weaknesses and adjust the learning process accordingly. Tests are developed by field-related researchers, by involving practitioners. Tests are also piloted in schools.

For the purpose of this data collection, only standard-determining tests are reported in the data tables and in the notes below on assessments. Detailed information about standard-determining tests and general competencies and field-related competencies tests is available here (in Estonian).

General competencies and field-related competencies tests are reported as other measures (see below for the relevant section) and not reported in the data tables. These are voluntary and assessed on subjective measures. Information about various external evaluations are available through these links (link1, link2). Examination information system (EIS) can be accessed through this link.

Main purposes of the assessments: The assessments are oriented to support the student and adjust learning process.

Requirement for educational institutions to administer the assessments: Standard-determining tests are compulsory for those schools which are in sample (both public and private institutions). Other schools can also voluntarily administer them. Total sample size is about 10-11%.

Students exempted from taking the assessments: It is difficult to estimate the percentage of students exempted. A student studying according to the simplified curriculum is not required to sit for standard-determining tests.

Locus of authority at which the assessments are graded/marked: Standard-determining tests in the sampled schools (where the test is compulsory) are initially marked by the teachers at those schools. Then they are sent to the Education and Youth Board for an additional marking.

Mechanisms to ensure reliability of marking the assessments across students: Standard-determining tests have national guidance materials prepared by the Education and Youth Board: an evaluation manual (assessment guide). Moreover, they are assessed the Education and Youth Board after initial marking by teachers.

Subject areas tested in the assessments:

- Computer-based technology used: Since 2016, standard-determining tests are electronically administered on a computer through the Exam Information System. In 2022/2023, all tests are electronical.
- Other languages refer to English, German and Russian.
- Other subject refers to learning competence.

How the results of the assessments are shared: Other aggregations refer to aggregation by gender and study language. Example of publicly-available results (country-level results, breakdown by gender and by study language) are available online (in Estonian). Students receive their own results.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are available by gender and study language.

Extent to which the assessments are used on schools and teachers: All assessment tests are oriented to support the student and adjust learning process. The results are not used for any other purposes.

National/central examinations

Notes on interpretation: Additional information can be found in Examination statistics and on Examination Information System.

Due to the COVID-19 pandemic, lower secondary examinations were not administered in 2020 and upper secondary national examinations were voluntary in 2020 and 2021.

Main purposes of the examinations:

- Student entry to upper secondary education: In some cases, it is possible to graduate lower secondary education by taking school exams instead of national (harmonised final) exams: students who study according to simplified national curriculum; graduates who fall ill during the national exam or cannot participate in it for other reasons deemed valid by the school principal (e.g. participation in international competitions, contests and Olympiads); graduates who have passed the national exam with a score of "weak" or "insufficient".
- Other: Other purpose refers to assessing the acquisition of general competencies, field competencies, comprehensive topics, and the learning results (of the third school level of the national curricula or the curriculum at lower secondary level or of the compulsory courses of the secondary school national curriculum at upper secondary level).

Locus of authority at which the examinations are devised/developed: Central agency refers to the Education and Youth Board.

Students exempted from taking the examinations:

- Lower secondary: Students with moderate learning difficulties, and students with severe and profound learning difficulties acquiring basic education do not have to take the exams.
- Upper secondary: There are no exemptions. Instead, the special conditions are applied (e.g. giving extra time, carrying out the exam in different room, in case of vision impairment reading the questions etc.) More information can be found here (in Estonian).

Locus of authority at which the examinations are graded/marked:

- Lower secondary: According to Basic Schools and Upper Secondary Schools Act §30 (2/1), the Education and Youth Authority (central agency responsible for assessment or certification) organises the preparations for and the conducting of basic school final examinations as well as the drawing up, assessment and retention of examination papers (from 1 August 2020). Exam papers (except Estonian as a second language) are evaluated by the school's final examination committees, which are approved by the school director's directive.
- Upper secondary: Upper secondary national exams are marked by the central agency. However, the school examination papers of the upper secondary school (not part of the scope) are generally assessed by the school examination committee based on the examination paper assessment guide of the relevant subject. This guide is school-based, there are no national guidelines.

Mechanisms to ensure reliability of marking the examinations across students:

- Lower secondary: Harmonised basic school final examinations of are marked by the final examination committee. Marking is based on the evaluation manual of the examination paper of the relevant subject. To conduct basic school examinations, the school director forms a final exam committee of at least three members no later than two weeks before the start of the school examinations. School examinations (not part of the scope) are not evaluated based on national guidelines. These are evaluated by the dedicated final examination committee based on the evaluation guide of the certain subject.

Extent schools influence or control the examinations: Schools provide the rooms. At lower secondary level, schools form examination committees, interpret manual etc.

Subject areas tested in the examinations:

- Lower secondary: Students have a choice between different subjects in the subject areas of natural sciences, social sciences and other languages (English, German, French, Russian and Estonian as second language).
- Upper secondary: There are three national examinations (Estonian, Mathematics and English) at the end of upper secondary school. In addition, the student must also take school examinations (not part of the scope), which content is determined by the school (varies by school). The subjects, format and time of the exam are confirmed by the school director.
- Mathematics: Students are requested to solve some kind of task. In addition, there are some questions with multiple choice; the student is given three to five options and needs to choose one correct item.

How the results of the examinations are shared:

- Lower secondary: The examinations are assessed in the school. Therefore the school has the results, which are then shared to students. Parents can see the examination results of lower secondary school on the certificate upon graduation. Also, aggregated results are publicly published but based on a sample and anonymously (names of schools are not mentioned).
- Upper secondary: Students access the Examination Information System to view their results of national examinations. Also, notification (SMS) or letter is sent to the student. Since 2021, there is also phone application available. Teachers can see results of their own students. Parents can access the results of the national examination if the student allows (because of the student's legal age). A parent cannot independently see their child's results if the child does not show them (also in the case of a minor). It means, parents have to ask their child (user who has taken tests in examination information system), who may decide to add their parents (another person) with his/her personal code as a viewer of his/her results.

The user can remove the viewing right of the added person in examination information system. National examination results are published in the form of online report by the Education and Youth Board.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: National average is provided as well as comparison by gender, form of study, school type and county. An example is available online (in Estonian).
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: For basic schools (lower secondary), individual school results are not publicly available. At upper secondary level, school ranking is a media initiative not approved by government.

Extent to which the examinations are used on schools and teachers: No response can be provided at the national level, as it is up to school whether they use the results in evaluation of individual teachers, increase/decrease in salary for teachers or one-time bonus based on merit/performance.

Other forms or measures to evaluate and assess students

All other measures of assessment (e.g. competencies tests) are voluntary.

- General competencies test assesses social-emotional skills and learning competence at Grades 2, 3 and 8 and is conducted annually since 2018/19. Participation is voluntary. It assesses development of the student subjectively (i.e. no marking standard) and marked by the students' teachers, in co-operation with a psychologist.
- Field-related competencies test assesses Estonian language and mathematics at Grade 3 and is available since 2020/21. Participation is voluntary. Teacher has the freedom do decide whether and when students take the test, for example, mathematics test (aimed for Grade 3) can be done in Grade 4. It is conducted electronically via the Examination Information System. After submitting the test, the teacher and student receive feedback for which teacher can help interpret, but there is no grade given.
- Entrepreneurial competencies test is oriented to support the student and adjust learning process. It is voluntary at upper secondary level (not necessarily in Grade 10). It is assessed by their teachers.
- Digital competence test is voluntary at upper secondary level. Teacher has a freedom to carry out test at any point of time. This has not taken place in recent years, but schools can do it on voluntary basis.

Finland

National/central assessments

Notes on interpretation: Additional information can be found in the Finnish Education Evaluation Centre.

Periodicity of the assessments: The evaluation plan is made for a four-year period (current plan spans from 2020 to 2023 and the next plan from 2024 to 2027). Therefore, the periodicity of the evaluations varies from 4 to 15 years depending on the subject and each round of the evaluation plan (e.g. mathematics and reading, writing and literature every fourth year, while other subjects more seldomly). Longitudinal assessment is repeated according to the Evaluation Plan of the Finnish Education Evaluation Centre (four-year periodicity).

Main purposes of the assessments: Monitoring of education system refers to informing national education policy decisions (National Core Curriculum).

Locus of authority at which the assessments are devised/developed: Central agency refers to the Finnish Education Evaluation Centre.

Requirement for educational institutions to administer the assessments: Students are sampled through stratified random sampling. Both public and private schools are required to participate if they are included in the sample.

Students exempted from taking the assessments: It is a sample-based assessment.

Mechanisms to ensure reliability of marking the assessments across students: Performance criteria, rubrics and exemplars are used.

Subject areas tested in the assessments:

- Longitudinal assessment of learning outcomes in basic education: No exact periodicity has been set (refer to the comment on the periodicity of the assessment).
- Learning outcomes evaluations in basic evaluation: Second national language (Finnish/Swedish) and English are included in the current evaluation plan. Natural sciences, Social sciences, Other (foreign) languages (e.g. French, Russian, German), Physical education and health, Religion/ethics/moral education, Practical and vocational skills (Home economics) and Arts are not included in the current evaluation plan, but have been included in the previous evaluation plans and can be included in the future evaluation plans.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results from the longitudinal assessment of learning outcomes in basic education compares students' achievement against the national average and by demographic characteristics. The results from the learning outcomes evaluations in basic evaluation is compared against the national average.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Results are published only at the country level (national average). The results of individual schools are not published.

National/central examinations

Notes on interpretation: The examination on upper secondary level is not tied to grades. It can be taken in parts but it is mostly completed in the final year.

Locus of authority at which the examinations are devised/developed: The Act on the Matriculation Examination (502/2019) stipulates that the Matriculation Examination Board (*Ylioppilastutkintolautakunta*; central agency) develops the matriculation examination in co-operation with the Finnish National Agency for Education (central agency that drafts and approves the national curriculum which the exam is based on). The Board conducts the examination (setting assessment items and questions, marking, certification etc.).

Locus of authority at which the examinations are graded/marked: Preliminary marking is done by teacher(s) in the school. Then final marking is undertaken by the Matriculation Examination Board (central agency responsible for assessment or certification).

Mechanisms to ensure reliability of marking the examinations across students: Only preliminary marking is undertaken at the school level with national criteria available for marking. Final marking is undertaken at the central level.

Subject areas tested in the examinations:

- The only obligatory test is the students' mother tongue. In addition, students are required to choose four other tests (in social sciences, other languages, health education and religion/ethics/moral education). Other languages tested include Swedish/Finnish, English, French, Spanish, German, Russian, Italian, Portuguese and Sami (and Latin – classified as other subjects in this data collection). Mathematics exam has been developed since 2014, which brought changes in the types of tasks asked.
- Computer-based technology used: The Matriculation Examination has been digitalised in 2016-2019. The exam is digital in all subjects.

How the results of the examinations are shared:

- School administrators may also share the results with teachers, who are not shared the information by the authority. Sharing of information is on the discretion of the school/education provider.
- The response on parents applies only to guardians of under-aged students.

Other forms or measures to evaluate and assess students

Education providers have a legal duty to evaluate their own education provision and to participate in external evaluations of their operations. Forms and procedures for evaluation are locally decided and may include student performance. The purpose of evaluation is to support educational development and improve conditions for learning.

The Finnish Education Evaluation Centre (FINEEC) is an independent government agency responsible for the evaluation of education at all levels from early childhood to higher education. In addition to the evaluations of learning outcomes (reported as national assessments), basic education and general upper secondary education are evaluated with thematic and system evaluations. FINEEC is also responsible for supporting education providers and schools in the development of their own evaluation activities.

Several indicators such as drop-out and graduation rates are monitored by education authorities on national level.

France

National/central assessments

Notes on interpretation: For this data collection two types of national assessments are reported:

- *Évaluation nationales exhaustives*: A set of assessments are administered annually at the start of the school year for all students in Grades 1, 2, 6 and 10 (in the French education system, *CP*, *CE1*, *6ème* and *2nd* respectively). *Évaluation Repère CP* (Grade 1) supplemented by a progress report in the middle of the school year. These are reported in the data collection as *Évaluation repère CP*, *Évaluation repère CE1*, *Évaluation de début de 6e* and *Test de positionnement en début de 2nd*.
- *Cycle des évaluations disciplinaires réalisées sur échantillon (CEDRE)*: Another set of assessments are administered on a sample of students at the end of the school year at Grades 5 and 9 (in the French education system, *CM2* and *3ème* respectively). These assessments are conducted to statistically representative samples of the school population in mainland France. These are reported in the data collection as *CEDRE en CM2* and *CEDRE en 3e*.

There are other national assessments not reported in the data tables.

- *Évaluation des compétences du socle commun de connaissances, de compétences et de culture*: Students take this assessment at the end of cycle 2 (*CE2*; Grade 3), at the end of cycle 3 (*6ème*; Grade 6), at the end of cycle 4 (*3ème*; Grade 9). It is a standardised test on a representative sample of students. Results are published in the Annual Performance Report (*Rapport annuel de performance*; RAP), "*L'état de l'école*" and *Repères et références statistiques (*RERS).
- *Évaluations dans le cadre de suivi de panels d'élèves*: These are evaluations within the framework of student panel monitoring. Evaluations carried out within the framework of cohort monitoring conducted by the Directorate of Evaluation, Forecasting and Performance Monitoring (DEPP) of Ministry of National Education and Youth (MENJ). They complement the analyses on student pathways, which allow the development of their skills to be measured longitudinally.

Online resources below provide additional information on various assessments:

- Presentation of all the comprehensive national assessments conducted by the DEPP (link)
- Evaluation of the students' achievements from primary to upper secondary school (link)
- Further information on CEDRE assessments (link)
- Presentation of sample-based national assessments (link)
- Programs for statistical operations and management control of central administration directorates, Ministry of National Education and Youth (school year 2022-2023) (link)

Periodicity of the assessments:

- *Évaluation nationales exhaustives*: The assessments are carried out at each year at the start of the school year and, for grade 1 only, in the middle of the school year.
- *CEDRE*: The assessments are carried out each year but in different fields for each grade tested. For example, in 2021, the areas assessed were "language proficiency (*maîtrise de la langue*)" in Grade 5 and "general and language skills (*compétences générales et langagières*)" in Grade 9. In 2022, the assessments focused on modern foreign languages. In 2023, they assess history-geography and moral and civic education.

Main purposes of the assessments:

- *Évaluation nationales exhaustives*:
  - Student diagnostic information for teachers: These assessments allow teachers to properly assess the achievements of their students. They can thus identify the individual needs of each student as quickly as possible and provide the most appropriate assistance (Source). In Grade 1, the assessment at the start of the year is supplemented by a progress report, in the middle of the school year, making it possible to measure the progress of pupils' achievements in certain areas of reading and mathematics (Source: *Évaluations 2022 : Repères CP, CE1 - Premiers résultats* (DEPP, Working document n° 2022-E06 – Study series, November 2022)).
  - Formative feedback to parents: Parents are informed of their child's results and the value of the assessments administered (Source)
  - Other purposes: The assessments provide *pilotes de proximité* (school heads, rectors, academic directors of the national education services (DASEN), inspectors of academy-regional pedagogical inspectors (IA-IPR), national education inspectors (IEN)) with indicators allowing them to better understand the results and adapt their action on education. Also they form indicators measuring the performance of the education system at national level (Source).
- *CEDRE*: The assessments help to manage the education system as a whole. They should make it possible to act at the national level on the programs of the disciplines, on the organisation of learning, on the contexts of teaching, on characterised populations (Source: CEDRE technical reports).

Locus of authority at which the assessments are devised/developed: Both types of assessments reported are developed by the Directorate of Evaluation, Forecasting and Performance Monitoring (DEPP), within the Ministry of National Education and Youth. The DEPP works together with the *Conseil Scientifique de l'Éducation nationale* (CSEN), the *Direction Générale de l'enseignement scolaire* (DGESCO) and the General Inspectorate of Education, Sport and Research (IGESR).

Requirement for educational institutions to administer the assessments:

- *Évaluation nationales exhaustives*: These assessments are compulsory for all students in schools and educational institutions, both public and private sector under contract (government-dependent private).
- *CEDRE*: These assessments are carried out on a sample of students. A stratification is carried out on the sector of the school (public outside priority education zone, priority education zone and government dependant private school). In each selected school, all students in 5th grade and in 9th grade are evaluated. To account for non-response, the samples are adjusted to ensure that they are representative by sector, gender and grade repeaters. The technical reports and the information notes published for each cycle of assessments indicate the number of schools and colleges retained in the sample, the number of pupils whose answers could be analysed and the number of schools which responded.

Students exempted from taking the assessments: Both types of assessments reported adapt the test for students with special educational needs.

Subject areas tested in the assessments:

- *Évaluation nationales exhaustives*:
  - Types of tasks: Grade 6 students are also take a non-digital fluency test (*un test de fluence non numérique*; reported as performing tasks) in the subject area Reading, writing and literature.

- Computer-based technology used: For Grade 10, tests in oral comprehension of French and in the four areas of mathematics are conducted with an adaptive technology. The principle is that the first set of questions determines the difficulty levels of the questions that follow.

- *CEDRE*:
  - Students are assessed on different domains, which are assessed periodically on a rotating basis (every five to six years).
    - The domains on language proficiency (*maîtrise de la langue*) in Grade 5 and language skills and literacy (*compétences langagière et littératie*) in Grade 9 were evaluated in 2003, 2009, 2015 and 2021.
    - The mathematics domain (covers Mathematics and Information and communication technology)was assessed in 2008, 2014, 2019 and will be assessed again in 2025.
    - The science domain (covers Natural sciences and Technology) was assessed in 2007, 2013, 2018 and will be assessed again in 2024.
    - The domain "History-geography and moral and civic education" (Social sciences and Religion/ethics/moral education) was evaluated in 2006, 2012, 2017 and will be evaluated again in 2023.
    - The domain on modern foreign languages (English, German or Spanish) (Other languages) was evaluated in 2004, 2010, 2016 and 2022.
    - In 2005, the assessment focused on the attitudes towards life in society of pupils (reported as Other subjects). The objective was to assess the degree of respect that students may have for the values of the Republic such as the rejection of racism, sexism, all forms of discrimination or violence. The topics addressed focused on sexism; xenophobia; racism; unemployment and precariousness; freedom of expression and demonstration; the rights to strike and vote; national and international solidarity; relations with others; respect for others, for oneself, and for laws and rules. The students were questioned about the school rules as well as about social and school standards. Only for Grade 9, additional questions were asked about class representatives and homophobia (Source: Les dossiers enseignement scolaire, n°186, July 2007). Assessment in this area should be renewed in 2024 for Grade 9 (Source: *Programme des opérations statistiques et de contrôle de gestion des directions d'administration centrale, année scolaire 2022-2023*).
  - Type of tasks: In 2021, Grade 5 took a text fluency test (reading aloud; reported as performing tasks) and a dictation test in addition to the other tests (Source: DEPP, NI n°22.28 , September 2022).
  - Computer-based technology used:
    - In 2018, the assessment on (natural) sciences was done for the first time both digitally (tablets) and on paper for Grade 5 and only digitally (computers) for Grade 9.
    - In 2019, the assessments on mathematics were carried out digitally for the first time.
    - In 2021, the assessments on language proficiency (*maîtrise de la langue*) in Grade 5 and language skills and literacy (*compétences langagières et littératie*) in Grade 9 consisted of tests on both paper and digital media (tablets for Grade 5 and computers for Grade 9).

How the results of the assessments are shared:

- *Évaluation nationales exhaustives*:
  - The results accessible to *pilotes de proximité* (see notes on main purposes) are aggregated at the national level, at the level of the academies, departments and schools, and in which, individual students cannot be identified (Source).
  - Teachers have access to the results of the students in their class and could consult the MENJ's website for aggregated data at the national, academic and departmental level.
  - The results of the pupils are returned individually to their parents and students.
- *CEDRE*:

    - The results are provided through the publications of the DEPP, available on the official website of the Ministry. Individual results are not shared with school administrators, teachers, parents nor students themselves.
- Both types of assessments: The results of the assessments presented in several publications available on the website of the MENJ.
    - *Évaluation nationales exhaustives* (Grades 1 and 2): The data are broken down by gender, by retention in grade, by performance level groups, by school sector and by priority education networks (i.e. school in a priority education network or outside a priority education network).
    - *Évaluation nationales exhaustives* (Grades 6 and 10) and *CEDRE* (Grades 5 and 9): The data are broken down by the average social position index of the school (*indice de positionnement social de l'établissement*), by gender, by retention in grade, by school sector, by priority education networks (i.e. school in a priority education network or outside a priority education network) and by performance level groups.

Features used when reporting the results of the assessments:

- Reported with context (details about factors that affect outcomes):
    - *Évaluation nationales exhaustives*: data is broken down by priority education networks (i.e. school in a priority education network or outside a priority education network), by school sector (public/private) and by gender (girls/boys).
    - *CEDRE*: data is broken down by gender (girls/boys), by retention in grade, by the average social position index of the school.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The aggregated results of the national assessments by schools and educational institutions are not available to the general public.

National/central examinations

Notes on interpretation: National examinations reported in this data collection include continuous assessments and standardised examinations. The continuous assessments are an integral part of the *Baccalauréat général et technologique* and *Diplôme national du Brevet*.

- Lower secondary: The *Diplôme national du Brevet* is a qualification award at the end of Grade 9. It consists of the marks obtained *Évaluation des compétences du socle commun de connaissances, de compétences et de culture* in Grade 9 (continuous assessment, reported as other type of tasks) and a final examination composed of an oral test and four written tests in French, mathematics, sciences, history-geography and moral and civic education.
- Upper secondary: There are two types of Baccalaureates (upper secondary national examinations) reported in this data collection: *Baccalauréat général* and *Baccalauréat technologique*. Final Baccalaureate marks are composed of final examinations (*épreuves terminales*) which make up 60% of the final Baccalaureate mark, and continuous assessment of compulsory courses that are not subject to final examinations which make up 40% of the final Baccalaureate mark. The (written and oral) French examinations (*épreuves anticipées de français*) take place in Grade 11, before all other final examinations (*enseignement de spécialités, épreuve de philosophie, grand oral*) taking place in Grade 12 (the final year). Information on the two Baccalaureates is reported together and includes continuous assessments in Grades 11 and 12, the French examinations in Grade 11 and final examinations in Grade 12.

School year the examinations were first established:

- Lower secondary: In 1947, *Brevet d'études du premier cycle du second degré* (BEPC) was introduced (Decree n°47-2052 of October 20, 1947). Then in 1980, BEPC replaced by *Diplôme national du Brevet* (DNB) (Decree No. 80-715 of September 11, 1980). The current form of DNB was defined in 1987 (Decree No. 87-32 of January 23, 1987).

- Upper secondary: It was founded in 1808 and renovated many times since. In 1968, the title of *Bachelier technicien* was introduced (Decree n°68-1008 of November 20, 1968) which has since become *Bachelier technologique* (person who passed *Baccalauréat technologique*).

Main purposes of the examinations:

- Student certification/graduation/grade completion: As soon as a student is registered in Grade 12, the school registers the student for the *Baccalauréat* on a compulsory basis.
- Student entry to upper secondary education: Obtaining the DNB is not mandatory for further studies.
- Student access to selective tertiary institutions: Passing the *Baccalauréat* is necessary to continue studies in higher education, but other selection criteria apply depending on the training targeted by the students. The requirements of each course are presented on the national platform *Parcoursup*.
- Decisions about scholarships/financial assistance for students:
  - Lower secondary: *Bourse au mérite* is awarded to scholarship students who have obtained a good or very good mention at the examination and who, at the end Grade 9, engage in an education cycle leading to the general, technological or professional tracks in an establishment or a class authorised to receive national scholarship holders of the second degree (Article D531-37, Education Code).
  - Upper secondary: In the academic year 2022/23, *aide au mérite* was awarded to the student with a "very good" mention in the lastest session of the Baccalaureate, who are enrolled in a course giving right to a scholarship, and beneficiary, the academic year 2022/23. A teaching grant based on social criteria or an annual allowance was granted under the specific aid system. (*Circulaire du* 24-3-2022, ESRS2209377C).

Format of the examinations:

- Lower secondary: Other type of tasks refer to continuous assessment (*Évaluation des compétences du socle commun de connaissances, de compétences et de culture*) in Grade 9.
- Upper secondary: Other type of tasks refer to continuous assessment. The educational team must define an assessment project within each establishment with the support of the inspectors of academy and regional educational inspectors. The objective is to define common principles, guaranteeing equality between candidates. The harmonisation of evaluation practices can be based in particular on the instructions and evaluation guides produced by the inspection bodies, the official programs, the definition of the Baccalaureate examinations, and the evaluation grids. See link for more information.

Requirement for educational institutions to administer the examination: All candidates to the national examinations have access to an examination centre. The government-dependent private institutions administer the examination when solicited according to need.

Students exempted from taking the examinations:

- Lower secondary: Obtaining the DNB is not mandatory for further studies.
- Upper secondary: There are no exemption. There are arrangements to support candidates in a particular situation (such as candidates with disability).

Locus of authority at which the examinations are graded/marked: The juries of the national examinations are appointed by the rector of the academy (representative of the central educational authority). They support harmonisation of marking of the examinations.

- Lower secondary: The continuous assessment is assessed by the teaching team (including student's own teacher). The mark from the continuous assessment is validated by the entire teaching team, then certified by school head. The final examination papers are anonymised and are corrected by teachers from other schools (Sources: link1, link2).
- Upper secondary: The juries (appointed by the rectors) have the final responsibility for the harmonisation of the marks, after consultation with the *commissions d'entente et d'harmonisation* in which the markers (teachers) participate. Teachers of the students assess students during continuous assessment (*contrôle continu*) and teachers from another school marks the final examinations (*épreuves finales*) (Source).

Mechanisms to ensure reliability of marking the examinations across students:

- Lower secondary:
  - For continuous assessment, each of the components is assessed by the pedagogical team based on the evaluation support documents (from the *eduscol* website or of the academy) (link).
  - In terms of moderation, the jury of an academy or a department (or of several departments) meets at the place indicated by the rector of the academy or his/her representative. The group may split into sub-committees. The jury checks the application of the correction scales. If necessary, it proceeds to harmonise the marks and official documents, then after discussion, the marks of the tests and the total points (Source).
- Upper secondary:
  - For continuous assessment, the pedagogical team defines an evaluation project within each school, with the support of the regional education inspectors (*inspecteurs d'académie, inspecteurs pédagogiques régionaux référents*). The objective is to define common principles to ensure equality between candidates. The harmonisation of assessment practices can be based on instructions and evaluation guides (link) produced by the inspectorates, official programs, the definition of *Baccalauréat* exams, and assessment grids (link).
  - The responsibility of the jury includes harmonisation of the marks from the final examinations (moderation). The Baccalaureate is awarded based on the harmonised marks of the final examinations, the harmonised marks of the continuous assessment and the candidate's school report (Source: Articles D334-4-1 and Article D336-4-1 *du Code de l'éducation*).

Subject areas tested in the examinations:

- Lower secondary:
  - Mathematics: It is assessed both in the continuous assessment (reported as other type of tasks) and the final examination.
  - Natural sciences (and Technology): It is assessed as part of the continuous assessment (reported as other type of tasks): marks obtained during Grade 9 and the *évaluation des compétences du socle commun de connaissances, de compétences et de culture*. In addition, sciences are among the tests of the final examination (two disciplines out of three are randomly drawn from among technology, life and earth sciences, and chemistry-physics).
  - Other languages: Modern languages are assessed as part of the continuous assessment.
  - Physical education and health: Physical and sports education is evaluated as part of the continuous assessment.
  - Arts: Arts is evaluated as part of the continuous assessment. In addition, students can choose to present a project carried out in art history during the oral examination.
  - Religion/ethics/moral education: Moral and civic education is assessed both in the continuous assessment and the final examination.
  - Practical and vocational skills: The subject "*enseignement de découverte professionnelle des métiers et des formations professionnelles*" is followed only by students taking "*prépa-métier*" classes.
  - Other subjects: These refer to the optional courses chosen by the students, and those wish to be evaluated in continuous assessment.
- Upper secondary: Numerous courses studied are assessed in a continuous assessment but not all of them are not subject to final examinations. Moral and civic education is compulsory for all candidates of Baccalaureate and assessed only in continuous assessment.
  - Reading, writing and literature: The (written and oral) French examination takes place at the end of Grade 11 for all candidates. In Grade 12, students preparing for the *Baccalauréat général* can choose specialty courses such as literature (e.g. "Humanity, literature, philosophy" course), which will be assessed through a final examination.
  - Mathematics:

  - *Baccalauréat général*: For the school year 2022/23, mathematics is assessed in the continuous assessment (reported as other type of tasks) for candidates who have chosen science track integrating mathematics, and in the final examination for candidates who have chosen the specialised track in mathematics (or specialised track which includes mathematics).
  - *Baccalauréat technologique*: All candidates are assessed through the continuous assessment, and there is no final examination.
- All other subject areas indicated in the data table are subject to final examination for the candidates who chose to study the relevant subjects as their specialty.

- Information and communication technology: The digital skills defined by the reference framework for digital skills set by article D. 121-1 of the Education Code, acquired by students in establishments of public and private education under contract and students of training provided in high school are subject to national certification issued via an online platform by the public interest group *Pix*. The *Pix* certification is not part of the national examinations but is compulsory as part of the students' education (Source).
- Well-being: "Soft skills" skills are assessed through the student's commitment and involvement in the courses offered to student. The evaluation is carried out in the form of positive assessments entered in the school record (counting towards the DNB) and in the upper secondary school record (counting towards the *Baccalauréat*).

How the results of the examinations are shared:

- School administrators: The results can be consulted on the Publinet website, but the legal representatives or the adult students give their authorisation for any publication in the media with names. The application APAE (*Aide au Pilotage et à l'Auto-Evaluation*) with restricted access provides aggregated (non-nominal) results at the country level, by academy (major educational territorial units, for which the majority corresponds with regions), by *département* and by educational institutions. For *Baccalauréat*, the results are aggregated by specialties chosen by students (reported as other aggregation).
- Classroom teachers: Teachers can view the results displayed (with authorisation) in the examination centres. The results of the DNB and the *Baccalauréat* can also be consulted in the *Cyclades* (Examination Information System), but the legal representatives or the adult students give their authorisation for any publication in the media with names. Teacher can also obtain information from the students by asking for their results. School heads can inform their teachers of their results of their students.
- Parents: Parents can check the results displayed in the examination centres. The results of can also be consulted in the *Cyclades* (Examination Information System) with authorisation. The results are available by academy (major educational territorial units, for which the majority corresponds with regions), by *département* and by educational institutions. For *Baccalauréat*, the results are aggregated by specialties chosen by students (reported as other aggregation).
- Students: Each student has a dedicated account to access their results on the Cyclades or can check the results displayed in the examination centres. For *Baccalauréat*, the results are also aggregated by specialties chosen by students (reported as other aggregation).
- Media and general public: The results can be consulted on the Publinet website, but the legal representatives or the adult students give their authorisation for any publication in the media with names. Also, at upper secondary level, the results indicators are published on the Ministry's website, with a complete set of breakdowns (academy, *département*, city, educational instituitions, specialties) (link).

Features used when reporting the results of the examinations:

- Used when reporting results: The application APAE does not offer rankings, but allows each institution to position itself in relation to different averages (at the national level, at the academy level).
- Media or other outside groups prepare and make school rankings available: Websites (with free access) offer rankings of colleges and high schools (link).

Extent to which the examinations are used on schools and teachers: Baccalauréat results are used in the added value indicators (*indicateurs de valeur ajoutée*: IVAL) (Source).

Germany

National/central assessments

Notes on interpretation: The Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (*Kultusministerkonferenz*) set up the Institute for Educational Quality Improvement (*Institut zur Qualitätsentwicklung im Bildungswesen*; IQB) at Humboldt University in Berlin in June 2004. Since then, the IQB has been entrusted with the supervision of the operationalisation of the educational standards, the co-ordination of the development of corresponding standard-oriented tasks and the review of their achievement. This includes the administration of:

- VERA comparison tests. Comparative studies (VERA, in some Länder also called performance level study or competence test) are conducted in all federal states (*Länder*) for Grades 3 and 8 (called VERA 3 and VERA 8 respectively) on the basis of a framework agreed upon by all *Länder*. On their website, the IQB provides information on the assessment framework and criteria, results and statistics, example questions, timetable and information from the individual *Länder*. Some of the information is in English.
- Educational Trends (*Bildungstrends*) comparison tests (formerly, Länder Comparison Study). The IQB Educational Trends studies are carried out every five years at the primary level in Grade 4 and every three years at the lower secondary level in Grade 9. They are applied on representative random samples and carried out on the basis of competence level models verified with regard to teaching methodology and learning psychology. On their website, the IQB provides information on the assessment framework and criteria, results and statistics, example questions, timetable and information from the individual Länder. Some of the information is in English.

School year the assessments were first established: Responses for Educational Trends refer to the first year of *Länder* Comparison Study.

Main purposes of the assessments: Both type of assessments is used to monitor the education system, but specifically,

- VERA: It serves to investigate the performance levels of pupils at school and class level and aim at school development and the improvement of teaching.
- IQB Educational Trends: It serves to verify the achievement of the educational standards, which are aligned more to school practice in Germany than international surveys.

Locus of authority at which the assessments are devised/developed: Central agency refers to the Institute for Educational Quality Improvement (IQB).

Requirement for educational institutions to administer the assessments:

- VERA: It is conducted in all public schools in fifteen *Länder*. Niedersachsen has stopped administering VERA since 2019/20.
- IQB Educational Trends: In the latest round, 9.5% of public institutions conducted Grade 4 tests, and around 8.5% of public institutions conducted Grade 9 tests.

Locus of authority at which the assessments are graded/marked: Central agency refers to the Institute for Educational Quality Improvement (IQB).

Subject areas tested in the assessments:

- VERA: The assessments will be changed to completely online tests in the coming years.
- IQB Educational Trends: For Grade 4, German and mathematics are tested every round. For Grade 9, different subjects are tested on a rotating basis. In the recent four rounds, Mathematics and Natural sciences were tested in 2012 and 2018 rounds, and Reading, writing and literature and Other languages tested in 2015 and 2022 rounds. English was tested in all Länder, and French tested also in a few *Länder*.

How the results of the assessments are shared:

- VERA: The results are not shared at all.
- IQB Educational Trends: School administers receive a report of their own schools. A report with the results at the national level is published for the media and the general public. Teachers, parents and students can access the publicly-available report. Individual student results are not shared.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: In many *Länder*, participation in the so-called "fair comparison" is offered, which considers the differences in class composition as well as other factors, if applicable. This is because the composition of the student body is also important for the achievement level of a learning group. Learning groups or schools thus have the opportunity to compare themselves with learning groups and schools with similar social framework conditions. Additionally, VERA offers comparison between groups of students with a similar social framework and Educational Trends offers comparison between Länder.
- Reporting together with other indicators of school quality: Educational Trends also aimed to capture differences in learning conditions in and out of school in order to take these into account when interpreting test results and to uncover connections between the framework conditions of teaching and learning and students' competence development (link).

Extent to which the assessments are used on schools and teachers: Schools, school administrations, teachers are not evaluated based on the outcomes of the assessments. They receive feedback that is supposed to help them improve their performance.

National/central examinations

Notes on interpretation: There are central examinations on the level of the federal states (*Länder*) at the end of lower secondary education. The name of the lower secondary examination and the grades conducted are different between the *Länder*. A majority of the *Länder* give *Mittlerer Schulabschluss* (Intermediate School Certificate) after Grade 10 and in half of the *Länder* give *Erster Schulabschluss* (First School Certificate) after Grade 9.

School year the examinations were first established: Centralised examinations were introduced at different points in time in different *Länder*.

Main purposes of the examinations:

- Student selection for programme/course/tracks/fields at the next level of education: The type of school entered after lower secondary education depends on the qualifications and entitlements obtained at the end of lower secondary education.
- Student expulsion from school: Students who do not pass the final examination can retake the examination. If they fail the second time, they have to leave the school.

Mechanisms to ensure reliability of marking the examinations across students:

- Lower secondary: Examination boards are set up in the *Länder*. The *Länder* provide guidelines to the teachers such as performance criteria, rubrics and examples. Regulations may vary between the *Länder*.
- Upper secondary: Examination boards are set up for the assessment of performance in *Abitur* examinations; and subject committees are set up for the assessment of performance in individual subjects. The *Länder* provide guidelines to the teachers such as performance criteria, rubrics and examples. There are always at least two teachers involved in marking. Each piece of written work is first corrected, assessed and graded by the relevant subject teacher, then is reviewed by another subject teacher, who either agrees with the assessment of the first assessor or prepares his/her own assessment with evaluation. Regulations may vary between the *Länder*.

Subject areas tested in the examinations: Other languages refers to Spanish, English, French, Polish etc. Other subject refers to Latin.

Greece

National/central assessments

Notes on interpretation: Additional information on National Diagnostic Student Assessment can be found here.

Main purposes of the assessments: National Diagnostic Student Assessment seeks to draw conclusions on the progress of the implementation of the curricula and the degree of achievement of the expected learning outcomes across country, at the level of Regional Directorates of Education, Directorates of Education and school unit (L4823(A'136/3-8-2021 art.104)). It focusses on the valid and reliable diagnosis of knowledge, skills and students' skills in Language - Reading Comprehension and Mathematics, according to the expected learning outcomes as stated or described in related Study Programmes. The results of the diagnostic tests are utilized for the formulation of recommendations to the Ministry of Education and Religious Affairs, for proposals for improvements in curricula, in the educational material, in the teaching methodology, for approaches inclusive and compensatory education, as well as for the development of focused trainings actions. Also, proposals are formulated and submitted for the improvement of educational policy in primary and secondary education in general (16469/GD4/25-2-2022 YA).

Extent the assessments are used for: Formative assessment provides data to enhance the quality of national educational policy for students.

Locus of authority at which the assessments are devised/developed: Authority for Quality Assurance in primary and secondary education (central agency responsible for assessments or certification) is responsible to assess the educational systems' quality and supports the Ministry of Education and Religious Affairs. The Institute of Educational Policy (reported as "other entity") is a scientific agency and the Minister's main advisory body that provides support to the Minister of Education and Religious Affairs on issues regarding primary and secondary education, post-secondary education, transition from secondary to higher education, teacher training, student drop-out and early school leaving. They both collaborate to design, develop and monitor the assessments.

Requirement for educational institutions to administer the assessments: Stratified random sampling was used for the selection of schools (public institutions).

Students exempted from taking the assessments: Students with special needs or disadvantages are exempted.

Locus of authority at which the assessments are graded/marked: The Institute of Educational Policy (reported as "central authority") is responsible for marking, as the main advisory body of the Minister of Education and Religious Affairs.

How the results of the assessments are shared: The assessment is anonymous. Individual student results are not shared, even with students and their parents. The results are aggregated and presented in a report on a website. It overviews the strong and the weak areas of students' performance and so on.

Features used when reporting the results of the assessments:

- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The assessment is anonymous.

Extent to which the assessments are used on schools and teachers: As the assessment is sample-based and the results cannot be generalised, the focus of the training provided to teachers to improve their teaching skills is on guidance.

National/central examinations

Notes on interpretation: There are two types of centralised examinations at upper secondary level:

- Specific school subjects are examined through written exams at the end of the school year. These in-school examinations are administered at school level. However, half of the exam items in these examinations, are drawn from the "Test Item Bank with Graded Difficulty for Secondary Education" and

another half are developed by the subject teacher(s) themselves. The reported data covers these in-school examinations. Additional information can be found on this link.

- The Panhellenic Examinations is obligatory only for those students interested in entering tertiary education. National Examinations Organisation provides information on the Panhellenic Examinations.

In addition, students in Grade 6, who wish to be admitted to either a Model or a Music School, may choose to sit for entrance examinations at the national level. Students are required to take exams in Modern Greek and Mathematics for Model Schools, and a specific music subject for Music Schools. Students are ranked in descending order according to their test score.

Main purposes of the examinations: The result of the examinations with items from the central test item bank counts for the students' grade completion and promotion to a higher grade in upper secondary education.

Locus of authority at which the examinations are devised/developed: The in-school examinations include items from the central test item bank (developed by the central educational authority) and items developed by the subject teacher(s) of class (reported as “other”).

Locus of authority at which the examinations are graded/marked:

- In-school examinations with items from the central test item bank: Marking is done by the students' own teachers. There are no mechanisms to ensure the reliability of marking across students at the school level.
- Panhellenic Examinations: Marking is done by upper secondary education teachers, appointed by the regional educational authorities after expression of interest. Marking guidelines are provided by the Ministry of Education and Religious Affairs (central educational authority). Students' names on the examination papers are covered in order to ensure objectivity during marking. All students' responses are marked by two independent school teachers (appointed by regional educational authorities). In case of significant difference in marking (more than 12 points out of 100), a third marker is appointed.

Extent schools influence or control the examinations: For in-school examinations with items from the central test item bank, there is a moderate level of control on the examination because students' responses on test bank items are marked by the students' teachers.

Subject areas tested in the examinations:

- In-school examinations with items from the central test item bank: Information and communication technology is assessed only in Grade 12.
- Panhellenic Examinations: All students must be tested in reading, writing and literature. Then students are tested in all the subjects of the specific subject cluster that they chose for the final year of their upper secondary schooling based on the discipline/field of study they are interested in. Additionally, students who wish to enter certain higher education study programmes with specific requirements take examinations in the relevant subjects. For example, students take examinations in the specific foreign language to enter programmes requiring foreign languages (e.g. English Language and Literature, tourism studies), in the specific physical activities to enter programmes requiring good physical condition (e.g. long jump for the School of Physical Education, military studies), or in relevant arts subjects to enter programmes requiring relevant knowledge (e.g. music, design).

How the results of the examinations are shared: There are differences between how the results are shared for the in-school examinations with items from the central test item bank and the Panhellenic Examinations.

- In-school examinations with items from the central test item bank: School administrators can access the results of individual students through MySchool online platform, where teachers (who mark the in-school examinations) post the results. Parents are informed about their child's results and share this information with their child (students are not directly informed of their own results). No results are shared with the public.
- Panhellenic Examinations: Students can access their own results by using their personal passwords to a dedicated website. Parents and teachers do not receive any results. School administrators are shared

aggregated results by region and aggregated results of his/her school. No results are shared with the public.

Other forms or measures to evaluate and assess students

- Student portfolio of the Skills Labs
  - Skills Labs initiative was introduced in compulsory education by the Ministry of Education along with the Institute of Education Policy (IEP) in February 2020. The aim of this initiative to nurture 21st century skills and discuss issues of equality, equity and equal opportunity. It creates a safe space where young people will have the opportunity to learn about and discuss freely issues of justice in pluralistic and intercultural democratic societies, along with other contemporary controversial issues such as gender equality, global citizenship and the rights of all persons to dignity and respect amongst others.
  - Due to its nature, student's performance in the Skills Labs is assessed quarterly through descriptive assessment and the compilation of a portfolio of achievements by the student. The student portfolio (a) is given to the student as his/her personal record, (b) is a material for information and counselling to parents in the context of scheduled meetings to inform them, (c) is a diagnostic behavioural tool to capture the achievements and barriers to achievement as well as each individual student's learning profile, (d) may include alternative approaches of assessment, such as self-assessment and peer-assessment, and areas for the construction of the school biography of the pupil.
  - In particular, the skills assessment process has a formative function and highlights the priorities to be set when designing the School Unit Action Plans. These assessments have a twofold objective: to evaluate the development of the students' skills as well as to evaluate the implementation of the Skills Development Programme.
- Exams at the end of the school year take place in all grades of lower secondary in all public schools. In combination with other forms of evaluation, such as participation in class, projects, tests, etc., these exams determine whether a student can continue his/her studies in the next grade or should repeat the class (P.D.126/2016). There are also many non-formal ways of assessment in classroom through mind maps, group work or/and discussions etc.

Hungary

National/central assessments

Notes on interpretation: There are four types of national assessments reported for this data collection:

- National Assessment of Basic Competences (*Országos kompetenciamérés*; NABC)
- Language assessments:
  - Foreign language assessment (*Idegen nyelvi mérés*): Students in mainstream schools are assessed in the first foreign language (English or German).
  - Target language assessment (*Célnyelvi mérés*): Students in Content and Language Integrated Learning programmes (CLIL) are assessed in all languages taught in their programme.
- Physical Condition and fitness test (*Nemzeti Egységes Tanulói Fittségi Teszt*; NETFIT)

Additional information can be found on the Educational Authority website.

School year the assessments were first established:

- NABC: In 2001, pilot assessment began with Grades 5 and 9 as the sample assessment (20 tests per school) in numeracy and reading literacy. Since then, the assessment has been introduced in different years for difference grades and on all students in the grade. Since the school year 2002/03, Grades 6 and 10 were tested in numeracy and reading literacy. Since the school year 2003/04, Grade 8 were tested in numeracy and reading literacy. Since the school year 2022/23, Grades 7, 9 and 11 are assessed and Grades 6, 8 and 10 are also assessed on natural science.

- Language assessments: They have been administered at Grades 6, 7 and 8 since 2014. Grade 10 was tested in 2015 and 2016 only.

Periodicity of the assessments: The school year 2022/23 is the pilot year of NABC in numeracy and reading literacy for Grades 4 and 5. NABC for Grade 7 was introduced in the school year 2022/23. As of July 2023, it has been decided that NACB assessment in Grades 4, 5, 7 and 9 will be conducted every year starting from the next school year 2023/24.

Locus of authority at which the assessments are devised/developed:

- NABC: The Educational Authority is involved.
- Language assessments: The Educational Authority is involved.
- NETFIT: The Educational Authority and the Hungarian School Sport Federation (Magyar Diáksport Szövetség; MDSZ, reported as other entity) are involved.

Format of the assessments: Other type of tasks in NETFIT refer to measurement of health and physical condition (link).

Requirement for educational institutions to administer the assessments: Percentage of schools that administer the assessment refer to the share mainstream schools for the foreign language assessment and the share of bilingual schools for the target language assessment.

Students exempted from taking the assessments:

- NABC: In principle, the attendance is compulsory for all students. However, the school head is required to decide about the exemption in the case of each student with special education needs considering the degree of their special circumstances. Severe mental disability or physical disability that makes the physical conducting of the exam impossible. Distant learners in principle but they can ask the attendance.
- Language assessments: If the student is not exempted from studying foreign languages, they have to sit the exam.

Locus of authority at which the assessments are graded/marked: For NETFIT, own teacher refers to students' teachers with the central guidelines.

Mechanisms to ensure reliability of marking the assessments across students: Other response on NETFIT refers to the central guidelines.

Extent schools influence or control the assessments: It reflects the responsibility of student supervision during their examinations.

Subject areas tested in the assessments:

- NABC:
  - Frequency: For Grades 4, 5 and 7, see the note on periodicity.
  - Computer-based technology used: The assessment is administered digitally since the school year 2021/22.

How the results of the assessments are shared:

- Classroom teachers: Results of individual students in their classes are available on the website. Results at different levels of aggregation can be accessed through the public website or through the school administrators.
- Parents: Results of their child are available upon request. Results at different levels of aggregation (country, by region, by municipality and by school) can be accessed through the public website. Aggregated results by class can be shared by the school administrators at the autonomy of individual schools.

- Students: Results of their own and aggregated results by class can be shared by the school administrators at the autonomy of individual schools. Results at different levels of aggregation (country, by region, by municipality and by school) can be accessed through the public website.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The most basic piece of information is the school average score characterising students' reading literacy and numeracy performance. On the basis of this the particular school performance can be seen compared to the national average, and compared to the average of schools of a similar size, location and type. However, the performance of a school and the effort and quality of the pedagogical work carried out are best characterised by the social composition, and also by the prior results of students. Data available are national average (trend data), aggregated data by region, school type, gender(boys/girls), family status, student's ambition (what level of qualification the student want) and by condition of the school building.
- Reporting together with other indicators of school quality: The on-site reports of the NABC also provide an account of this performance with the help of data describing the added pedagogical value.
- Used when reporting results: Based on the NABC data, it is possible to identify schools that achieved better results than it would have been expected based on the previous results of their students, which means that the developmental effect of the pedagogical work is greater than the average. The aim is to draw attention to the outstanding achievements of the Hungarian pedagogical practice.
- Used when reporting results: The Educational Authority publishes the list of schools that have better than average results based on the family status and prior results of students.

Extent to which the examinations are used on schools and teachers: There are no regulation on the size of the school budget, on financial reward/sanction, nor on remuneration/bonuses received by teachers in relation to this topic.

National/central examinations

Notes on interpretation: The upper secondary school-leaving certificate with Matura gives right to admission to a higher education institution, to join vocational education and training (VET), and to hold certain jobs. Various information can be found on the Educational Authority website. It includes: general information; student application for the matura examination; exam periods (current exam period: May-June 2023; next exam period: October-November 2023); legislative background, announcements; exam requirements for the matura exam subjects; central written exam items and the guide to evaluate them; appeal procedure; frequently asked questions; presentations, studies; statistics on exam results; administrative portal for matura exam chairmen and examiners; and studies carried out in the framework of European Union projects.

Locus of authority at which the examinations are devised/developed: It is the Educational Authority.

Requirement for educational institutions to administer the examination: It is not compulsory for all students to sit for the Matura.

Students exempted from taking the examinations: Students with special educational needs may choose other subjects to be tested if either they were exempted from studying a subject before, or some parts of their test is not evaluated. It is possible for these students to take oral examinations in lieu of written examinations, or written examinations in lieu of oral examinations.

Locus of authority at which the examinations are graded/marked: For standard level, student's teacher evaluates both the written test and the oral examination. Whereas, for advanced level, the government local administrative office (*Kormányhivatal*, reported as other entity) is responsible and hires teachers from another school to mark.

Mechanisms to ensure reliability of marking the examinations across students: Government decree regulates the procedure of the examination and the requirements of the written and oral exams in each subject regarding both standard and advanced levels. The Educational Authority develops the guide to evaluate written tests at both standard and advanced level. For oral examinations, the chair of the examination who is a certified expert (by

the Educational Authority) supervises the examination. The chair receives the list of oral examination topics before the examination for approval.

Extent schools influence or control the examinations: Schools organise and supervise the standardised written examinations and schools organise and mark the oral examinations (standard level).

Subject areas tested in the examinations:

- There are some compulsory subjects. Only history is compulsory among social sciences subjects. At least one foreign language is compulsory to be chosen as a final examination subject. Latin (reported as Other subject) is also considered as one of the foreign languages that is compulsory to be chosen as a final examination subject. In the Spring term 2022, language exams were taken in 24 different languages at standard level. Students are allowed to choose any language to be tested (one is compulsory) which was taught at their school.
- Then there are numerous optional subjects. The subject area Practical and vocational skills includes tourism. Other subjects refer to Latin, Law enforcement, Defence and Psychology.
- Higher education institutions are authorised to decide which level of Matura (standard or advanced) students are required to take to apply for their institutions. Advanced level Matura may provide better results in the admission procedure for higher education. Until 2022/23, one examination must have been taken at advanced level to enter a higher educational institution.
- Type of tasks: Performing a task/experiment in mathematics (for both standard and advanced levels) refers to tasks asking students to design and construct a model, to develop, conduct and report the results of a survey, to perform a science experiment, etc. As such, the learning outcome that the student is able to notice mathematical problems, create a mathematical model to solve a practical question, and apply different problem-solving strategies.
- Reference standards: They are based on national curriculum goals.

How the results of the examinations are shared:

- School administrators and teachers would know the results as they (the teachers) are involved in marking in most cases. Teachers may also know the result of their school through teachers' meetings.
- Parents are shared directly the results of their own child only if their child is under 18.
- Students receive their own results on a report. Students could be informed by their teachers on the results of their class and their school.
- All the stakeholders and the public can access publicly available to see aggregated results by subject, by county, by part of the exam and by level of the exam (standard or advanced) (link). Some other data are available upon request.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: Trend data is provided.

Extent to which the assessments are used on schools and teachers: There are no regulation on the size of the school budget, on financial reward/sanction, on remuneration/bonuses received by teachers, nor on school closure in relation to this topic.

Other forms or measures to evaluate and assess students

The Diagnostic Development Assessment System (DIFER), conducted in Grade 1, is a testing system suitable for the diagnostic evaluation of fundamental skills (such as writing-movement-co-ordination, speech-listening skills, relational vocabulary, elementary arithmetic, experimental inference, understanding experimental trial context, sociality) that are critical for school progress in elementary school age.

With the help of the "Development Indicator", DIFER allows detailed monitoring of the learning processes of these critical elementary skills from the age of 4 to the age of 8. The tool package also describes the acquisition processes of these skills and points out the possibilities and actions for more effective development. The use of

the system enables the so-called criterion-referenced skill development, in other words the individual development of the student may be considered to be completed when the critical elementary skill in question functions optimally, so the pupil can properly use it.

DIFER is the first mandatory step of the Hungarian public education assessment and evaluation system. Primary schools assess their first-grade students at the beginning of the school year and determine the range of students who need basic skills assessment with DIFER. Teachers conduct the examination with the students concerned during the fall season. Teachers evaluate the data gained with the help of the software that is part of the DIFER system, and then they determine the individual development directions of the student based on the results.

Many schools involve all students in the first DIFER evaluation in order to ensure effective development work. Institutions report about the number of students involved to the Educational Authority. On the basis of several years of experience, primary schools assess 30-33% of their first-year students every year.

The DIFER tool package is available in all public elementary schools and it can also be purchased commercially.

Ireland

National/central assessments

School year the assessments were first established: Standardised tests have been available for use by schools since the 1980s and schools were encouraged to use them as one of a range of assessment approaches to assess pupils' progress and achievement. The requirement that all primary schools administer standardised tests at particular grades was first introduced as part of the National Literacy and Numeracy Strategy in 2011.

Locus of authority at which the assessments are devised/developed: There are two providers of the standardised tests that have been approved by the Department of Education for use in primary schools.

- The Education Research Centre (central agency responsible for assessments or certification) is a statutory body under the Education Act 1998. It provides both paper and online tests, i.e. the Drumcondra Primary Reading Test and the Drumcondra Primary Mathematics Test for all primary schools. It also provides an Irish reading test (*Triail Ghaeilge Dhroim Conrach do Bhunscoileanna Gaeltachta agus Lan-Ghaeilge*) for use in Irish-medium schools
- Mary Immaculate College which provides the paper-based MICRO-T (Mary Immaculate College Reading Attainment Tests) and SIGMA-T (Standardised Irish Graded Mathematics Attainment Tests) tests. These tests are available from and distributed by a private educational publisher.

Requirement for educational institutions to administer the assessments: All primary schools are required to administer standardised tests in English reading and Mathematics annually and to submit the aggregated results to the Department of Education. In addition, Irish-medium schools are required to administer standardised tests in Irish reading and report the aggregated results to the department. There are no government-dependent private schools at primary level.

Students exempted from taking the assessments: Pupils may be excluded from standardised testing if, in the view of the school principal, they have a learning or physical disability which would prevent them from attempting the tests or, in the case of migrant students, where the level of English required in the test would make attempting the test inappropriate. Schools are advised that exemptions should be considered on a case-by-case basis and be warranted only in exceptional cases. Schools are asked to include pupils who are deemed not to be in a position to undertake standardised testing in the return of the standardised assessment data to the Department of Education as “exempt”.

Mechanisms to ensure reliability of marking the assessments across students: National guidance materials is available to guide teachers' marking and interpretation of pupil performance on the assessments.

Subject areas tested in the assessments: Primary schools are required to administer standardised tests in English reading and Mathematics at the end of Grade 2, 4 and 6 (i.e. cumulative years 4, 6, and 8 since the start of

ISCED 1, when two years in infant classes (not obligatory but included in ISCED 1) are considered). In addition, Irish-medium schools are required to administer standardised tests in Irish reading at the end of Grade 2, 4 and 6.

How the results of the assessments are shared:

- School administrators: Principals of primary schools are required to report the aggregated results of standardised tests conducted in their school to the board of management of the school and to the Department of Education. Primary schools are also required to send a copy of the report card issued to parents of pupils at the end of primary school to the post-primary school to which an individual pupil transfers.
- Classroom teachers: Class teachers normally administer and correct the assessments for their own class and record these centrally on the school's database. In some schools, another teacher may administer the tests and the results are shared directly with the class teacher.
- Parents: Schools and class teachers are required to report to the parents the results of their child through the end-of year school report. When reporting the results of standardised tests to parents, schools are required to use standard report card materials that have been prepared by the National Council for Curriculum and Assessment and available on its website.
- Media and general public: The Department analyses the aggregated results from schools and prepares reports on the analysis for publication. These are not shared with the public.

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: As students in Grades 2, 4, and 6 are tested in English reading and Mathematics every year, the results of individual students in Grades 4 and 6 can be compared to previous years as they progress through schooling. In Grade 2, this is not possible as it is the first year of assessment.
- Reporting with context: The results of the standardised tests that are administered and reported to the Department of Education do not include context information (e.g. details about factors that affect outcomes such as student or community demographics). However, based on information that the Department has on the socio-economic profile of the school, the Department may analyse the results based on whether the school has disadvantaged status or not.
- Comparison with other groups or populations of students: The results can be compared against the national average and between demographically similar groups of schools and gender.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Section 53 of the Education Act 1998 stipulates that the Minister of Education and Skills may "refuse access to any information which would enable the compilation of information (that is not otherwise available to the general public) in relation to the comparative performance of schools in respect of the academic achievement of students enrolled."

Extent to which the assessments are used on schools and teachers: During school self-evaluation within schools and external evaluation carried out by the Department of Education Inspectorate, the results from standardised tests are considered, together with a range of other sources of evidence, in making judgements about the quality of pupils' learning in English reading, Mathematics and Irish reading, and the overall educational provision in the school.

National/central examinations

Notes on interpretation:

- Lower secondary: All students have the possibility of being awarded a Junior Cycle Profile of Achievement (JCPA). Typically, the JCPA includes individual students' achievement in a number of assessment elements. It reports on classroom-based assessments and the results of state-certified final examinations. The JCPA also provides opportunity for schools to comment on students' achievement, participation or progress in other areas of learning. The reported data covers both classroom-based assessments and the state-certified final examinations leading to the Junior Cycle Profile of Achievement.

- Upper secondary: There are a range of educational pathways that are available to students around the age of 16. Some students leave school after lower secondary, having reached the compulsory schooling age of 16 years, and proceed to work or to training courses or alternative education settings. Those who proceed to upper secondary have the option of following the Leaving Certificate, or the Leaving Certificate Vocational Programme and the Leaving Certificate Applied which have a vocational focus and adjusted assessment arrangements. A very small proportion of students with special educational needs (particular categories) follow customised school-designed programmes of learning that are specific to the needs of the individual student. These customised school-designed programmes may incorporate assessment elements that are linked to the National Framework for Qualifications (NFQ). The reported data refers to the national examinations awarding the Leaving Certificate.

School year the examinations were first established: The examinations at lower secondary were first established as the Intermediate Certificate ("Inter Cert") in 1924. The Intermediate Certificate was replaced by the Junior Certificate in 1992, then by the Junior Cycle Profile of Achievement in 2014.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the State Examinations Commission (SEC). The SEC oversees the state examinations at secondary level (the Junior Cycle and the Leaving Certificate). It also organises certain trade and professional examinations.

Type of the examinations: It may not be appropriate to describe the examinations as being either entirely criterion-referenced or norm-referenced. On balance, the national examinations are considered closer to being criterion-referenced than norm-referenced in that the examinations are aligned to the subject syllabuses or specifications that schools are required to teach at lower secondary and upper secondary. The grades provided are intended to represent the degree to which students have met the aims and objectives (or fulfilled the learning outcomes) of the subject syllabus/specification, and to do so in a manner that assures, as much as possible, that the same grade in a given subject from two different years represents the same level of attainment of these learning outcomes, irrespective of how others have performed. In overseeing standards, the State Examinations Commission references standards to levels of attainment in accordance with the principle of 'attainment-referencing'. 'Attainment-referencing' involves comparison of the attainment of different annual cohorts using a combination of statistics and expert judgement. Further information on setting and maintaining standards in the national examinations system in Ireland is available online.

Students exempted from taking the examinations:

- Lower secondary: In the case of a minority of students, particularly students in the low-mild to high-moderate range of general learning disabilities, the JCPA will include the results of individual students' achievement in programmes of learning that have been adapted to their needs (i.e. Level 1 Learning Programmes (L1LPs) and Level 2 Learning Programmes (L2LPs)).
- Upper secondary: Some students (such as those with special educational needs or those from abroad) may be exempt from studying and sitting the assessments of the Irish language, a compulsory subject for all candidates of the Leaving Certificate.

Locus of authority at which the examinations are graded/marked: Central agency responsible for assessment or certification refers to the State Examinations Commission (SEC). All parts of the national examinations at upper secondary level are externally marked and moderated.

Mechanisms to ensure reliability of marking the examinations across students: At lower secondary, teachers mark classroom-based assessments (as a part of the JCPA) using Assessment Guidelines provided by the National Council for Curriculum and Assessment. These Assessment Guidelines include features of quality (performance criteria) that are used by teachers to assess the classroom-based assessments. Moderation within schools of the classroom-based assessments involves the conduct of a Subject Learning and Assessment Review meeting where teachers share and discuss samples of their assessment of students' work and build common understanding about the quality of student learning' using the common externally set features of quality.

Extent schools influence or control the examinations: The national examination at lower secondary has two key components, of which includes classroom-based assessments which are administered and moderated by the management and teachers in the school in accordance with centrally provided specifications.

Subject areas tested in the examinations:

- Social sciences: All students are required to study history in lower secondary education, thus assessed. Examinations on other social sciences subjects such as Geography, Civics, Political and Social Education, Politics are not compulsory in both lower secondary and upper secondary levels.
- Other languages: All students are required to study and be assessed in Irish unless they have an exemption from the study of Irish. While schools will offer the option of foreign languages to students, these are not compulsory in both lower secondary and upper secondary levels.
- Physical education and health: Students at senior cycle (upper secondary) who opt to study Physical Education for their Leaving Certificate are assessed in the subject (a new Framework for Physical Education).
- Information and communication technology (ICT): Though not covered in the scope of the data collection, the study of ICT is a compulsory part of the Leaving Certificate Applied Programme (one of the programme options for students in upper secondary education and studies by a minority of students). Since 2021, the Leaving Certificate Applied Programme assesses ICT.

Features used when reporting the results of the examinations:

- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Section 53 of the Education Act 1998 stipulates that the Minister of Education and Skills may "refuse access to any information which would enable the compilation of information (that is not otherwise available to the general public) in relation to the comparative performance of schools in respect of the academic achievement of students enrolled."
- Media or other outside groups prepare and make school rankings available: The media or other outside groups do not directly prepare and make available rankings of schools based on the results from the upper secondary national examinations. However, one of the mainstream newspapers publishes annually rankings of schools based on publicly-available data on entry of students to universities and other third-level colleges. Entry into universities and other third-level institutions is in accordance with the results of the final national examinations held at the end of upper secondary. Hence, the outcomes of the final examinations at upper secondary level could be considered as indirectly informing the compilation of these rankings.

Extent to which the examinations are used on schools and teachers: During school self-evaluation within schools and external evaluation carried out by the Department of Education Inspectorate, the results of national examinations is considered, together with a range of other sources of evidence, in making judgements about the quality of students' learning and the quality of overall educational provision in the school. Participation and performance in the national examinations is one of a number of evidence sources considered by the Department of Education Inspectorate when it evaluates the quality of educational provision in individual schools.

Israel

National/central assessments

Notes on interpretation: Under the ASIF (*Aklim, Sviva uyaadim Pedagogiim*; School Climate, Environment, and Pedagogical Objectives) Framework, two types of assessments are organised:

- ASIF National Language Achievement Tests: Grades 4 and 8 are tested in Hebrew for Hebrew-speaking students and in Arabic for Arabic-speaking students.
- ASIF School Climate and Environment Surveys: These sample-based surveys are administered for Grades 5 to 11.

Several factors contributed to the decision to revise the national school evaluation model. There were growing concerns about the influence of the programme on the education system, which, in turn, were undermining the validity of the assessment data (e.g. schools adapting to the tests; the public misusing test scores to rank and compare schools; low test scores being used by supervisors to impose punitive measures on school principals and teachers). The new national assessment programme seeks to address these challenges and concerns. Changes in leadership, objectives, and priorities within the Ministry of Education have also contributed to decisions to revamp the national assessment programmes.

School year the assessments were last administered: In the 2022 school year, the ASIF Hebrew and Arabic Language Tests were administered only to Grade 4 in all public schools. Also in 2022, the ASIF School Climate and Environment Surveys were voluntary for Grades 5 to 11.

Main purposes of the assessments: Other purpose refers to examining achievement gaps and population sub-group comparisons at district and national levels.

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to National Authority for Measurement and Evaluation in Education (RAMA).

Requirement for educational institutions to administer the assessments:

- ASIF National Language Achievement Tests (Grades 4 and 8): All public schools are required to administer the tests.
- ASIF School Climate and Environment Surveys (Grades 5 to 11): A representative sample of schools (approximately one-third of all public schools) will be required to administer the ASIF School Climate and Environment Surveys.

Students exempted from taking the assessments: Students in special education schools or in special education classes within regular schools are exempt from the national assessments.

Locus of authority at which the assessments are graded/marked: Central agency responsible for assessment or certification refers to the National Authority for Measurement and Evaluation in Education (RAMA).

Subject areas tested in the assessments: Resumption of the administration of new national tests is expected beginning in 2024 for the subject areas Mathematics, Natural sciences, Other languages and Technology.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are compared against the national average and local district average, and between demographically similar groups of students/schools.

National/central examinations

Notes on interpretation: Matriculation examinations are taken in Grades 11 and 12. The certificate is given at the end of Grade 12 after all examinations. Entitlement to a matriculation certificate requires students to be tested on one extended subject of five study units (e.g. mathematics and English). For these subjects, one to three study units are tested in Grade 11, then as a continuation of studies of the same subject, four and five study units in Grade 12. The grades are accumulated according to the results in two years. Before the matriculation examinations, schools examine their students in their own internal tests, called MAGEN tests. Each school has its own MAGEN tests which are not uniform. The results of these tests are part of the final grade for the matriculation certificate. The reported data refers to matriculation examinations.

Main purposes of the examinations:

- Student promotion or entry to higher grade in the same level of education: There is a very small group of students who wish to be admitted to another institution in Grade 12 (e.g. moved to another city or improved to a more prestigious and desirable institution). The matriculation results from Grade 11 can help them get accepted to the desired institution.

- Student access to selective institutions in tertiary education: Acceptance score to a higher education institute is comprised by combining the results from matriculation examinations and the Scholastic Aptitude Tests. Each institute chooses its own minimum score level for each of the different study courses it teaches. Hence there is no uniformity between the different institutes or even between different study courses within the same institute.
- Student selection for programme/course/tracks/fields at tertiary level: Generally, a student is not allowed to change a course of study or track in Grade 12, not even based on matriculation results, because a lot of study material from the previous years would be lost.
- Other purposes: It refers to promotion to Grade 13 and 14, and Colleges for technology (post-secondary non-tertiary education).

Requirement for educational institutions to administer the examination: The response for public institutions refers only to the schools that the Ministry of Education (MOE) is in charge of (95% of public institutions; the Ministry of Economy is in charge of other 5%). In these schools, there is no distinction between general and vocational schools. The MOE allows these students (in the studying track) to go for matriculation. Most of these schools are participating in the matriculation examinations. Ministry of Education, as a national interest, invests funds to reinforce students and teachers and remuneration for submit students to matriculation and encourages schools to submit students to the national exam. School board members choose whether to submit their students to matriculation. Most schools in Israel under the MOE authority submit students to matriculation. The response on government-dependent private institutions refers to the recognised education and Orthodox independent networks including exempted pupils.

Students exempted from taking the examinations: Matriculation examinations are not compulsory for students.

Mechanisms to ensure reliability of marking the examinations across students: There is a mechanism that relates to differential weighting, the purpose of which is to correct excessively high gaps between the grade of the national examinations and the grade given at school.

Subject areas tested in the examinations: Students take matriculation examinations in at least eight subjects. Compulsory subjects include: Reading, writing and literature; Mathematics; Social sciences (history and civic education); Other languages (English) and Religion/ethics/moral education. Then optional subjects can be chosen from more than 60 subjects which are taken by students who choose them in their studies.

- Physical education and health: The students are tested only at Grade 12 in an internal school test according to the national curriculum. The result is part of the grade of the matriculation certificate.
- Practical and vocational skills: There are some subjects (e.g. sailing, agriculture, automobile mechanics) that the students can choose in some schools.

How the results of the examinations are shared: The response refers to the final result shared at the end of Grade 12.

- Classroom teachers: Principal decides whether or not to inform teachers on their students' results. In most cases, principals share the information with their teachers, to come to informative conclusions regarding the way the students were taught.
- Media and general public: National averages of the matriculation examinations are presented to the media via press conferences. The aggregate test results are published by the Ministry of Education and by the Central Bureau of Statistics.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: The share of graduates with a matriculation certificate is compared between the institutions with similar socio-economic index. Averages of each minority groups and by sector are available.

Extent to which the examinations are used on schools and teachers:

- The results from the examinations in Grade 11 generally do not have influence. In some schools, school principals may evaluate the teachers in an internal evaluation based on these results, which may result in financial consequence.
- Based on the results from the examinations in Grade 12, schools can receive pedagogical programs to improve future outcome. Also, one-time bonus may be provided for all the teachers in the school with high achievements.

Other forms or measures to evaluate and assess students

The AMIT test is a formative assessment tool designed to identify struggling readers and writers at the beginning of Grade 7. The test provides information about the specific difficulties of these students. This information then serves in the design of appropriate, customised instructional interventions. Aggregated results are reported to the school inspector for follow-up.

Tests for assessing the acquisition of reading and writing skills of Grades 1 and 2 monitors the development and mastery of basic reading and writing skills. The tests include tasks covering a range of aspects related to initial reading acquisition. These tasks are administered during the school year as the student progresses. Aggregated results are reported to the school inspector for follow-up.

Italy

National/central assessments

Notes on interpretation: Additional information can be found in the National Institute for the Evaluation of the Education and Training System (*Istituto nazionale per la valutazione del sistema di istruzione e formazione*; INVALSI) (link1, link2).

Main purposes of the assessments: Evaluation of school performance refers to school self-evaluation. Also the assessments aim to provide feedback on the effectiveness of the education system.

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to the National Institute for the Evaluation of the Education and Training System.

Requirement for educational institutions to administer the assessments: Participation in the national assessment is one of the mandatory requirements for the admission to the first-cycle leaving examination for Grade 8 and to the second-cycle leaving examination for Grade 13.

Students exempted from taking the assessments: Students with certified specific learning difficulties or disabilities on a differentiated curriculum may be allowed to take differentiated exams. Moreover, the examination may be easier or shorter or to be done within a longer time frame.

Locus of authority at which the assessments are graded/marked: Central agency responsible for assessment or certification refers to the National Institute for the Evaluation of the Education and Training System. There are rubrics.

Subject areas tested in the assessments: Students must take two English tests in listening and reading in Grades 5, 8 and 13.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are reported by region and by socio-economic level.

National/central examinations

Notes on interpretation: Additional information can be found in the Ministry of Education and Merit website.

Locus of authority at which the examinations are devised/developed: Other entities refer to exam commissions assigned to the schools.

Format of the examinations: Each school prepares its own written and oral examinations, so the combination of question types may vary by school.

Students exempted from taking the examinations: Students with certified specific learning difficulties or disabilities on a differentiated curriculum may be allowed to take differentiated exams. Moreover, the examination may be easier or shorter or to be done within a longer time frame.

Locus of authority at which the examinations are graded/marked: Other entities refer to exam commissions assigned to the schools. The exam commission consists of teachers of the school. They establish the marking criteria on the basis of guidelines (and possible rubrics) provided by the schools and the national curriculum goals.

Mechanisms to ensure reliability of marking the examinations across students: Other response refers to the marking criteria established by the individual exam commissions assigned to the schools.

Extent schools influence or control the examinations:

- Lower secondary: Written and oral examinations are prepared by the individual schools and also the evaluation is left to the school.
- Upper secondary: Written examinations are set at the national level. The exam commission is composed of three commissioners from the school as well as three from outside, with the head of the commission external to the school. The evaluation is set at the commission level.

Subject areas tested in the examinations:

- Lower secondary: There are three written tests (Italian, Mathematics and one test on two foreign languages (English and a second foreign language)) and a multi-subject oral examination. Mathematics is included both written and multi-subject oral examinations. All other subjects are incorporated in the multi-subject oral examination where types of tasks and their combination may vary from school to school.
- Upper secondary: There are two written tests and a multi-subject oral examination that, where subjects covered depend on the specific study tracks. Some subjects (e.g. Mathematics, Natural sciences) can be tested in both written and multi-subject oral examinations for students in specific study tracks. All other subjects (which may vary by student depending on their study tracks) are incorporated in the multi-subject oral examination where types of tasks and their combination may vary from school to school.
- Reference standards: Other response refers to the marking criteria established by the individual exam commissions assigned to the schools.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: Comparisons are made by demographics and by region.

Japan

National/central assessments

Notes on interpretation: Additional information on assessment framework, results and statistics, questions, example correct answers can be found here.

Main purposes of the assessments: Other purpose refers to reviewing and assessing current educational policies, which can be improved based on the results.

Extent the assessments are used for:

- Summative purposes: It is possible that each school or local board of education uses the results for summative purposes, but central government does not collect such data.

Format of the assessments: Oral questions and answers are used at lower secondary level only in the English assessment.

Requirement for educational institutions to administer the assessments: The assessments are not mandatory, but nearly all public schools administer them each year.

Students exempted from taking the assessments: As the assessments are not mandatory, the term exemption does not apply. However, children enrolled in special needs education schools/classes who meet one of the two conditions shall not be included in the assessment (i.e. not subject to the assessment): receiving instruction in place of the content of the lower grade; or receiving instruction in the subject content of special needs education schools that provide education for students with intellectual disabilities.

Extent schools influence or control the assessments: It is up to each school to administer the assessments.

Subject areas tested in the assessments: Natural sciences and English (reported as Other language) are assessed once in three years on a rotating basis. Well-being, Socio-emotional skills and School climate are investigated in the related items in the student questionnaires.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: National average is provided.
- Reporting together with other indicators of school quality: An example of such indicator could be teaching condition.
- Used by authorities external to the school for sanctions or rewards: It is possible that each local board of education uses the results for such purposes, but the central government does not collect such data.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The central government formulates the operation guide, which says that municipalities are prohibited intimating the ranking of schools considering its educational effect or influence.
- Media or other outside groups prepare and make school rankings available: The central government does not collect such data.

Extent to which the assessments are used on schools and teachers: It is up to each local government and school to utilize the results of the assessment.

National/central examinations

Notes on interpretation: According to the regulations, the principal of each elementary, lower secondary, and upper secondary school shall assess each student's regular performance and admit him/her to the next grade and grant graduation. In other words, each school recognises students' advancement and graduation at all school levels.

For those who wish to advance from lower secondary school to upper secondary school, it is required by Act that students have graduated from lower secondary school. Also for those who wish to advance from upper secondary school to higher education institutions (universities, colleges, etc.), they must have graduated from upper secondary school or have received education equivalent thereto. Neither of these requirements is limited to any jurisdiction, and those who have obtained a diploma recognised by each school are considered eligible for admission to advanced schools regardless of their jurisdictions.

Korea

National/central assessments

Notes on interpretation: Additional information can be found from Korea Institute for Curriculum and Evaluation (in Korean).

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to Korea Institute for Curriculum and Evaluation.

Requirement for educational institutions to administer the assessments: About 3% of students in the target grades (in both public and private schools) are sampled in stratified clusters to select evaluation targets. Before 2017, the assessment was administered on all students in Korea.

Locus of authority at which the assessments are graded/marked: Central agency responsible for assessment or certification refers to Korea Institute for Curriculum and Evaluation.

Subject areas tested in the assessments: Other language refers to English. Since 2022, the electronic national assessment of educational achievement (eNAEA), which uses computer-based uniform technology, has been implemented.

How the results of the assessments are shared: Student (and his/her parents) who participated in the assessment is presented with his/her own results as well as the class average scores.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The average score, standard deviation, and the percentage of students by achievement level are presented.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The ranking of schools is no longer calculated because the assessments have been converted from census-based to sample-based evaluation system.

National/central examinations

Notes on interpretation: Additional information on the College Scholastic Ability Test (CSAT) can be found in Korea Institute for Curriculum and Evaluation.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to Korea Institute for Curriculum and Evaluation.

Requirement for educational institutions to administer the examination: Students choose to take the examination at their own discretion. The government arranges schools accordingly considering the number of examinees in each region.

Locus of authority at which the examinations are graded/marked: Central agency responsible for assessment or certification refers to Korea Institute for Curriculum and Evaluation.

Subject areas tested in the examinations: Candidates may take all or some of the tests in each of the six study areas provided:

- Language Arts: It is reported as Reading, writing and literature in this data collection. Candidates may take examinations on one common subject (Reading or Literature) and one elective subject in the same study area (Speech and Writing; or Language & Media).
- Mathematics: Candidates may take examinations on one common subject (Math I or Math II) and one elective subject in the same study area (Probability and Statistics; Calculus; or Geometry).
- English: It is reported in Other languages in this data collection.
- Foreign Language/Classical Chinese: It is reported in Other languages in this data collection. This study area includes German, French, Spanish, Chinese, Japanese, Russian, Arabic, Vietnamese and Classical Chinese.
- Korean history: It is reported in Social Sciences in this data collection. Candidates ought to take Korean History as a compulsory subject. Failing to sit for the exam will result in the cancellation of the CSAT score report since 2017.
- Inquiry: It is reported in four subject areas in this data collection: Natural Sciences, Social Sciences, Religion/ethics/moral education and Technology.

How the results of the examinations are shared: Each student is presented with norm-referenced scores (e.g. standard scores, percentages, and stanine grades) based on the results of all applicants as well as his/her own scores. All applicants can be presented with their transcripts offline or online through a dedicated website. Parents can be presented with their children's transcripts offline or online through a dedicated website (in Korean).

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: Each student is presented with norm-referenced scores (e.g. standard scores, percentages, and stanine grades) based on the evaluation results of all applicants. National average is used to calculate the standard scores.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Under the high school standardisation/equalisation policy, the central government prohibits ranking of high schools.

Other forms or measures to evaluate and assess students

Each province and each school has different kinds of evaluation to measure students' basic academic competency. Each provincial/regional office of education is responsible for planning and implementing the examinations and deciding how to use the results.

Latvia

National/central assessments

Notes on interpretation: There are two types of assessments (additional information can be found here):

- Diagnostic works: The assessments were administered in February - March 2023 to Grades 3 and 6, similar to the previous years. However, in 2023, they were not mandatory. The grade obtained does not affect the semester or year grade.
- Interdisciplinary diagnostic work: Grade 9 took a new interdisciplinary diagnostic (monitoring) state test in April 2023. This test will eventually be developed as an interdisciplinary state test (the centralised examination) to be introduced in the school year 2024/25. The diagnostic work had the following parts: (1) knowledge and skills in the fields of natural sciences and technologies; (2) a complex task, the execution of which requires knowledge and information literacy, analysis, reasoning skills in history, social sciences and geography. The school could choose on which of the offered dates (one or two days) the students do the diagnostic work.

Periodicity of the assessments: The interdisciplinary diagnostic work in Grade 9 is planned to be implemented only for two years (2023 and 2024).

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to the National Centre for Education.

Students exempted from taking the assessments: The assessments are not mandatory.

Locus of authority at which the assessments are graded/marked: The assessment of diagnostic works is organised by the school director (head of the educational institution) and is carried out by the teachers who teach the relevant subjects in the respective class.

Mechanisms to ensure reliability of marking the assessments across students: Correction (evaluation) of diagnostic works is carried out in schools. The National Centre for Education provides assessment criteria, descriptions of student performance levels (rubrics), sample student responses.

Subject areas tested in the assessments: Latvian language diagnostic tests (reported in Reading, writing and literature) at primary level includes reading, listening and answering questions (reported as other types of tasks) and integrate Social sciences.

How the results of the assessments are shared: Statistics and analysis are available online.

National/central examinations

Notes on interpretation: Additional information can be found on Examination section on the webpage of the National Centre for Education.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to National Centre for Education.

Students exempted from taking the examinations: The opinion of a medical specialist or medical council is required to exempt a student from state examinations. This came into force in January 2023.

Locus of authority at which the examinations are graded/marked: Central agency responsible for assessment or certification refers to National Centre for Education.

Subject areas tested in the examinations:

- Natural sciences: It includes biology, chemistry and physics.
- Social sciences: It includes history, geography and economics.
- Other languages: At lower secondary level, examinations on foreign languages can be available to students at the discretion of the educational institution. Students can choose one from English, French and German. At upper secondary level, students can choose one from English, German, Russian and French.

How the results of the examinations are shared: Official statistics and analysis are published on the website of the National Centre for Education.

Extent to which the examinations are used on schools and teachers: More information on the decrease in funding as merit disincentive can be consulted on the Criteria and Procedures by which State Participates in Funding of Work Remuneration of Teachers of General Education Institutions at Secondary Education Level (link).

Other forms or measures to evaluate and assess students

The types of the assessment of the study performance are (1) formative assessment which is a part of a continuous everyday study process, (2) diagnostic assessment in order to assess the strong and weak points of learning of the pupil and to find out the necessary support, (3) summative assessment which is organised at the end of the learning stage (for example, at the end of the topic, academic year, education level). The schools independently develop the assessment procedures in accordance with the basic principles for the assessment referred to in the Regulation.

Lithuania

National/central assessments

Notes on interpretation: Official information on the legal documents, guidelines, tasks of previous rounds and statistics of the results of the National Student Achievement Test (NSAT) are available (link).

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to the National Agency for Education.

Students exempted from taking the assessments: Some students in special education or with disease can be exempted.

Locus of authority at which the assessments are graded/marked: Central agency responsible for assessments or certification refers to the National Agency for Education.

Extent schools influence or control the assessments: It can be said that some influence or control in an administrative sense is felt as the assessments are carried out in schools where the pupils study.

Subject areas tested in the assessments:

- Frequency: Assessment of the students' achievements of natural sciences and social sciences takes place in the year set by the Minister of Education, Science and Sport.
- Other languages: It includes subjects that develop students' knowledge of a language viewed in the curriculum as minority languages only.

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: Certain conclusions about the added value of student learning overall can be judged by achievement tests of different years.
- Comparison with other groups or populations of students: National average and municipal average are provided.

National/central examinations

Notes on interpretation: At upper secondary level, there are two types of Matura examination as the compromise between two different theoretical objectives of assessment - certification vs. selection:

- School Matura Examination: Student may take the School Matura Examination if the student has no plans to study in university. It is externally set and locally (municipal evaluation centres) marked in 1–10 scale.
- State Matura Examination: Student must take the State Matura Examination if the student has plans to study in university. It is an external national examination and marking on a scale 16–100.

Official information on legal documents, examination programs for different subjects, guidelines for conducting examinations, tasks of completed examinations, statistics and analysis of examination results of the Matura examinations are available online.

Main purposes of the examinations: Despite the certificate of lower secondary education is a requirement to enter upper secondary general programmes, the satisfactory marks from the Evaluation of the Achievements of Lower Secondary Education (EALSE) are not a mandatory condition for issuing the certificate. Only from 2025, at least satisfactory achievement assessments will become a mandatory condition for studying in an upper secondary education program.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the National Agency for Education.

Type of the examinations: The transition from normative assessment to criterion assessment in the State Matura Examination took place in 2014.

Format of the examinations: At upper secondary, presentation of the Maturity thesis that is a long-term work that a student can prepare during their final year in upper secondary education. The Maturity thesis is equal to a School Matura Examination. The Maturity thesis can be done on any subject or several subjects.

Students exempted from taking the examinations:

- Lower secondary and School Matura Examination (upper secondary): Students can be exempted if they have disease, or have unsatisfactory year-end assessment.
- State Matura Examination (upper secondary): It is not applicable (not mandatory).

Students exempted from taking the examinations: [criteria - ISC2-01] disease, unsatisfactory year-end assessment

Students exempted from taking the examinations: [criteria - ISC3-01] a

Students exempted from taking the examinations: [criteria - ISC3-02] disease, unsatisfactory year-end assessment

Locus of authority at which the examinations are graded/marked: Central agency responsible for assessment or certification refers to the National Agency for Education.

- Lower secondary: The evaluation of the native language examination consists of two parts. Students' written answers are evaluated by an evaluation committee formed by the local government. The oral (public speaking) part of the native language can be evaluated by the students' own teacher and another evaluator.
- Upper secondary: The evaluation of the native language examination consists of two parts. Students' written answers are evaluated by an evaluation committee formed by the central agency (the State Matura Examination) or by local government (the School Matura Examination). The oral (public speaking) part of the native language can be evaluated by the students' own teacher and another evaluator.

Mechanisms to ensure reliability of marking the examinations across students: The evaluation committee uses the evaluation instructions (performance criteria) prepared centrally.

Extent schools influence or control the examinations: It can be said that some influence or control in an administrative sense is felt as the lower secondary examinations are carried out in schools where the pupils study.

Subject areas tested in the examinations:

- Lower secondary: The examination and the evaluation are all carried out online. National minorities are tested on their native languages (Polish, Russian, Belarusian or German), and it is compulsory for all students of that national minority (language of instruction).
- Upper secondary:
  - Students are required to pass a minimum of two subjects from Matura examinations and choose at most four optional subjects. Lithuanian language and literature examination is compulsory for all students, but students can choose the type of exam: either a State Matura Examination or a School Matura Examination. In addition to the compulsory Lithuanian language and literature examination, students choose up to five subjects. Optional subjects can either be subjects offered in the State Matura or School Matura Examination. However, the choice of subjects is guided by the pre-requisite of universities. For example, students must pass the State Matura Examination in mathematics to study in a state-funded universities.
  - There are only State Matura examinations in Mathematics, Natural sciences (biology or chemistry, or physics), Social sciences (history or geography), Information Technology and Foreign languages (English, French, Russian, or German). From 2024, students will be able to choose the type of mother tongue examination - either the State Matura or School Matura Examination. On the other hand, there is a limited range of choices for the School Matura Examination, and the number of choices available will decrease. Currently, national minorities' native languages (reported as “Other languages”), musicology (reported in “Arts”) and maturity work (reported as “Practical and vocational skills”) are offered only in the School Matura Examination.
  - For mathematics examination, the performance of examinations tasks is assessed online.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: National average and municipal average are provided for the State Matura examinations.
- Media or other outside groups prepare and make school rankings available: “Yes” for the State Matura examinations.

Extent to which the assessments are used on schools and teachers:

- Evaluation of school performance: The State Matura examinations have moderate level of influence, whereas the School Matura examination have low level of influence.

- Evaluation of school administration: The State Matura examinations have low level of influence, whereas the School Matura examination have no influence.

Luxembourg

National/central assessments

Notes on interpretation: Grade 1 corresponds to *Cycle 2.1* in Luxembourgish system, Grade 3 to *Cycle 3.1*, Grade 5 to *Cycle 4.1*, Grade 6 to *Cycle 4.2*, Grade 7 to *7ème,* and Grade 9 to *5ème*. Additional information can be found on *Épreuves standardisées* (*ÉpStan*) by grade: Grade 1, Grade 3, Grade 5, Grade 7, and Grade 9.

Main purposes of the assessments:

- The *ÉpStan* examine whether the educational goals from the previous learning cycle have been achieved by all students in the respective grade levels. They also supply meaningful information that plays a major part in empirical education monitoring and research, and is used to objectively assess the performance, fairness and long-term development of the Luxembourg school system.
- *Épreuves communes* in Grade 6 aims to help students, teachers and parents with the student's orientation to secondary education. The performance in this test is not decisive for the choice of the program. The test is only an additional source of information for the orientation decision taken by the parents and the teachers.

Extent the assessments are used for:

- Summative purposes: *Épreuves communes* only has a formative purpose and does not prove that the student has achieved a specific level.

Locus of authority at which the assessments are devised/developed:

- *ÉpStan*: University of Luxembourg (reported as “other”) is responsible for the test development. There are also teachers who participate in the test development. The Ministry is responsible only for the organisation of the assessment in schools. The test results are later analysed by University of Luxembourg.
- *Épreuves communes*: The test is designed and later analysed by the central authority.

Format of the assessments: The test design can change from one year to another.

Requirement for educational institutions to administer the assessments: Public and government-dependent private schools offering the national program are required to administer these assessments.

Students exempted from taking the assessments:

- *ÉpStan*: Students who enrolled recently in the national program can be exempt (e.g. first year arrivals). Additionally, students with special needs can be exempt.
- *Épreuves communes*: First year arrivals do not need to participate. Additionally, some students with special needs can be exempt from some tests, or parts of the tests.

Mechanisms to ensure reliability of marking the assessments across students: Each teacher grades their own students based on the national guidance materials specifying the criteria.

Subject areas tested in the assessments: In primary education, German and Luxembourgish are the languages of instruction. French is considered a foreign language in primary education (Grades 1 to 6). For lower secondary, which language is considered a foreign language depends on the track and language specialty. For French-speaking classes, German would be considered a foreign language. Otherwise, French might be considered a foreign language.

- *ÉpStan*: Following subjects are tested:
  - Grade 1: listening and early literacy comprehension in Luxembourgish; Mathematics
  - Grade 3: listening and reading comprehension in German; Mathematics

  - Grade 5: reading comprehension in German; Mathematics; reading comprehension in French (reported as “Other languages”)
  - Grades 7 and 9: reading comprehension in French; reading comprehension in German; Mathematics
  - For all grades: the student questionnaires gather information about family background, school career, learning motivation, and the school and class climate.
- Reference standards for *ÉpStan* and *Épreuves communes*: It is based on the *Plan d'études* (primary education) or the national subject curriculum (secondary education).

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: The results of *ÉpStan* show the level of performance of the previous years because the test assesses whether the competences of the previous years have been achieved.
- Comparison with other groups or populations of students: For *ÉpStan*, socio-economic situation of students can be considered. For *Épreuves communes*, students are compared to other peers participating in the assessment.
- Reporting together with other indicators of school quality: An example could be school climate.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: For *ÉpStan*, each school only receives their own feedback and school ranking is not possible.

Extent to which the assessments are used on schools and teachers: Evaluation of school and individual teachers depends on the school's internal evaluation procedure. Funding on the assistance to teachers to improve their teaching skills does not directly depend on these assessments. Teachers can always request assistance independently from the outcome of the assessments.

National/central examinations

Notes on interpretation: Students take examinations in the final year of upper secondary studies in one of the national programs, either *Enseignement secondaire classique* (ESC) or *Enseignement secondaire general* (ESG). All students in Grade 13 (final year) following those national programs need to take this exam. The students would otherwise not receive their diploma. The exam accounts for two-thirds of their annual average grade of their final year and the diploma is then added to their graduation documents. Additional information can be found on *Enseignement secondaire classique*, *Enseignement secondaire général* and previous years’ examinations.

Main purposes of the examinations: The grade of the examination can determine the possibility of entry to selective universities abroad.

Locus of authority at which the examinations are devised/developed: Teachers are nominated for the development of the examination.

Requirement for educational institutions to administer the examination: All public and government-dependent private schools offering the national programs in *Enseignement secondaire classique* or *Enseignement secondaire general* are required to administer the examinations.

Students exempted from taking the examinations: Students with specific needs may have an altered agenda.

Locus of authority at which the examinations are graded/marked: Each test is graded by three teachers: student's own teacher and two teachers from another school. The final mark generally is the average of the three markings, and then decided by a commission composed of a representative from the central educational authority and the teachers of the student’s auditorium. Only few exceptions can be made depending on the student's situation.

Mechanisms to ensure reliability of marking the examinations across students: At least some information on the expected answer has to be given by the author of the examination paper. As each test is graded by three teachers, some moderation would be expected.

Subject areas tested in the examinations: Each student has to take an examination in at least one language (reported as “Reading, writing and literature” in this data collection). In addition, depending on the track, students are either required to be tested or choose to be tested (or not even studied in the final year, thus cannot be tested), for example, in Mathematics and Natural Sciences. Depending on tracks and specialty, students may choose one or more of the following languages (reported “Other languages” and “Other subjects”): English, Spanish, Italian, Luxembourgish, Chinese, Latin and ancient Greek. Some tracks have vocational training with evaluation conducted during the school year (i.e. not subject to final examination). Reference standards are set based on the national subject curriculum.

How the results of the examinations are shared: Each student receives information "pass" or "not pass" on the website with restricted access. Only the student's final mark, which combine the annual mark and the mark from the examinations, are shared with the student. Only the success rates at the country level are shared with the public.

Features used when reporting the results of the examinations:

- Used by authorities external to the school for sanctions or rewards: The best performing students may be rewarded for their performance.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The results are not published by school.

Netherlands

National/central assessments

Notes on interpretation: The cumulative years of schooling do not consider the first two years of pre-primary education (*kleuterklas*), which is also part of the basis program in the Netherlands.

Main purposes of the assessments: Precisely, the assessment itself is not used to select students based on their performance but a supplementary element in the decision of placement in different types of secondary education. The judgement of the school is prioritised in the decision of placement in secondary education, and the results of the assessment is used as a second objective element. If a student scores lower on the assessment than the school recommendation, the school may not decrease the school recommendation. If a student scores higher on the assessment than the school advice, the school is obliged to reconsider (and later also to adjust the advice to a higher level). However, the school may choose not to do this, if they can argue why the original school advice better suits the best interests of the child.

Locus of authority at which the assessments are devised/developed: The Board of Tests and Examinations (central agency responsible for certification; *College voor Toetsen en Examens,* CvTE) assesses the entire test on the basis of a framework.

Format of the assessments: Each school chooses one test provider, either the government’s central primary school leavers attainment test (by the CvTE) or another test approved by the CvTE. The private test providers can choose for themselves whether they opt for multiple choice or open assignments, or a mix of both.

Students exempted from taking the assessments: In exceptional cases a pupil can be exempted from taking the assessment. This decision can only be made by the school board in consultation with the child’s parents. The following categories of pupils can be exempted from the test: pupils who are set to follow the labour market activities pathway or daily activity pathway in special secondary education; pupils whose IQ is lower than 75; children with severe learning difficulties; pupils with multiple disabilities and learning difficulties; pupils who have lived in the Netherlands for less than four years and who have insufficient command of Dutch.

Locus of authority at which the assessments are graded/marked: Each school chooses one test provider (reported as “other”). Depending on the format of the assessments, digital tests are assessed by the test provider (either the CvTE or the private provider) and paper-based tests are assessed by the own teacher.

Mechanisms to ensure reliability of marking the assessments across students: The general section of the Primary School Leavers Attainment Test Manual specifies general quality standards (performance criteria) for the compulsory subjects, such as the statutory requirements set out in the relevant benchmark framework for mandatory components of the assessment, and quality standards for optional subjects.

Subject areas tested in the assessments: Some schools may choose to administer Reading, writing and literature and Natural sciences components of the national test to their students, but not all schools choose to do so.

How the results of the assessments are shared: The test provider provides the reports to the school board, who then shares them with teachers, students and parents.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are compared with those of demographically similar groups of students.

Extent to which the assessments are used on schools and teachers: The results on the assessment are used to look at how a teacher performs, but officially this is not something on which he/she is judged.

National/central examinations

Notes on interpretation: The cumulative years of schooling do not consider the first two years of pre-primary education (*kleuterklas*), which is also part of the basis program in the Netherlands.

- Lower secondary: Central examination for lower secondary education is only applicable for students in the pre-vocational tracks (*vmbo*).
- Upper secondary: There are two types of upper secondary education with different rules: a five-year program to prepare for higher vocational education (*havo*) (Grade 11), and a six-year program towards academic education (*vwo*) (Grade 12). For both types, the school-leaving examination consists of two parts: a school examination and a national examination. The data reported mostly concerns the national examination (*centraal examen*) of each of the two types of upper secondary education, unless clarified otherwise.

Locus of authority at which the examinations are devised/developed: It involves two central authorities which are responsible for examination (the Board of Tests and Examinations (*College voor Toetsen en Examens,* CvTE) and the Education Executive Agency (*Dienst Uitvoering Onderwijs*; DUO) and an authority in the area of educational testing and assessment (Cito).

Locus of authority at which the examinations are graded/marked: Two teachers together are responsible for the grading: a teacher from within the school and a teacher from another school.

Mechanisms to ensure reliability of marking the examinations across students: There is a correction rule (with performance criteria, rubrics and examples) and there is a second correction by a teacher from another school (moderation).

Subject areas tested in the examinations: Mathematics is not compulsory for all upper secondary students: mathematics is compulsory in all profiles of *vwo*, but this is not the case at *havo*.

How the results of the examinations are shared: Data reported refer to how schools (who determines the final result based on central and school examinations) and the central authority (who would be collecting results from each school and aggregate at the country level) share the results. Teachers can also see the individual results of their own students.

Features used when reporting the results of the examinations:

- Reporting together with other indicators of school quality: The education inspectorate monitors the quality of the school. This must at least meet the legal requirements, with careful consideration of which quality mechanisms have been set up to guarantee the quality of education.

Other forms or measures to evaluate and assess students

The inspectorate of Education uses different indicators to see whether the quality of education is guaranteed and whether the money is efficiently used. Every year, student results, financial data, and indicators of education quality are examined for possible risks. If risks are identified, school inspections are initiated.

New Zealand

National/central assessments

Notes on interpretation: In 2014, the National Standards were in place, but these are no longer compulsory to assess and report against.

National Standards was not an assessment system of itself, but rather a system of standards which schools legislatively had to report against. To do so, they were able to develop their own assessments, though eventually there was a tool developed to help them do so. This was the PaCT tool. The information schools provided was reported publicly. However, the measures included in this information were reported as simple outcome measures, without additional measures of the learning value-added. This meant that some schools who were doing a really good job in progressing their students to the standard did not look as good as some schools, for example, with more advantaged students, who were able to receive additional support (e.g. extra tutoring for their children) which put these more of these students above the standard.

Because of the range of tools that could be used, teacher judgements were found to be widely variable so an 'at standard' in one class was not the same as an 'at standard' in another. In some cases, the system could be 'gamed' to show schools in a better light, while others found the PaCT tool very difficult to use and so did not use it. Compulsory reporting was not popular with many schools, and they lobbied against both the national standards and the PaCT tool. The regulation to report against the standards was repealed, but the national standards and the PaCT tool are still available for schools to use. Because of the negative association between PaCT and the National Standards, PaCT is used by only a small minority of teachers and schools.

National/central examinations

Notes on interpretation: National Certificate of Educational Achievement (NCEA) is the national senior secondary school qualification. It consists of centrally administered external assessment and internal school-based assessment. NCEA has three levels, corresponding to the three grades of upper secondary, Years 11-13. Each level requires some prescribed minimum level of achievement at that level. Each level is a progression from the previous level, and a pre-requisite to the next level. However, all three levels are considered to be part of a single overall coherent programme. Yet, each level provides an exit point from school with its own certificate qualification. This means that if a student achieves a level desired and wants to leave school, he/she can then take some form of credential with them to the labour market. There is a lot of flexibility in what subjects can be chosen, and students can mix some subjects from different levels. Additional information on National Certificate of Educational Achievement (NCEA) can be found on NZQA.govt.nz.

School year the examinations were first established: Schools implemented NCEA over the years 2002 to 2004. Although they were all introduced in 2002, schools generally introduced them to students over the three-year period.

Main purposes of the examinations:

- Student promotion or entry to higher grade: Generally, students need to have passed the lower level NCEA to progress to the higher level NCEA. The response does not apply for Level 3 NCEA.
- Student entry to the tertiary education: To enter degree programmes at university tertiary institutions, students require Level 3 NCEA, three approved subjects with at least 14 credits, literacy credits at Level 2 or above, and numeracy credits at Level 1 or above. See link for more information. To enter degree programmes at non-university tertiary institutions, students generally also require Level 3 NCEA and

minimum literacy and numeracy requirements, but may or may not have requirements depending on the institution and programme. For entry to diploma level tertiary programmes, there are pathways from Level 2 NCEA where Level 3 NCEA is not required.

- Student access to selective institutions in tertiary education: The response only applies for specific programmes.
- Student selection for programme/course/tracks/fields at tertiary level: The response only applies for Level 3 NCEA.
- Decisions about scholarships/financial assistance for students: Some scholarships are judged based on course grades in Level 2 NCEA, others require University Entrance (UE; the minimum requirement to proceed directly from a New Zealand secondary school to a New Zealand university) to have been awarded with Level 3 grades considered.

Extent the examinations are used for:

- Formative purposes: The main purpose of NCEA is for summative purposes, however there will be some use of previous results to help improve both teacher practice and student outcomes.

Level of government at which the examinations are standardised: A separate government agency, the New Zealand Qualifications Authority (NZQA) develops all tasks for externally-assessed standards.

Locus of authority at which the examinations are devised/developed: A separate government agency, the New Zealand Qualifications Authority (NZQA; central agency responsible for assessment or certification) develops all tasks for externally-assessed standards.

Format of the examinations: The reported responses are the most common forms used. However, for internal assessments schools may choose to also use multiple choice or oral questions and answers, although this is uncommon.

Requirement for educational institutions to administer the examination: A few public schools choose to use Cambridge or International Baccalaureate but most also use NCEA.

Students exempted from taking the examinations: Students can choose which examinations they sit.

Locus of authority at which the examinations are graded/marked: Markers contracted to NZQA (central agency) mark almost all externally-assessed standards. A small number of standards with small cohorts are marked by teachers in schools and the results are verified by NZQA. Teachers in schools mark work for internally assessed standards and samples of these are externally moderated by NZQA. Schools make their own decisions about whether a student's own teacher marks the work, or another teacher in the school (or in another school) marks it. Schools are required to have their internal moderation processes in place.

Mechanisms to ensure reliability of marking the examinations across students: Teachers in schools mark work for internally assessed standards and samples of these are externally moderated by NZQA. Schools make their own decisions about whether a student's own teacher marks the work, or another teacher in the school (or in another school) marks it. Schools are required to have their internal moderation processes in place.

Extent schools influence or control the examinations: This response reflects a school's ability to influence or control components of external evaluations. While they are encouraged to use the self-evaluation tools available to them, they have a high level of control over their own internal evaluations.

Subject areas tested in the examinations:

- Students tested: Most schools make mathematics compulsory at Level 1 because Level 1 numeracy credits are required for University Entrance. However beyond Level 1, students can choose to take mathematics examinations.
- Computer-based technology used: Learners are able to use computers as a special assessment condition. See link for more information on the use of computers in 2020 exams.
    - Some English and *Te Reo Māori* externally-assessed standards are also offered digitally (link).

  - Mathematics: Computer-based technology is being trialled with the numeracy co-requisite and is likely to be in place from 2024.
  - Natural sciences: Some science externally-assessed standards are also offered digitally (link).
- Subjects in many subject areas reported are generally available as optional subjects at all grades of upper secondary education for those wishing to choose this.
- Mathematics - Type of tasks] (change) Some of the statistics standards require the candidate to perform an experiment.

How the results of the examinations are shared:

- There is only a student login to the website. The student may choose to share that with their parent, but there is no specific facility for sharing with parents. Schools may also include information in their reporting to parents. Parents can access all of the publicly shared information (aggregated result by country, by region and by school) too.
- Statistics files are released by NZQA. This includes statistics for each school, but no individual students are identified in these files (link).

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: National average and regional average are provided. Comparison with demographically similar groups of students can be made. Reports also show ethnicity, but this variable allows for multiple responses so learners may be part of more than one group. Therefore groups cannot be directly compared. Data is suppressed where there are between 0 and 5 students in the denominator for a specific group.
- Used when reporting results: School ranking is not used when reporting the results. However, it is possible for the reader to perform their own ranking from the information made available.

Extent to which the examinations are used on schools and teachers: NCEA outcomes will be used as part of evidence about equity and excellence, particularly disparities within the school when it is being evaluated. However, the focus is more on steps the school is taking to mitigate these disparities.

Other forms or measures to evaluate and assess students

There are standardised assessments available but not compulsory to use:

- e-asTTle is available for students in Years 4 to 10.
- PAT tests are available from Year 3 (for listening comprehension) or Year 4 for all other tests.
- The PaCT is a tool designed to help teachers make dependable judgements about students' achievement that can be used to track progress in reading, writing, and mathematics.

There are a range of other tools available for specific subjects that have been standardised and written for students in New Zealand. These can be sourced by teachers from this webpage.

Poland

National/central examinations

Notes on interpretation:

- Lower secondary: Primary school education in Poland is a single structure education and divided into two stages: Stage I (Grades I to IV; ISCED 1) and Stage II (Grades V to VIII; ISCED 2). All pupils in Grade VIII (final year of single structure education) take a compulsory written examination. The examination aims to assess the extent to which pupils meet the requirements set out in the national core curriculum. Results of the eighth-grader examination have no impact on completion of single structure education. However, they serve as one of the criteria in the process of admission to post-primary schools.

- Upper secondary: The matriculation examination is conducted for students who finished general and technical secondary schools (and general and technical upper secondary schools of the pre-reform system) and stage II sectoral vocational schools. The matriculation examination at the end of upper secondary education is not obligatory. Nevertheless, graduates of upper secondary level commonly take it, as passing the examination determines access to higher education. More than 90% of students graduating from upper secondary school take it every year.

Additional information can be found on these examinations here.

School year the examinations were first established: The eighth-grader examination is introduced in the school year 2018/19 for the new primary school, and replaces an external test taken earlier at the end of the pre-reform six-year primary school.

Main purposes of the examinations: The results of the eighth-grader exam are one of the criteria for admission to upper secondary school.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the Central Examination Board (*Centralna Komisja Egzaminacyjna*).

Students exempted from taking the examinations:

- Lower secondary: In 2021, 1.7% of students did not take the exam; the data also includes students from special schools due to difficulties in separating them. Failure to take part due to random or health reasons on the main date and then on the additional date allows the student to be released from the obligation to take this exam. In this case, the conditions for recruitment to upper secondary schools are set out in the regulation of the Minister of Education and Science of November 18, 2022.
- Upper secondary: Matriculation examination is not obligatory.

Locus of authority at which the examinations are graded/marked: Central agency responsible for assessment or certification refers to the Central Examination Board.

Extent schools influence or control the examinations: The school conducts the eighth-grader examination and the matriculation examination, respectively. The headmaster of the school is the chairperson of the examination team. The chairperson appoints team members and sets up teams to supervise the course of the written part of the examination. The chairperson is responsible, for example, for conducting the exam in accordance with its schedule.

Subject areas tested in the examinations: The matriculation examination (upper secondary) is consists of two parts: the written part and the oral part.

- Written examinations in all the following compulsory subjects are taken at the basic level: Polish language, Mathematics, Modern foreign language and a national minority language (taken only by students who have finished a school or class with teaching the language of a given national minority). No level is specified for the oral part.
- Students can choose from one to six additional subjects for the written examinations at the advanced level: Polish language; Mathematics; Biology, Chemistry, Physics (Natural sciences); Geography, History, Civic education (Social sciences); Minority language (ethnic or national); Modern foreign language; Regional language; Computer science/Information technology; History of music, History of art (Arts); Philosophy, Latin and ancient culture (Other subjects). A Modern foreign language as an additional subject may be taken at the advanced or bilingual level. The list of Modern foreign languages from which students can choose to take at the matriculation examination includes English, French, Spanish, German, Russian and Italian. The level (basic or advanced) is not defined for oral examinations.
- To pass the matriculation examination, students should: (a) score at least 30% of points available for each compulsory subject, in both the written and oral parts; and (b) take at least one additional subject in the written part (without having to score at least 30%). The obligation to pass this subject (overcoming the 30% threshold) will be compulsory from the school year 2024/25.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: The results are presented as a percentage and on a percentile scale - which allows to compare these results in a given school year in relation to the whole population taking this exam.
- Media or other outside groups prepare and make school rankings available: Some entities publish school rankings (e.g. *Perspektywy* magazine) on their own initiative. These institutions develop rankings according to their own adopted criteria.

Extent to which the examinations are used on schools and teachers: "Missing" is reported where there is no direct impact (legal regulations at the central level) of the results obtained by students in external examinations on the activities listed, although such measures may be taken at local level (which no information is collected). The exception are schools for adults at upper secondary level, where passing the exam is linked to taking this fact into account in the calculation of the amount of school education subsidy.

Romania

National/central assessments

Notes on interpretation: In Romania, the Preparatory grade is part of the primary education (ISCED 1) and is compulsory. The Preparatory grade is followed by Grade I, Grade II, Grade III, Grade IV and so on. Therefore, Grades 3, 5 and 7 in the data tables refer to Grades II, IV and VI in the Romanian education system.

For each of the three national assessments, the official information provided by the Ministry of Education on legislation and updated normative regulations; calendar (timetable); example tests; all the exam tests administered in previous three years; and national technical reports. All the tests administered in previous years are organised per year of administration (link). The Technical Reports are targeting the achievement of basic competences, according to the National Curriculum, they are publicly available (link).

Main purposes of the assessments: The school is deciding the best use of the national assessments' results, according to school-level policy. The results need to be used for developing the individual learning plans for students. Schools can decide if a programme for recovery is needed for certain grades or for certain groups of students, or a programme for accelerating learning is needed. Communicating with parents the results of a test developed at national level, externally, but marked locally, can increase the confidence in the quality of the teaching-learning-assessment process delivered by the school.

Extent the assessments are used for:

- Formative purposes: National Assessment at the end of Grade IV ends primary education in Romania. Therefore, it is estimated that the extent of use of the results for formative purpose is low.
- Summative purposes: All three national assessments are low-stake evaluations.

Locus of authority at which the assessments are devised/developed: The National Centre for Policies in Evaluation and Education (central agency responsible for assessments or certification) is responsible for developing National Assessments for Grades II, IV and VI.

Students exempted from taking the assessments: Students in special education schools are exempted.

Locus of authority at which the assessments are graded/marked: Central agency responsible for assessment or certification refers to the National Centre for Policies and Evaluation in Education.

Mechanisms to ensure reliability of marking the assessments across students: National guidance materials taking the form of coding guides containing performance descriptors for each test are centrally developed and sent to schools. The teacher training is taking place at school level commission, according to the National Methodology.

Extent schools influence or control the assessments: The responsibility for the marking and communication process is at school level.

Subject areas tested in the assessments: Modern foreign languages (Other languages) included in the Language and communication test are English, French, German, Italian and Spanish. Students are assessed on the language studied as the first modern language.

How the results of the assessments are shared: The results are confidential and primarily shared with students, parents, teachers, at school level, to serve mainly a diagnostic purpose. Test results are individually shared with parents through a short narrative two-page report pointing out the strong and the weak points, according to the descriptors specified in the coding guides. They can also be shared, anonymised, upon request, aggregated, by school or by County Inspectorate. The National Centre for Policies in Evaluation and Education is collecting data using a dedicated application and is publishing, annually, National Technical Reports communicating only aggregated system-level results.

National/central examinations

Notes on interpretation: In Romania, the Preparatory grade is part of the primary education (ISCED 1) and is compulsory. The Preparatory grade is followed by Grade I, Grade II, Grade III, Grade IV and so on. Therefore, Grades 9 and 13 in the data tables refer to Grades VIII and XII in the Romanian education system.

For each of the two national examinations, the official information provided by the Ministry of Education include legislation and updated normative regulations; calendar (timetable); examination syllabi for every subject; example tests and marking schemes; and all the actual exam tests and marking schemes administered in previous three years. All the tests and marking schemes administered in previous years are organised per years of administration (link).

School year the examinations were first established: The national examination at the end of Grade VIII was introduced in the school year 1998/99, as a result of the National Reform Project co-financed by the Government of Romania and the World Bank, under the name of ”Capacitate National Examination”. During time, the name of the exam has been changed into *Examen de Capacitate*, *Teză cu subiect unic*, *Evaluare Națională pentru absolvenții clasei a VIII-a*, keeping the same two functions of graduation/certification for lower secondary education, and selection for upper secondary education.

Main purposes of the examinations:

- Lower secondary: It is a National Certification Examination at the end of *Gymnasium*, used in a selection process for high school.
- Upper secondary: It is a National Certification Examination at the end of *Lyceum*, with a selection function for tertiary education.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the National Centre for Policies and Assessment in Education.

Requirement for educational institutions to administer the examination: Government-dependent private schools which do not administer internationally recognised diplomas / programmes, such as International Baccalureate, Deutsch Diploma, Cambridge International English Language Testing System (IELTS), are required to administer the Romanian Baccalaureate.

Students exempted from taking the examinations: Students in special education schools, private schools are exempted.

Locus of authority at which the examinations are graded/marked: All the examiners marking the examinations take a National Training Programme, which was accredited by the National Centre for Policies and Evaluation in Education (central agency). Also each County School Inspectorate organises County Examination Commission to co-ordinate both the administration and the marking/grading of the examinations. The target group of the National Training Programme covers all the examiners involved in the examination commissions in the examination centres for both national examinations. It involves extensive training on marking schemes and performance criteria applied within the respective subject framework. There are national guidance materials and

past exam grading exemplars. Moderation is conducted with two teachers grading the paper independently and, if their grades are different with more than a certain amount, the paper is graded independently by another two teachers and the final grade is a mean obtained from the central two grades.

Subject areas tested in the examinations:

- Lower secondary: The examination covers curricula learnt during lower secondary education (Grades IV to VII). Students studying the curriculum in one of the national minority languages (Hungarian, German, Slovakian, Serbian, Croatian, Italian, Romani or Ukrainian) are given option to take the Language and Literature test and the Mathematics test on the curriculum in the national minority language they studied.
- Upper secondary: The examination covers curricula learnt during upper secondary education (Grades VIII to XII). Students studying the curriculum in one of the national minority languages (Hungarian, German, Slovakian, Serbian, Croatian, Italian, Turkish or Ukrainian) are given option to take the Language and Literature test on the curriculum in the national minority language they studied; and are provided translated version of other tests in the national minority language they studied. Mathematics examination is compulsory for students from the following profiles: Real; Technologic, Pedagogy, and Military; History is compulsory for other students. Students from natural sciences should opt for one of subjects of Natural Sciences subject area. The Linguistic Competences (other languages) should be taken in one of the studied foreign languages: English, French, German, Italian, Spanish, Portuguese, Japanese, Chinese or Hebrew. Students in Maths and Informatics tracks can choose to take the test in Informatics/Computer science (reported as “Information and communication technology”). All students are tested on the level of digital competences, but the score is not part of the overall mark (Bacalaureate average).

Other forms or measures to evaluate and assess students

At the end of Preparatory grade (the first year of primary education), each student receives a standardised report of academic achievement. The structure of the report is standardised, it covers the National curriculum, and all teachers, school counsellors, school psychologists, working as teams established at school level, are filling in one report per student. The reports are filled in on a platform and then exported to the users. The report, highlighting the basic competences achieved, is presented and discussed with the parents by the end of the school year.

Slovak Republic

National/central assessments

Notes on interpretation: The National Institute for Education and Youth (NIVAM) provides additional information on *Testovanie 5* and *Testovanie 9*.

School year the assessments were last administered: Testovanie 5 was cancelled in 2023.

Students exempted from taking the assessments: There is no exemption. Students should participate in the nationwide testing.

Locus of authority at which the assessments are graded/marked: Central agency responsible for assessment or certification refers to the National Institute for Education and Youth, formerly National Institute for Certified Measurements.

How the results of the assessments are shared: Generally, students or parents (or guardians) need to request the certificate of the measurement results. Some schools, by default, order the certificates and provide them to parents/students.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: Students are compared against the national average.

National/central examinations

Notes on interpretation: Students are examined at the end of their study. This is most typically at the end of 4-year program, sometimes 5- or 8-years upper secondary program. The National Institute for Education and Youth (NIVAM) provides additional information on the *Maturita* (link).

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the National Institute of Education and Youth.

Students exempted from taking the examinations: The examination is compulsory for everyone, who is studying field of study with *Maturita* defined as the final examination. Students may decide, not to participate, but in that case, they are not considered as successfully finishing upper secondary education.

Extent schools influence or control the examinations: While the written examinations are unified at the central level, each school decides on the topics of the oral examinations and conduct them. There is a teacher from other school present at the oral examination, however the main content of the oral part is decided by the students' school.

Subject areas tested in the examinations: For Mathematics examination, students can decide whether to take computer version (computer uniform technology) or classic paper version; classic version is dominant.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: The results are compared against the national average.
- Media or other outside groups prepare and make school rankings available: The rankings are prepared by independent non-governmental organisations.

Slovenia

National/central assessments

Notes on interpretation: The national assessment at lower secondary level take place at the end of compulsory education (i.e. at the end of lower secondary education).

School year the assessments were last administered: It is always administered in May.

Main purposes of the assessments: The assessments aim to provide teachers additional information on students' knowledge, not diagnostic information. Schools may use these data in order to self-evaluate their own performance (school or teachers in the school).

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to the National Examinations Centre and other entities involved are the National Committee for Management of the National Assessments and the National Education Institute of Slovenia.

Type of the assessments: In reporting, the national assessments are both norm- and criterion-referenced. Normative referenced information is also provided to the tested individuals, as well as proficiency levels, so it is possible to interpret the result through description of individual's proficiency - similar to PISA.

Students exempted from taking the assessments: There are few of them exempted. If pupils are sick or injured at the time of assessment, they would not have to repeat the assessment some other time. Participation is voluntary for the students of immigrants who attend for the first time the Slovenian basic school and whose mother language is not Slovenian.

Locus of authority at which the assessments are graded/marked: The National Examinations Centre (central agency) provides the national assessments in an online environment. Schools provide teachers with an e-marking system. In the e-marking system, student's test is anonymised and teachers are not allowed to mark

tests from students of their own school. Other entities refer to the National Committee for Management of the National Assessments and the National Education Institute of Slovenia.

Mechanisms to ensure reliability of marking the assessments across students: Quality of marking is assured through hierarchy of markers and some additional measures within e-marking system. There are also performance criteria.

Subject areas tested in the assessments: Pupils in Grades 6 and 9 are assessed in three subjects. For Grade 6, the law determines three subjects as Slovenian/Italian/Hungarian language, mathematics and a first foreign language. For Grade 9, the first two subjects are similar as in Grade 6 (Slovenian/Italian/Hungarian language and mathematics). However, the third subject changes for public schools (for government-dependent private schools, it is always the first foreign language). Each year, the Minister of Education chooses no more than four subjects among the compulsory subjects of Grades 8 and 9 (natural sciences; history, geography or a social sciences discipline; other languages; physical education, techniques and technology; some arts subjects; or civics/ethics/moral education). Then the Minister randomly selects which public schools shall test the knowledge of pupils in one of the four chosen subjects. Computer-based technology is available only for some students with special needs.

How the results of the assessments are shared: School heads are encouraged to share the results with their teachers. Students receive the same information as their parents. The media and the general public have access to the annual report on National Examinations Centre's website.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: Students are compared against the national average.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The data and analysis on the achievements of national assessment should not be used to rank basic school (Article 21 of the Rules on the national assessment of knowledge in basic schools). When the data is used for research, analytical and educational purposes and when evaluated assessment tests are used for educational purposes, students and schools must not be identifiable.
- Media or other outside groups prepare and make school rankings available: Ranking does occur as the information commissioner preparing the ranking disregards above mentioned law.

National/central examinations

Notes on interpretation: General information and details of the subjects of General Matura, examination framework and criteria, calendar timetable, example questions, results and statistics, information on grading exams are provided on the National Examinations Centre (link).

Main purposes of the examinations: There are merit-based scholarships (*zoisova štipendija*).

Locus of authority at which the examinations are devised/developed: The National Examinations Centre (central agency) is responsible for preparation, organisation and administration of examinations; preparation and publication of materials; preparation and implementation of education and training for external assessments; and preparation of examination tasks. The National Matura Committee (reported as other entity) address professional issues and is responsible to prepare exam material, subject exam catalogues and other material from subject areas.

Type of the examinations: It is a criterion-referenced test but cut-off scores could be amended on national level to ensure similar percentages of passing students between years.

Format of the examinations: It is dependent of the nature of the subject tested. Some subjects (e.g. art history) request a portfolio as a part of the examination.

Locus of authority at which the examinations are graded/marked: The National Examinations Centre (central agency) is responsible for preparation and implementation of education and training for external assessments.

The National Matura Committee (reported as other entity) is responsible for grading examinations (marking/grading framework). The examinations are marked/graded externally and internally. The written examination is marked/graded externally, and teachers from another school (or retired teachers) are responsible for it. Oral examinations are marked/graded internally, where the students' own teacher and teachers from the same school are responsible for it.

Mechanisms to ensure reliability of marking the examinations across students: There is a performance criteria.

Subject areas tested in the examinations: Reading, writing and literature, mathematics and one foreign language examinations are compulsory for all students. For foreign language examination, students can choose from English, French, Italian, German, Spanish, Hungarian and Russian. Optional subjects include Natural sciences (physics, chemistry, biology), Social sciences (history, geography, philosophy, psychology etc.) and so on. Other subjects refer to classical (ancient) languages (Greek, Latin). Computer-based technology is available only for some students with special needs.

How the results of the examinations are shared: School head have password to access the results (aggregated results by teacher is reported as other types of aggregation), and he/she could pass the password to classroom teachers. Parents are not shared the results because students are over 18 years old and are legally considered as adults (reached age of majority). Annual report is publicly available, only displaying the results at the country level.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: Schools can make detailed comparison groups through interactive School Performance Feedback System and compare school's results with those that share similar characteristics of students (similar by gender, by registration on Matura, by student status, or by programme). Comparison can be made with the national average.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The data from the annual analysis on the quality of national examination (*matura*) must not be used to rank schools (Article 18a of the Matura Examination Act).
- Media or other outside groups prepare and make school rankings available: Ranking does occur as the information commissioner preparing the ranking disregards above mentioned law.

Other forms or measures to evaluate and assess students

New officially recognised programmes or new sections of the officially recognised programmes ('modernisation') of public schools shall be introduced, monitored and evaluated by the National Education Institute. For all cases of 'modernisation' of schools as it is defined by law (with the trial test or without it), there is a special body at the national level (appointed by the Minister): the Council for Quality and Evaluation, which has various duties and responsibilities regarding school quality assurance. This national body gives consent to the plans of the school modernisation projects (trial tests and so on) and to the reports of such projects (trial tests and similar).

Spain

National/central assessments

Notes on interpretation: The framework regulating national assessments of the education system has been modified after the approval of the Law 3/2020 (LOMLOE), which modifies the Law 2/2006 on Education (LOE). Two types of assessments of the education system are proposed:

- General assessment of the education system (*Evaluación general del sistema educativo*; EGS): The EGS was implemented annually in Grades 3, 6 and 10 from the school year 2014/15 to 2020/21 as established in the Organic Law 8/2013, of 9 December, for the improvement of the quality of education (LOMCE), derogated in 2020. (The first year of implementation differs: Grade 3 in 2014/15, Grade 6 in 2016/17 and Grade 10 in 2017/18). The EGS was suppressed in the school year 2020/21, to implement the new EGS

in the next years. The new EGS will target Grades 6 and 10. A pilot assessment of the new ESG was conducted in the school year 2022/23. The new EGS will be held for the first time in the school year 2024/25 for Grade 6 and in the school year 2025/26 for Grade 10. The new general assessment of the education system assesses a sample of Grades 6 and 10 and is to be administered every three years. Representative information at national and regional level (autonomous communities) will be obtained. Reported data does not include the EGS in Grade 3, which has been suspended.

- Diagnostic assessment (*Evaluación de diagnóstico*; ED): This new assessment, ED, targets all students in Grades 4 and 8. These assessments are organised by each autonomous community based on a common framework which has been developed between 2022 and 2023. ED will be held for the first time in the school year 2023/24. Reported data reflects the plan of the ED.

Additional information can be found online regarding assessment frameworks, example questions, previous assessments and legislation.

School year the assessments were last administered:

- EGS: The assessments have been implemented until the school year 2018/19. In 2019/20, they were not administered due to the COVID-19 pandemic. In 2020/21, they were suppressed to implement the new EGS in the next years.
- ED: The assessments have been implemented in Grade 3 until the school year 2020/21 as stablished in the Organic Law 8/2013, of 9 December, for the improvement of the quality of education (LOMCE), derogated in 2020. It will be held for the first time in the school year 2023/24.

Main purposes of the assessments: Both types of evaluation aim to gather information on the education system by assessing the competences acquired by students in relation to their socio-economic and family context. They are meant to be informative, formative and *orientative* for the schools and informative for families and the educational community as a whole. Yet, there is a difference in the scope: EGS is used to monitor the education system at national and regional level and the ED is used to monitor the education system at regional level (autonomous communities).

Extent the assessments are used for:

- Formative purposes: Schools will take the results of the ED into account to design improvement plans.

Level of government at which the assessments are standardised: The central authority has coordinated the working groups with representatives from each autonomous community that have developed the national framework for EGS and ED.

Locus of authority at which the assessments are devised/developed:

- EGS: The National Institute for Educational Evaluation (INEE) is the central agency responsible for the development of the assessment. The autonomous communities collaborate in some specific tasks such as translations to regional languages.
- ED: Each autonomous community is responsible for developing the assessment, based on the common national framework developed between 2022 and 2023.

Format of the assessments: For ED, autonomous communities may add other types of formats (e.g. oral presentations).

Requirement for educational institutions to administer the assessments:

- EGS: The sample will be representative at regional (autonomous communities) and national level. The requirement is the same for public and for government-dependent private institutions.
- ED: All students (in public and government-dependent private institutions) participate in the assessment.

Students exempted from taking the assessments:

- EGS: Students in special education are exempted.
- ED: Assessment will be adapted so that all students can participate.

Locus of authority at which the assessments are graded/marked:

- EGS: The National Institute for Educational Evaluation (INEE) is responsible for designing the marking procedure and the co-ordination of the whole process. A private company is selected to carry out the EGS in the schools. Since it is a computer-based assessment and most of the test items are closed-responses, they are scored automatically. However, there are semi-open or open response items that this company reviews and codifies based on the coding guides that the INEE have previously designed.
- ED: In general, the most common practice will be to use teachers within the school or from another school. Nevertheless, autonomous communities can decide to change this procedure.

Mechanisms to ensure reliability of marking the assessments across students: For ED, there are guidance materials or codification guides with the specific description on how to codify the answers for each item in the assessment (i.e. performance criteria). Open-ended questions are scored with rubrics, scales or examples defined in these codification guides.

Extent schools influence or control the assessments: In some autonomous communities, teachers (under external control) are responsible of carrying out the ED and uploading student data.

Subject areas tested in the assessments:

- EGS: In the new EGS, competences in reading, writing and literature and STEM (includes Mathematics, Natural sciences, Technology) will be assessed in every cycle (every three years). There is a plan to assess the first foreign language (e.g. English (taken by the majority), French, German). Digital competence; arts; competences in cultural awareness and expression; personal, social and learning competence (reported as Social and emotional skills); and competences in entrepreneurship and citizenship (reported as Other subjects) are planned to be assessed on a rotating basis. Well-being and school climate are part of the background questionnaires.
- ED: Reading, writing and literature, Mathematics and Natural sciences are assessed annually. The autonomous communities may decide to assess Social sciences, Other languages (foreign languages (usually English (majority), French or German) or regional languages (Galician, Basque, Catalan and Valencian)), Technology. With regional languages, they usually have their own assessment as they can be language of instruction. Each autonomous community may decide how to administrate the assessments: paper or computer based. Well-being and school climate are part of the background questionnaires.

How the results of the assessments are shared:

- EGS: No results are shared with school administrators, classroom teachers, parents and students. Only the national report is available from a public website, which includes national results and results aggregated by region (autonomous communities).
- ED: How the results are shared with school administrators, classroom teachers, parents and students differ by autonomous community. For example, some autonomous communities might not share aggregated results to school administrators and classroom teachers by province or by class. The individual report for students, which is directly shared with parents and students, usually includes student's own result, results by class, school, province and state (there could be variation within the autonomous communities). The national report is shared from a public website and includes results by country and results by region (autonomous communities). In some autonomous communities, some results and data are only shared with the media and general public upon request.

Features used when reporting the results of the assessments:

- Showing level of performance for most recent year: "Yes" is reported for EGS and "No" for ED.
- Showing value-added or growth in student achievement: "Yes" is reported for EGS and "No" for ED.
- Reporting with context (details about factors that affect outcomes): Results are analysed comparing demographic and socio-economic backgrounds.
- Comparison with other groups or populations of students: National, regional, school and class averages are provided.

- Reporting together with other indicators of school quality:
  - EGS: School quality indicators could be derived from the items covered in the context questionnaires (school climate, availability of resources, family's engagement etc.).
  - ED: It is up to the education authorities to regulate the other indicators reported together with the test results.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools:
  - ESG: There is no data at school level.
  - ED: National education law establishes that these assessments cannot be used to produce rankings.

Extent to which the assessments are used on schools and teachers: ED has moderate level of influence on evaluation of school performance and the assistance provided to teachers to improve their teaching skills; and low level of influence on evaluation of school administration. EGS has no influence on any of the items in the data table.

National/central examinations

Notes on interpretation: Characteristics and design of last 2021-2022 Baccalaureate Evaluation for University Access (*Evaluación de Bachillerato para el acceso a la universidad*; EBAU) has been regulated by Order PCM/58/2022. Each autonomous communities adapt this procedure to the particular characteristics of their territory. Examples from some autonomous communities are: Castilla y León, Cataluña, Canarias, Murcia and Valencia. Statistical data is available here. Administrations (central and autonomous communities) are working on the new characteristics of the EBAU adapted to the LOMLOE 2020.

School year the examinations were first established: Though the first school year with access to university examination was 1975, the legislation that organised the current procedure was first implemented in 2014 (Royal Decree 412/2014 of 6 June, that establishes the basic regulations for admission procedures to official undergraduate university studies).

Main purposes of the examinations: EBAU exams are compulsory for students in Grade 12 to access university, independently of school type. The final mark in EBAU may be used in the process of selecting student that apply for a particular field in tertiary education.

Locus of authority at which the examinations are devised/developed: Different universities in each autonomous community are responsible for setting up committees (reported as state authorities) with coordinators responsible for each examination subject. They are responsible for designing the examinations and they work together with twelve upper secondary (Baccalaureate) teachers. There exists a national general framework that regulates these exams and it is published every school year.

Requirement for educational institutions to administer the examination: EBAU is not administered by schools, but by universities through delegation from the educational authorities.

Students exempted from taking the examinations: EBAU is required only for the students in Grade 12 who wish to access university.

Locus of authority at which the examinations are graded/marked: A group of teachers from upper secondary education and university teachers are responsible for marking/grading these exams. The number of exams that a person can mark is limited and varies within the autonomous communities.

Mechanisms to ensure reliability of marking the examinations across students: Guidance materials for marking student performance on these examinations are developed in every autonomous community. However, the final student grade in EBAU is official and valid throughout the national territory.

Subject areas tested in the examinations: Reading, writing and literature of Spanish, History (Social sciences) and one foreign language (English, French, German, Portuguese or Italian) is compulsory for all students. In addition, for those Autonomous Communities with a regional language, reading, writing and literature of this

regional language is compulsory for all students in the respective autonomous communities. Mathematics examination is compulsory only for some students.

How the results of the examinations are shared: General reports and statistics are published at the regional and the national level. Individual student results are shared with school administrator, but not with teachers and parents. The level of aggregation in the results varies by autonomous community, as the information contained in the report may vary.

Extent to which the examinations are used on schools and teachers: Schools are influenced by and very interested in these examinations as a way of measuring student and school results.

Sweden

National/central assessments

Notes on interpretation: Information can be found in Compulsory school ordinance (Skolförordningen 9 kap. § 20) and Upper secondary school ordinance (Gymnasieförordningen 8 kap. 3 §).

Periodicity of the assessments: Most assessments are administered in spring so that students have received as much instruction as possible.

Main purposes of the assessments:

- For Grade 3, the purpose is to identify pupils who are in need of support in their learning. Provisions in the Education Act concerning a guarantee of early support measures (link) apply and to help more pupils to complete primary education. They aim to identify pupils who are in need of support in their learning, and that support efforts in Swedish, Swedish as a second language and mathematics should be put in place early and designed according to each pupil's needs.
- For other grades, the purpose is to support grading.

Extent the assessments are used for:

- Formative purposes: The formative purpose for Grade 3 is written more clearly in the regulation since 2019.

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to the Swedish National Agency for Education.

Students exempted from taking the assessments: Exemptions may apply for some students such as students in special education and new arrivals to Sweden.

Mechanisms to ensure reliability of marking the assessments across students: There are performance criteria, rubrics and examples of assessed items.

Extent schools influence or control the assessments: For some of the assessments, schools are allowed to choose the date of the assessment as long as it falls within the test period decided by the National Agency for Education.

Subject areas tested in the assessments:

- Primary: English is assessed in Grade 6. Since 2017, Natural sciences and Social sciences are no longer assessed Grade 6.
- Lower secondary:
  - In Grade 9, students take national assessments in one of the natural science-oriented subjects (biology, physics or chemistry) and one of the social science-related subjects (geography, history, social studies or religion (reported as Religion/ethics/moral education)). It is not up to the school which natural science subject the students are allowed to take the national assessment in. Instead, it is decided by the model developed by Statistics Sweden that the National Agency for Education use to distribute the subjects evenly among the schools.

- Type of tasks: The national tests in natural science subjects in Grade 9 no longer contain any practical laboratory work from spring 2023.
- Computer-based technology used (Reading, writing and literature): Students take the sub-test on writing on a computer or another digital device from autumn 2018.
- Other language refers to English.

- Upper secondary:
  - A student in upper secondary school must take a national assessment in the last final course in the subject. Subject refers only to the subjects English, Mathematics and Swedish/Swedish as a second language. For a student studying an upper secondary school programme with slightly less extensive theoretical subjects, the assessment may take place as early as the first academic year of three.
  - For a student who takes several courses in the subject within the framework of their upper secondary school program, the compulsory assessment may come in the second or third year. One example is that a student studying a vocational programme takes a national assessment in the course Mathematics 1A because it is the last final mathematics course within the programme. It is the school that decides which academic year the students study that particular course. Usually, the national assessment in mathematics is done the first school year out of three, for these students. In the social studies programme, the final course is called Mathematics 1B and this may mean that the national assessment is carried out the second academic year out of three. A student in the nature programme, for example, takes a national test in either the course Mathematics 3 or 4, depending on the specialisation. Since more mathematics is included, more teaching, this means that the national assessment is usually carried out in the third and final year of the education. The school may also voluntarily conduct all the national assessment of the courses, Mathematics 1 – Mathematics 4 for the students in the nature program, but it is only the final course assessment that is compulsory and must be done as prescribed.
  - Computer-based technology used (Reading, writing and literature): Students take the sub-test on writing on a computer or another digital device from autumn 2018.

Features used when reporting the results of the assessments:

- Comparison with other groups or populations of students: The results are compared by sex, municipality organiser (public schools), organiser of the independent school (government-dependent private schools), family background (Swedish background, foreign background or newly immigrated pupils) and by educational attainment of parents.
- Reported with context (details about factors that affect outcomes): The results published for different demographic groups in the official statistics.

Extent to which the assessments are used on schools and teachers: There is no national follow-up on the influence of the national assessments.

National/central examinations

Notes on interpretation: There is no final (national) examination at upper secondary level. Instead, at the end of upper secondary education, each pupil receives a school-leaving certificate, which is valid throughout Sweden.

The school-leaving certificate consists of a summary of the courses studied and the grades received in these courses. The upper secondary school (*gymnasieskolan*) has a six-level grading scale from A to F with five pass grades and a non-pass grade. There are national knowledge requirements for grades E, C and A. The knowledge requirements contain a description of what is required for a given grade. Grades are awarded based on the goals and knowledge requirements set out in the syllabuses. When starting a new course, the teacher should provide information about what is required for the different grades. It should be possible for students to discuss their grade with a teacher during the course in order to get an idea of their current position. A teacher awarding a grade should not compare a student's performance with others in the class but assess how well each student has achieved the goals of the course. Grades cannot be appealed. The teacher awarding the grade should also be able to inform the student of the reasons for the grade assessment.

Upon completion of upper secondary education, students are given eligibility to study in higher education institutions in the county where the students have studied. Moreover, students would meet the general entry requirements for higher education in Sweden by meeting the general requirements for Swedish, English and mathematics. There can also be specific entry requirements for some courses or programmes.

For bachelor's degree courses or programmes, there are often more applicants than places available. In this case, at least one-third but no more than two-thirds of the places available in any course or programme at bachelor's level are to be given to applicants in different selection groups that differ by selection basis, such as their grades in school or their test results in the Swedish Scholastic Aptitude Test. Students can compete in both the grades group and the test group for courses and programmes they are eligible for.

- In the grades group, a merit rating is calculated based on the grades, then it ranks eligible applicants and assigns places in courses and programmes.
- The Swedish Scholastic Aptitude Test (SweSAT), is a standardised test that can be used as a way to compete for a place in bachelor's level courses and programmes at Swedish universities. Everyone who meets the entry requirements and has a valid SweSAT score competes in the SweSAT group. (SweSAT is not considered a national examination for the data collection on national examinations as it does not apply to almost all students in upper secondary general programmes.)
    - The SweSAT results are only valid in Sweden for 8 years, and not valid in other countries. The test is administered twice a year (autumn and spring) at a number of locations throughout Sweden.
    - Anyone who wants to participate in the SweSAT must have turned or turn 18 in the calendar year in which the test is carried out or have started upper secondary school earlier than the calendar year in which he or she turns 16. Applicants pay application fee (SEK 550 as of 2023).
    - There are two main sections in SweSAT: quantitative and verbal. The quantitative section has questions (all in Swedish) in the following areas: Mathematical problem solving; Quantitative comparisons; Quantitative reasoning; and Diagrams, tables and maps. The verbal section is composed of four areas: Vocabulary in Swedish; Reading comprehension of Swedish texts; Sentence completion in Swedish; and English reading comprehension.

Other forms or measures to evaluate and assess students

The website of the Swedish National Agency for Education presents performance statistics at the school level, such as results on national assessment tests, grades, graduation rates, eligibility to upper secondary and tertiary education, etc. Apart from descriptive statistics, it is possible to make comparisons between schools concerning students' background.

Switzerland

National/central assessments

Notes on interpretation: The national authority defined the basic competences (*compétences fondamentales*; COFO) in 2011. They are minimal performance standards to be achieved by all students in primary and lower secondary education in the following subjects: language of instruction, mathematics, natural sciences and foreign languages. The attainment of these basic competences is monitored by sample-based assessments in Grades 6 (end of primary education) and Grade 9 (end of lower secondary education). The first rounds of testing were conducted in 2016 (mathematics for Grade 9) and 2017 (language of instruction and first foreign language for Grade 6). In 2023, Grade 9 was assessed on languages (language of instruction, first and second foreign languages). In 2024, Grade 2 will be tested on language of instruction and mathematics. The data reported is based on the assessment cycles in 2016 (Grade 9), 2017 (Grade 6), 2023 (Grade 9) and 2024 (Grade 2). The grade in [ ] in Table D6.4 refer to grade to be covered in the future rounds of COFO tests.

Periodicity of the assessments: Periodicity and grades have not been defined for future rounds.

School year the assessments were last administered: See *Notes on interpretation*.

Extent the assessments are used for:

- Summative purposes: It is a low-stake test for the test takers (sample-based system monitoring).

Locus of authority at which the assessments are devised/developed: They are developed from the test bank of the Swiss Conference of Cantonal Ministers of Education (central agency). It is called *Aufgabendatenbank der Konferenz der kantonalen Erziehungsdirektorinnen und -direktoren* (ADB) in German, and *Banque de données de tâches de la Conférence suisse des directeurs cantonaux de l'instruction publique* (BDT) in French.

Requirement for educational institutions to administer the assessments: A representative sample (of public and government-private institutions) per canton is taken, 7%-100% depending on size of canton.

Students exempted from taking the assessments: Exemptions are applied to students in special education schools, as well as students deemed incapable of taking the assessment by their teachers.

Locus of authority at which the assessments are graded/marked: Other response refers to a consortium formed by Higher Education institutions and an interstate agency.

Subject areas tested in the assessments:

- Reading, writing and literature: Response on the assessment for Grade 6 is based on the test on language of instruction in 2017. Details on the assessment for Grade 9 was not available at the time of data collection as the test on language of instruction has been tested for the first time in 2023.
- Mathematics: Details on the Mathematics assessment for Grade 2 was not available at the time of data collection as it will be tested for the first time in primary education in 2024.
- Other languages: Details on the assessment for Grade 9 was not available at the time of data collection as the test on first and second foreign languages has been tested for the first time in 2023.

How the results of the assessments are shared: Reports and data sets are published.

Features used when reporting the results of the assessments:

- Reported with context (details about factors that affect outcomes): It can be done to a modest degree.
- Comparison with other groups or populations of students: It can be done to a modest degree. The results available are national average and cantonal averages, as well as results compared by socio-economic status, home language and migration status.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: It done through regulations regarding the use of the data

Extent to which the assessments are used on schools and teachers: The responses are based on 2016 and 2017 rounds.

National/central examinations

There is no national, centralised examination at the end of compulsory education (lower secondary education). Students receive a cantonal report with grades. Grades are given for the subjects of the respective language-regional curriculum and are based on the students' performance during the last school year.

There is also no national examination at upper secondary general education. Every school conducts its own final examinations. However, the subjects required to pass, their number and the passing norm is set nationally for both Baccalaureate schools and upper secondary specialised schools. On the condition that the school issuing the leaving certificate is nationally recognised, a Baccalaureate certificate entitles the holder to free admission to all universities in Switzerland – except for subjects with a *numerus clausus*. A specialised Baccalaureate or a specialised school certificate allows for free admission to certain programmes at universities of applied sciences or colleges of higher education. An exception is the Swiss Baccalaureate examination, which is standardised nationally and can be taken with or without specific, school-based preparation. The Swiss Baccalaureate examinations are mainly taken by adults.

Mutual agreements between the cantons guarantee equal access to education programmes throughout Switzerland. The canton in which an educational institution is located offers the programmes to students from other cantons under the same conditions (admission, fees etc.) as to its own cantonal citizens.

Other forms or measures to evaluate and assess students

Teachers also use formal measures of evaluation of students (i.e. oral and written tests etc.), but these are not standardised at national level.

Türkiye

National/central assessments

Requirement for educational institutions to administer the assessments: The important point for sample for these studies is the number of students. First, stratification levels are defined according to level of education. Then schools are randomly sampled according to number of students that should participate these studies.

Students exempted from taking the assessments: Special education needs (SEN) schools and students, students with limited language proficiency, minority students and international students are excluded from sample.

Extent schools influence or control the assessments: These studies are administered in sampled schools and teachers in these schools are test administrators. Before the examinations, guidelines are sent to each school and trainings are held. So, it is important for teachers working as test administrators follow all instructions included in the guidelines. So, the degree of teachers following the instructions is the influence of schools on national assessments.

Subject areas tested in the assessments: Reference standards: Other response refers to an assessment framework, that is developed for all lessons included in the study. The framework includes skills, indicators and descriptions of skills.

Features used when reporting the results of the assessments:

- Reporting with context (details about factors that affect outcomes): “Yes” for the Study of Monitoring and Evaluation of Academic Skills and “No” for the Study of Student Achievement Monitoring.
- Comparison with other groups or populations of students: The result of student is not compared with another student's results individually, however, results are compared at national level (national average).
- Reporting together with other indicators of school quality: “Yes” for the Study of Monitoring and Evaluation of Academic Skills and “No” for the Study of Student Achievement Monitoring. With the questionnaires administered to school principals, teachers and students, it is possible that factors affecting the student performance is reported. So, the indicators of school quality are included in the study and reported.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: Schools or students participated in these studies are masked in national database.

National/central examinations

Notes on interpretation: At upper secondary level, the Higher Education Institutions Exam (*Yüksek Öğretim Kurumlari Sinavi*; YKS) includes three examinations conducted under the Measuring, Selection and Placement Centre (ÖSYM). They are Basic Proficiency Test (*Temel Yeterlilik Testi*; *TYT*), Field Proficiency Tests (*Alan Yeterlilik Testleri*; AYT) and Foreign Language Test (*Yabancı Dil Testi*; YDT).

Main purposes of the examinations:

- Lower secondary: Taking this examination is compulsory for entry into specific secondary education institutions. About 13% of students can enrol these institutions which admit students according to their performance in this examination.
- Upper secondary:

- Students wishing to enter tertiary education are required to take the examination. However, the following group of students do not need to take the examination to enter tertiary education: International Science and Engineering Fair (ISEF) Project winners with gold, silver and bronze medals at the International Science Olympics attended by TÜBİTAK (the Scientific and Technological Research Council of Türkiye); winners of the first, second and third prizes in the EU Young Scientists Competition; and applicants of higher education programmes in the fields without the requirement to sit for the Higher Education Institutions Exam (except for the scholarship and discounted programs). ÖSYM places them apart from the quota. Percentage of the such students is approximately 0%.
- Scholarships are paid by the Ministry of Youth and Sports to the students in higher education who are in the top 100 in the Higher Education Institutions Exam, based on the raw score in numerical, verbal, equal weight and language scores in the Field Proficiency Test confirmed by ÖSYM. During the application to tertiary level programme, students are required to declare their priorities that they are the first hundred students.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the Measurement, Selection and Placement Centre (ÖSYM).

Requirement for educational institutions to administer the examination:

- Lower secondary: It is not compulsory on school level to administer the examination, as it is voluntary for students to take it. However, after the COVID-19 outbreak, all students have been automatically registered for the examination and all examination materials are sent to schools even if students may choose not to take the examination.
- Upper secondary: Schools are obliged to conduct the transactions of students who wish to take the exam. Between 76% and 99% of students take the examinations.

Students exempted from taking the examinations:

- Lower secondary: The central examination is not compulsory.
- Upper secondary: These examinations are compulsory only for entering tertiary education.

Locus of authority at which the examinations are graded/marked: Central agency responsible for assessment or certification refers to the Measurement, Selection and Placement Centre (ÖSYM).

Extent schools influence or control the examinations: The examinations are administered in schools. The principals and teachers are assigned as test administrators for the administration.

Subject areas tested in the examinations: For lower secondary, students are tested on the foreign language that they studied in their lower secondary education (e.g. English). For upper secondary, the Foreign Language Test (YDT) - an optional session of the Higher Education Institutions Exam is optional. Languages provided are English, French, German, Arabic and Russian.

How the results of the examinations are shared: A general report at the country level is shared with media and general public.

Features used when reporting the results of the examinations:

- Comparison with other groups or populations of students: The results of lower secondary examination include national average. At upper secondary, the results are compared by gender, school types and student group (students who already graduated or currently studying).

United Kingdom (England)

National/central assessments

Notes on interpretation: All schools will administer to pupils either end of KS1 or end of KS2 assessments, pre-key stage standards, or the engagement model.

- KS1 assessments are based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning. Teachers must consider (1) the pupil's written, practical and oral classwork, and (2) results from the statutory KS1 tests in English reading and mathematics (national curriculum tests). KS1 assessments will become optional from the school year 2023/24. There will still be some statutory requirements for schools to participate in trialling of materials for the optional tests. Optional tests will be provided to schools on English reading, English grammar, punctuation and spelling, and mathematics. Reported data on Grade 2 covers both teacher's assessment and the statutory KS1 tests.
- KS2 assessments (national curriculum tests) are used to see if pupils have met the expected standard in five subjects by the end of primary school (Grade 6): reading; maths; writing; grammar, punctuation and spelling; science. Tests are used to assess pupils in reading, maths and grammar, punctuation and spelling. Teacher assessment is used to assess pupils in writing and science. Reported data on Grade 6 covers both teacher's assessment and the statutory KS2 tests.

Pupils working below the standard of national curriculum tests who are engaged in subject-specific study are assessed through the pre-key stage standards in English reading, English writing and mathematics. Pupils working below the standard of national curriculum tests who are not engaged in subject-specific study are assessed using the engagement model. Information provided mainly focus on end of KS1 and end of KS2 assessments, although pre-key stage standards and the engagement model are noted where relevant.

Main purposes of the assessments:

- The main purpose of the statutory national curriculum tests is to ascertain what pupils have achieved in relation to the attainment targets outlined in the 2014 national curriculum – i.e. they are technically attainment tests rather than diagnostic ones. The tests help to measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The intended uses of the outcomes, as set out in the Bew Report and in the government's consultation response on primary assessment and accountability, are to:
  - hold schools to account for the attainment and progress made by their pupils,
  - inform parents and secondary schools about the performance of individual pupils, and
  - enable benchmarking between schools and monitoring of performance locally and nationally.
- KS2 assessments are a summative end of key stage assessment. Schools will report on this, and on their own assessment of pupils' progress, therefore the combined feedback could be formative to parents. Secondary schools may use the information from the KS2 assessments to group pupils.

Extent the assessments are used for:

- Formative purposes
  - KS1 assessment: The teacher assessment informed by the tests at KS1 should inform transition to KS2 and make decisions about the next steps in children's learning.
  - KS2 assessment: There may be some use of the KS2 assessments for formative purposes by secondary schools.

Locus of authority at which the assessments are devised/developed: Central agency responsible for assessments or certification refers to the Standards and Testing Agency.

Format of the assessments: Format of assessments in the statutory tests at the end of KS1 are multiple-choice questions, closed-format short answer questions, closed formal longer answer questions (reported as other) and a portfolio; and at the end of KS2 are multiple-choice questions, closed-format short answer questions, closed formal longer answer questions (reported as other), oral questions and answers, and a portfolio.

Requirement for educational institutions to administer the assessments: All schools administer either end of KS1 or end of KS2 assessments. However, from the school year 2023/24, end of Key Stage 1 assessments will become non-statutory. See *Notes on interpretation*.

Students exempted from taking the assessments: The reported percentage of students exempt does not consider pupils exempt because they attend private schools. There are a small number of exemptions for specific reasons, such as for pupils whose performance cannot be established because they have just arrived in school (code 'J') or pupils working at the standard of the tests but who are unable to access them (code 'U') (link). Some examples of pupils who may fit category 'U' are:

- pupils who have a disability
- pupils with specific medical needs or who have spent time in hospital towards the end of the key stage
- pupils who have been absent from school for an extended period, perhaps due to being educated at home or excluded from school, and need time to adjust to regular school life
- pupils who are experiencing, or have recently experienced, severe emotional problems

Locus of authority at which the assessments are graded/marked:

- KS1 assessment: National curriculum tests are marked by schools, and the marker should be familiar with the pupil. Teachers provide an assessment using the teacher assessment frameworks. Teacher assessments must be informed by national curriculum tests in English reading and mathematics, and can be informed by optional national curriculum tests in English grammar, punctuation and spelling.
- KS2 assessment: National curriculum tests in English reading, English grammar punctuation and spelling, and mathematics, are externally marked. This is the responsibility of the Standards and Testing Agency (central agency). Teachers use the teacher assessment framework to assess pupils for English writing and science.

Mechanisms to ensure reliability of marking the assessments across students: National guidance materials for marking student performance on the assessment are teacher assessment framework and test mark schemes for KS1 assessment and teacher assessment framework for KS2 assessment. Then there is statutory external moderation of teacher assessment for both KS1 and KS2 teacher assessment. This is carried out by local authorities who moderate a sample of assessments to ensure that they are appropriate and consistent with national standards.

Extent schools influence or control the assessments:

- KS1 assessment: Schools have no influence over the content of the statutory national curriculum tests and must administer the tests during May. The tests do not have set days for their administration and may be administered to groups of pupils on different days. Schools may choose to administer the optional English grammar, punctuation and spelling test during May, but there is no requirement to do so. Pupils must only be allowed to take each test once. Schools will have some influence over the teacher assessment outside of the statutory national curriculum tests.
- KS2 assessment: Schools have no influence over the content of the statutory national curriculum tests. Schools must administer the KS2 tests on the days specified in the statutory timetable. Headteachers are responsible for deciding the start time of the tests, and all pupils should take each test at the same time, where possible. Tests must never be taken before the day specified in the statutory timetable and must be taken in the order specified unless there are exceptional circumstances, for example a start time variation or an approved timetable variation. Schools will have some influence over the teacher assessment outside of the statutory national curriculum tests.

Subject areas tested in the assessments:

- Reading, writing and literature: National curriculum tests have multiple-choice questions, closed-format short answer questions, longer answer questions on comprehension (reported as other) and oral questions and answers. The spelling test is read out: a statutory test at KS2, and optional at KS1. In KS1 assessment, a portfolio of work for English reading and English writing is assessed against the teacher assessment frameworks. In KS2 assessment, a portfolio of work for English writing is assessed against the teacher assessment frameworks.
- Mathematics: KS1 assessment is through teacher assessment judgements, which must be informed by national curriculum tests in mathematics. A portfolio of work is assessed against the teacher assessment

frameworks. KS2 assessment is through national curriculum tests. Open-ended writing tasks refer to method marks for showing working out. There used to be an aural test in mental maths at KS2 which was removed in 2016, alongside other changes to align with the 2014 curriculum. There is an aural section in end of KS1 Paper 2, which started in 2016. Pupils working below the standard of national curriculum tests who are engaged in subject-specific study are assessed through the pre-key stage standards in mathematics; those who are not engaged in subject-specific study are assessed using the engagement model.

- Natural sciences: It is assessed through teacher assessment, at present there are no statutory national curriculum tests at either KS1 or KS2. Ministers decided not to undertake any further science sampling tests from 2022/23. Schools must still submit teacher assessment data for science as part of both end of KS1 and end of KS2 assessments. Teachers will assess a portfolio of pupils work against the statutory teacher assessment frameworks and this will be moderated by local authorities.
- Other subjects: The engagement model is the assessment for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. It is formed of five areas of engagement: exploration, realisation, anticipation, persistence and initiation. Schools must report to the department which pupils are assessed using the engagement model.
- Computer-based technology: It is not used for national curriculum tests, but may be used as part of teacher assessments.

How the results of the assessments are shared:

- KS1 assessments: Data comes from teacher assessments, and the national curriculum tests are internally marked, so results will be shared with test administrators within schools. Through this, school administrators and teachers will have direct access to the results of their students. The results are then shared with the Department for Education who use this to publish aggregated results by country, region and local authority. Data is published at local authority and at the national level. Some schools may choose to report the results of the national curriculum test to parents, alongside the overall teacher assessment judgements. If a school does not report test results alongside the teacher assessment judgements, parents can request to see them. Data aggregated by school is not available publicly.
- KS2 assessments: Test results and marked script images are available to schools on the Primary Assessment Gateway (PAG). Results for KS2 assessments are required to be shared with parents through a report from the school. Parents will receive national curriculum test results for English reading, English grammar, punctuation and spelling, and mathematics, as well as teacher assessment judgements for English writing and science. Data is published at local authority and at the national level. School-level data is published in performance tables.

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: KS2 attainment is measured against prior attainment in KS1. At school and/or regional/national level, KS2 attainment in reading and writing is also analysed compared to prior attainment in phonics, which is a short test children take in their first year on their ability to use phonics to read words. “No” is responded for KS1 assessment.
- Comparison with other groups or populations of students:
  - KS1 assessments: There is a national statistical release that provides the attainment of pupils in the assessments. This includes:
    - at national level, broken down by the following pupil characteristics: gender, disadvantage, free school meal eligibility, ethnicity, special educational need status, first language and month of birth;
    - at national level, broken down by the following school characteristics: school type, school phase, cohort size and school religious character;
    - at regional and local authority level, broken down by gender
  - KS2 assessments: There is a national statistical release, and school performance tables. At school level (in performance tables), data is broken down by disadvantaged, English as an additional language, gender, mobile and non-mobile pupils. Breakdowns at national statistics level are:

  - at national level, broken down by the following pupil characteristics: gender, disadvantage, free school meal eligibility, ethnicity, special educational need status, first language and month of birth;
  - at national level, broken down by the following school characteristics: school type, school phase, cohort size and school religious character;
  - at regional and local authority level, broken down by gender;
  - at local authority level, broken down by pupil characteristics.
- Reporting together with other indicators of school quality: Test results are not reported 'together' with other indicators of school quality, but school performance tables include Office for Standards in Education, Children's Services and Skills (Ofsted) ratings.
- Used by authorities external to the school for sanctions or rewards: It is done indirectly through Ofsted ratings. Schools that are graded 'Good' or 'Outstanding' by Ofsted are able to be involved in wider system improvement and can access certain programmes such as expansion projects. Schools that are graded 'Inadequate' by Ofsted will be subject to intervention by the Secretary of State. But that's Ofsted ratings. Other parts of the department would be able to feed into any direct interventions as a consequence of results.
- Media or other outside groups prepare and make school rankings available: The Sunday Times newspaper publishes a list of the top primary schools in England based on the KS2 assessments, which is available via a subscription. The website www.schoolguide.co.uk includes league tables of schools using a variety of measure, including KS2 scores for primary schools in England. This does not apply for KS1 assessments.

Extent to which the assessments are used on schools and teachers:

- Evaluation of school performance: Data based on assessment outcomes is taken into account as part of inspection by Ofsted.
- Increase salary for teachers based on merit/performance: Primary accountability guidance notes: "As set out in Department for Education (DfE) guidance, school and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of pupils."
- Provision of another financial reward or sanction: KS1 assessment has low level of influence, whereas KS2 assessment has moderate level of influence.
- Likelihood of school closure: KS1 assessment has low level of influence, whereas KS2 assessment has moderate level of influence. Data based on assessment outcomes is taken into account as part of Ofsted inspection, but it is an inspection judgement that can ultimately lead to a school being closed, not the data itself.

National/central examinations

Notes on interpretation: General Certificate of Secondary Education (GCSE) examinations are generally taken in Year 11 of English education, and Advanced level qualifications (A-level) examinations in Year 13.

Main purposes of the examinations: GCSE results (generally taken in Year 11) are usually used to determine entry into A-levels.

Locus of authority at which the examinations are devised/developed: Central agency responsible for assessment or certification refers to the Office of Qualifications and Examinations Regulation (Ofqual).

Format of the examinations: A variety of different formats will be used depending on the subject and level.

Requirement for educational institutions to administer the examination: Schools have a legal duty to enter pupils for public examinations in which they have taken the relevant course of study.

Students exempted from taking the examinations: Schools and colleges take decisions on whether to enter students or not for such examinations, on an individual basis.

Locus of authority at which the examinations are graded/marked: Exams are marked by markers contracted by exam boards, who are mostly private companies. Central agency responsible for assessment or certification refers to the Office of Qualifications and Examinations Regulation (Ofqual).

Extent schools influence or control the examinations: Schools have no control over the content or administration of exams. Where coursework forms part of the final grades, the schools have some control over how these are marked, with the results being moderated.

Subject areas tested in the examinations: Most common number of GCSEs students take is ten (three for A-levels). Although many subjects are optional, students will be expected/required to do a lot of them at GCSE level. Virtually all students are entered for a GCSE in English language and mathematics (those who do not sit this subject mainly would have a special educational need). The great majority of students (though not all) will take at least one science subject. Other type of tasks in natural sciences refer to structured question. Schools may choose to cover Practical and vocational skills, but are less likely to do so than the more academic subjects for which there are major qualifications. Most common number of students take is. The most taught foreign languages are French, Spanish and German.

How the results of the examinations are shared: Aggregated results shared on government website (JCQ and gov.uk websites).

Features used when reporting the results of the examinations:

- Showing value-added or growth in individual student achievement over two or more years: Aggregated GCSE results are compared to the level students achieved at the end of primary education. Schools also get given a "Progress 8" score which is a measure of how much its pupils have improved their performance between the end of primary and GCSEs. Aggregated A-level results are compared to the attainment level achieved in GCSEs.
- Reported with context (details about factors that affect outcomes): For school level aggregation, the only context considered is student prior attainment.
- Comparison with other groups or populations of students: At school level, results are compared to local authority average and national average.
- Used by authorities external to the school for sanctions or rewards: The results are used as one factor in decision making, currently no direct sanction taken based on data alone.
- Used when reporting results: Tables which show schools in a ranked order based on a range of different measures (as chosen by the user) are published on a government website (in 2022, this was paused given the impact of the COVID-19 pandemic), however numerical rankings are not published. Numerical ranking is carried out by external media, not government or other agencies.

United Kingdom (Scotland)

National/central assessments

Notes on interpretation: National Standardised Assessments (NSAs) are undertaken at P1, P4, P7 and S3. Additional information can be found in the Scottish Government webpage.

Extent the assessments are used for:

- Formative purposes: The assessments should form one part of a practitioner's formative evaluation of a learner's progress.
- Summative purposes: The assessments can help to inform, but are not in themselves definitive, when teachers consider summative evaluations.

Locus of authority at which the assessments are devised/developed: The assessment platform is provided by a private company, with content developed in unison with the national government and national educational executive agency.

Requirement for educational institutions to administer the assessments: It is not compulsory for publicly funded schools to administer. However, the assessments are made available to all publicly funded schools in Scotland and all schools are encouraged to use the assessment. The percentage of schools administering the assessments varies on an annual basis.

Students exempted from taking the assessments: Students are not exempted (because it is not compulsory). However, it may be determined by their teacher, school or local authority, in dialogue with the learner, that a learner will not be assessed.

Locus of authority at which the assessments are graded/marked: The assessments are online assessments, and the system automatically generates reports for practitioners on the questions that a young person has got right/wrong.

Extent schools influence or control the assessments: Schools determine the appropriate time to present learners with assessments, can assign learners assessments from stages outwith the typical path which a learner in their class would follow or take the decision not to assess a learner if it is felt this is appropriate.

Subject areas tested in the assessments: Learners undertake either SNSA (English literacy) or MCNG (Gaelic literacy) assessments, depending on the medium of their education. At Grade 1 (P1), this is as a "Literacy" assessment; and at Grades 4, 7 and 10 (P4, P7 and S3), assessments are further broken down into Reading and Writing. Assessment is of numeracy rather than mathematics.

How the results of the assessments are shared: Outcomes from the NSAs are accessible to all teachers within the school within which a learner has undertaken an NSA, and local authority users, via electronic report.

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: A learner is assessed every three years (P1, P4, P7 and S3).
- Comparison with other groups or populations of students: The results are compared against the national average and by demographically similar groups.
- Steps taken by government/education authorities to prohibit or prevent the ranking of schools: The government does not collate such tables and local authorities have access to only their own data. The government does not hold assessment data, which remains with the service provider and is owned by individual local authorities. Scale scores are not shared to prevent ranking of learners.

National/central examinations

Notes on interpretation: In the Upper Secondary/Senior Phase in Scotland, learners can choose from a range of qualifications, including National Qualifications (National 1-5, Higher and Advanced Higher), Skills for Work, Awards and Foundation Apprenticeships. External examinations take place for National 5, Higher and Advanced Higher qualifications, while other qualifications are internally assessed. Additional information can be found on the Scottish Qualifications Authority. Reported data covers National Qualifications.

School year the examinations were first established: National examinations have been running in Scotland for many decades. The current versions of the National Qualifications were introduced in 2013/14.

Main purposes of the examinations: The examination is required for determining grades and for certification but not graduation. Gaining of a qualification at a certain level may be looked for progression to the next level of qualification but not always necessary. Independent private schools may use qualifications as an entry criterion for the Senior Phase. Tertiary education establishments may set certain qualifications requirements for entry. Highers are the standard entry requirement for entry to higher education in Scotland but some courses (e.g. teacher training) may include a requirement for a minimum of National 5 level in certain subjects (e.g. English or Mathematics).

Locus of authority at which the examinations are devised/developed: The Scottish Qualifications Authority (SQA) is the Awarding and Accreditation body for qualifications in Scotland, including those taken in upper secondary. A range of qualifications are available for learners including National 1-5, Highers, Advanced Highers, Skills for Work, Awards and Foundation Apprenticeships.

Format of the examinations: The Scottish Qualifications Authority is the awarding body for qualifications in Scotland. Qualifications are awarded based on a range of internal and external assessment approaches depending on the subject and level.

Requirement for educational institutions to administer the examination: While it is not mandatory, all public schools administer a range of qualifications for their learners in the upper secondary/senior phase.

Students exempted from taking the examinations: There are no set qualifications that learners must undertake. Learners can choose to undertake a range of qualifications in the upper secondary/senior phase.

Locus of authority at which the examinations are graded/marked: The Scottish Qualifications Authority is the awarding body for qualifications in Scotland. Qualifications are awarded based on a range of internal and external assessment approaches depending on the subject and level. The course assessment involves a question paper (exam) or coursework, or both - most of which are marked by SQA. In some subjects, coursework is marked by a teacher or lecturer.

Mechanisms to ensure reliability of marking the examinations across students: The Scottish Qualifications Authority and centres running SQA qualifications have a shared responsibility for quality assuring internally assessed elements of the National Qualifications. Where any internal assessment takes place, clear guidance materials are available with internal and external verification as well as other quality assurance processes.

Extent schools influence or control the examinations: SQA operates Qualifications Development Teams and engages with practitioners regularly to review specific qualifications and general processes. Practitioners have flexibility over how they deliver courses and assessments.

Subject areas tested in the examinations: Learners choose from a range of qualifications in the upper secondary. Qualifications are awarded based on a range of internal and external assessment approaches depending on the subject and level. While English and mathematics is typically studied, it is not mandatory to undertake this qualification.

How the results of the examinations are shared: Individual students receive their own results. Schools (or centres) receive information on their own learners and disseminate internally as required. The Scottish Qualification Authority publishes the national results data broken down by local authority and centre type. A news release is issued on the day with links to the data.

Features used when reporting the results of the examinations:

- Reported with context (details about factors that affect outcomes): A national dashboard is available for schools to use to improve learning and teaching which includes a virtual comparator linked to the school's demographics
- Comparison with other groups or populations of students: Results are reviewed in relation to gender, race, deprivation and additional support needs

Extent to which the examinations are used on schools and teachers: Individual local authorities/schools may use the information to determine any support required for teachers in their local area.

United States

National/central assessments

Notes on interpretation: The United States has a congressionally mandated National Assessment of Educational Progress (NAEP) program that uses national and state representative samples to indicate what America's

students know and can do. Assessments take place in Grades 4, 8, and 12. NAEP includes two assessment programmes: the main NAEP assessment and the Long-Term Trend (LTT) NAEP assessment. The main NAEP assessment is grade-based, while the LTT assessment is age-based (9, 13, and 17). The information provided in this survey refers to the main NAEP assessment. For more information, see here for differences between the main and the LTT NAEP assessments and here for publicly-available results.

Periodicity of the assessments: Periodicity of the assessment applies only to the reading and mathematics assessments. Assessments in mathematics and reading are administered every two years in Grades 4 and 8 and approximately every four years in Grade 12. Assessments in reading and writing are administered separately. Other subjects, including civics, science, technology and engineering literacy (TEL), U.S. history, and writing are administered less frequently, on rotating schedules.

Main purposes of the assessments: Policymakers, educators, the assessment community, and the media use NAEP to improve education for U.S. students. NAEP data informs education policy and practice by reporting the achievement of various student groups, analysing NAEP results in the context of educational experiences, contributing to the conversation about education by providing additional analysis of the data at various conferences, events, and blog discussions, and providing tools and resources for the classroom. For more information, see here.

Locus of authority at which the assessments are devised/developed: The Commissioner of the National Centre for Education Statistics in the U.S. Department of Education is responsible by law for carrying out the NAEP project. The National Assessment Governing Board (central agency), appointed by the Secretary of Education but independent of the Department, sets policy for NAEP and is responsible for developing the framework and test specifications that serve as the blueprint for the assessments. The Governing Board is a bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. Congress created the 26-member Governing Board in 1988. The NAEP assessment operations are carried out with assistance from contractors.

Type of assessments: The results of student performance are presented in two ways: average scores on the NAEP subject scale, and percentages of students attaining NAEP achievement levels.

Format of the assessments: NAEP assessments include selected-response, short constructed-response, and extended constructed-response questions. The selected-response items may include single and multiple-selection multiple choice, inline choice, zone (hot spot), matching, and interactive items. NAEP also includes scenario-based tasks in reading assessments and interactive computer tasks and hybrid hands-on tasks in science assessments.

Requirement for educational institutions to administer the assessments:

- Federal law specifies that NAEP is voluntary for every student, school, school district, and state. However, federal law also requires all states that receive Title I funds (a federal grant of which all states receive) to participate in NAEP mathematics and reading assessments at fourth and eighth grades. Similarly, school districts that receive Title I funds (98% of schools) and are selected for the NAEP sample are also required to participate in NAEP mathematics and reading assessments at fourth and eighth grades. All other NAEP assessments are voluntary.
- The United States does not have government-dependent private schools. However, independent private schools are included in the NAEP sample.

Students exempted from taking the assessments: NAEP is a sampled assessment. School staff make determinations on student exemptions, including participation of students with disabilities. Each state or local district determines its own standard for excluding students in these cases. In many cases, an alternate exam is implemented. However, federal policy limits the number of alternative exams to only 1% of all students in a given subject.

Locus of authority at which the assessments are graded/marked: The U.S Department of Education and the National Assessment Governing Board are the central agencies responsible for assessment or certification.

Subject areas tested in the assessments: NAEP is based on an organising framework (reported as "other reference standards"), which is the blueprint that guides the development of the assessment and the content to be assessed. The National Assessment Governing Board develops the NAEP frameworks for assessments in each subject (e.g. NAEP Writing Framework, NAEP Reading Framework, NAEP Mathematics Framework, NAEP Science Framework). The NAEP assessment is voluntary for selected students in the sample. However, in some states, all testing, including NAEP, is mandatory.

- Reading, writing and literature: The NAEP assessment in reading comprehension is given every two years to Grades 4 and 8, and approximately every four years to Grade 12. A separate NAEP writing assessment is also administered on a rotating basis, with the most recent given in 2017.
  - Type of tasks: NAEP reading assessments include selected-response, short constructed-response, and extended constructed-response questions. The selected-response items may include single and multiple-selection multiple choice, inline choice, zone (hot spot), matching, and interactive items. The reading assessment also includes scenario-based tasks. Writing tasks will specify the topic, the purpose for writing, the audience, and (at Grade 4) the form, but writers will be expected to craft language and draw upon approaches to thinking and writing that they feel will best achieve their communicative purpose. Grades 8 and 12 may be asked to choose the form that they believe best supports the communicative purpose of the writing task.
  - Computer-based technology used: Students in all grades use a digital platform for reading tasks. In 2017, students at Grades 4 and 8 used tablets to record their responses to the NAEP writing assessment.
- Mathematics: The NAEP mathematics assessment is administered every two years to Grades 4 and 8, and approximately every four years to Grade 12.
  - Type of tasks: The NAEP mathematics assessment includes selected-response, short constructed-response, and extended constructed-response questions. The selected-response items may include single and multiple-selection multiple choice, inline choice, zone (hot spot), matching, and interactive items.
  - Computer-based technology used: Since 2017, the NAEP mathematics assessment has been conducted on a digital platform. Students take a variety of different assessment forms across several subjects. Individual students only complete a subset of NAEP items within each subject area.
- Natural sciences: Frequency of assessment varies. The most recent science assessment was given in 2019 to students in Grades 4, 8, and 12. The next science assessment is scheduled for 2024 in Grade 8.
  - Type of tasks: The NAEP science assessment includes selected-response, short constructed-response, and extended constructed-response questions. The selected-response items may include single and multiple-selection multiple choice, inline choice, zone (hot spot), matching, and interactive items. Science assessments can also include interactive computer tasks and hybrid hands-on tasks.
  - Computer-based technology used: Starting with the 2019 assessment, students engage with all selected-response and constructed-response items on a digital platform.
- Social sciences: NAEP assesses students separately in the following social sciences subjects: civics and U.S. history. The civics and U.S. history assessments are administered to students on a varying basis. The most recent results available are for assessments given to grade 8 students in 2018. Both subjects were assessed again in grade 8 in 2022 (results to be published in 2023). NAEP previously gave assessments in economics and geography, but these have been removed from the assessment schedule for future years.
- Other languages: As of 2019, the foreign language assessment was removed from the assessment schedule for future years. Foreign language had been scheduled for students in Grade 12, but was never assessed.
- Information and communication technology and Technology: The NAEP technology and engineering literacy (TEL) assessment was most recently administered in 2018 to students in Grade 8. The next assessment is scheduled for students in Grade 8 in 2028.

- Arts: An arts assessment was administered in 2016 to students in Grade 8, but, as of 2019, has been removed from the assessment schedule for future years.

How the results of the assessments are shared: As NAEP is a representative sampled assessment, it is not designed to produce results of individual students or individual schools. Aggregated results are reported at the state and national levels; and for a select number of large urban districts. Participating individuals, schools, districts, and states can access aggregated results when released via the public website.

Features used when reporting the results of the assessments:

- Showing value-added or growth in individual student achievement over two or more years: NAEP results describe progress in educational achievement for groups of students over time. However, growth of individual students and cohorts are not tracked.
- Reported with context (details about factors that affect outcomes): NAEP reports state-level and national-level results by race/ethnicity, gender, disability status, English proficiency, and several other community demographic factors. However, state-level results are often limited to only mathematics and reading assessments in Grades 4 and 8.
- Comparison with other groups or populations of students: NAEP provides a common metric for comparing student performance across all states in mathematics and reading at Grades 4 and 8. National-level and some state-level data are disaggregated by race/ethnicity, gender, disability status, English proficiency, and several other community demographic factors.
- Used by authorities external to the school for sanctions or rewards: State-level participation in mathematics and reading at Grades 4 and 8 is required to obtain federal funding, but individual schools may refuse to participate in assessments without consequence to the funding they receive.
- Used when reporting results: As NAEP is a representative sampled assessment, it is not designed to produce results of individual students or individual schools.

National/central examinations

Notes on interpretation: The United States does not have one centralised national examination. However, federal policy requires that states administer annual state-wide examinations in reading/language arts and mathematics in Grades 3 through 8 and once in high school (Grades 10-12). In addition, states are required to administer a science examination at least once in each of three grade spans: 3-5, 6-9, and 10-12. More information on state-level testing requirements by subject is available here. Additional information can be found on the official website of the Every Student Succeeds Act (ESSA) and ESSA fact sheet.

School year the examinations were first established: The No Child Left Behind (NCLB) Act of 2001, which served as an update to the Elementary and Secondary Education Act (ESEA) of 1965, was the first federal legislation to mandate student examinations across all states. Although most states had examination requirements to a varying degree prior to 2001, the accountability requirements were not standardised. In 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing NCLB and updating some federal regulations regarding examinations and accountability. Responses in this survey are based on ESSA.

Main purposes of the examinations:

- Student certification/graduation/grade completion: Grade completion and graduation requirements vary by state. At the upper secondary level, exams may not be administered annually and are not typically a requirement for graduation.
- Student promotion or entry to higher grade in the same level of education: In Grades 9-12, exams may not be administered annually. However, when administered, results are often factored into student performance and promotion decisions.
- Student selection for programme/course/tracks/fields at the next level of education: Student selection into programmes, courses, or tracks as a result of national examinations varies by state and school district.

- Decisions about scholarships/financial assistance for students: Public education in the United States is free for all students in Kindergarten through Grade 12. Scholarships and financial assistance are not awarded in public schools at these levels.
- Other purpose: Each state may use the results of their state examination for various reasons. Not all states will use their examinations for all of the reasons reported in the data collection.

Extent the examinations are used for:

- Formative purposes: Each state may use the results of their state examination for formative purposes, to varying levels, at their discretion.
- Summative purposes: Federal law requires that each state's accountability system meaningfully differentiates schools by providing them with a summative determination from among at least three distinct categories. National examinations are a key component of these accountability systems.

Locus of authority at which the examinations are devised/developed: State educational authorities are responsible for developing examinations and overseeing administration, but they may contract out portions of the work to different private companies, non-profit companies, or universities. More information on examination vendors by state is available here.

Type of the examinations: It is dependent on the state in which the exam is administered. Federal law allows for either norm-referenced or criterion-referenced assessments to be administered.

Format of the examinations: Each state creates its own examinations and may utilize any combination of tasks to test students including multiple-choice, closed-format short answer questions, open-ended writing tasks, portfolio, performing a task/experiment, oral presentation, or oral questions and answers.

Requirement for educational institutions to administer the examination:

- It is compulsory for all public schools to administer state examinations, but percentages of students taking the exams can vary by state. Under federal policy, schools must test at least 95% of economically disadvantaged students, students from each major racial and ethnic group, students with disabilities, and English learners in mathematics and reading every year.
- The United States does not have government-dependent private schools. Some independent private schools may voluntarily participate in state examinations.

Students exempted from taking the examinations: Students may be excluded from examinations if their limited English proficiency precludes their participation or they have a severe disability, for which there are no accommodations available to make test taking possible. Each state or local district determines its own standard for excluding students in these cases. In many cases, an alternate exam is implemented. However, federal policy limits the number of alternative exams to only 1% of all students in a given subject.

Locus of authority at which the examinations are graded/marked: State educational authorities are responsible for presenting examination results, but they may contract out portions of the marking/grading process to different private companies, non-profit companies, or universities. More information on examination vendors by state is available here.

Subject areas tested in the examinations: U.S. federal policy only requires states to administer examinations for reading, mathematics, and science; however, states may choose to administer additional examinations in other subjects at their discretion.

- Reading: States are required to administer annual state-wide examinations in reading/language arts in Grades 3 through 8. States are only required to administer a reading/language arts exam to one grade level in high school (Grades 10 to 12), but may choose to give exams to multiple grade levels. All students in the state-specified grade level(s) are tested.
- Mathematics: States are required to administer annual state-wide examinations in mathematics in Grades 3 through 8. States are only required to administer a mathematics exam to one grade level in high school (Grades 10 to 12), but may choose to give exams to multiple grade levels. All students in the

state-specified grade level(s) are tested. To avoid double testing, states may exempt some students from mathematics exam in Grade 8 if the students take the end-of-course mathematics exam typically administered in high school.

- Natural sciences: Each state is only required to administer one science examination in each of the following grade spans: Grades 3-5, Grades 6-9, and Grades 10-12. All students in the state-specified grade levels are tested. See this resource for more details on states that administer examinations in natural sciences.
- Social sciences: Many states require summative examinations in U.S. history at some grade levels. See this resource for more details on states that administer examinations in social sciences.
- Computer-based technology: Each state creates its own examinations and may utilize any combination of the reported types of tasks to test students. It may utilize either type of computer-based technology, or no computer-based technology at all.
- Reference standards: Other reference standards refer to state standards for learning and achievement. For mathematics, in particular, many states model their own standards from the Common Core Mathematics Standards, which were developed in 2010 by two non-profit organisations (the National Governors Association and Council of Chief State School Officers) and were incentivized by the federal government up until the passing of ESSA in 2015.

How the results of the examinations are shared:

- Only students, parents, teachers, principals, and other school leaders receive the results of an individual child's tests. Individual states may determine the method for how results are shared with them.
- Results at the school, district, and state level are shared with the public including the media. Student-level results are not made public. Individual states may determine the method for how results are shared with the media. States report school and district results alongside other performance indicators on annual report cards. Individual states/districts may share aggregated student achievement data in the form of school, district, or state report cards.

Features used when reporting the results of the examinations:

- Showing value-added or growth in individual student achievement over two or more years: Some states and districts may incorporate value-added models in their testing programs, but it is not a current requirement.
- Reported with context (details about factors that affect outcomes): Under federal legislation, student achievement data must be disaggregated by race/ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. More information is available here.
- Comparison with other groups or populations of students: Results of student achievement are disaggregated and compared by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- Reporting together with other indicators of school quality: Federal regulations allow states to choose their own indicators of Academic Progress and School Quality or Student Success. To maintain the focus on student learning, they require that these measures be supported by research indicating that high performance or improvement on such measures is likely to increase student learning, such as grade point average; credit accumulation; performance in advanced coursework; or student achievement or growth. Graduation rates are required to be reported in high schools (grades 10-12). More information is available here.
- Used by authorities external to the school for sanctions or rewards: State-identified underperforming schools must develop and implement a targeted support and improvement plan to improve student outcomes based on the indicators in the state-wide accountability system. If improvement is not made within a State-determined number of years, more rigorous actions are taken by the state, which may include taking over school-level operations.
- Used when reporting results: Some states and districts may report a ranking of schools based on student achievement data or other indicators of quality, but this is not a federal requirement.

Extent to which the examinations are used on schools and teachers: Federal law requires that each state's accountability system meaningfully differentiates schools by providing them with a summative determination from among at least three distinct categories. National examinations are an important component of evaluating school performance in these accountability systems. How examinations are used to influence evaluation activities is up to the discretion of the school, district, and state.

Other forms or measures to evaluate and assess students

States are required to administer annual English language proficiency assessments in grades K-12 for all English learners (ELs). English learners are students who are unable to communicate fluently in English, often coming from non-English speaking backgrounds. Other formal measures of evaluation and assessment may also exist, but vary by state.

Indicator D7. What is the profile of vocational teachers and what is the student-vocational teacher ratio?

Methodology

Please note that information on sources, methods and technical notes for indicator D7 is available in the Annex3 of Chapter B (Table X3.UOE.PERS.1).

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (http://dx.doi.org/10.1787/9789264279889-en).

Source

This new indicator is merging some analysis from Indicator D2 (students-teacher ratio) and indicator D5 (age and gender profile of the teaching staff) with a focus on vocational programmes. Data refer to the academic year 2020/21 and are based on the UNESCO-UIS/OECD/Eurostat data collection on education statistics administered by the OECD in 2022.

Notes on specific countries

Australia

Ratio of student to teaching staff: Data for Australia should be considered indicative only. Public and private institutions from all states and territories were approached for input into the survey on class size. A strong response was obtained from both government and private education institutions. However, some institutions/sectors did not respond or were unable to provide the data requested.

All data were scaled using the Australian Bureau of Statistics national schools census data. The class sizes presented are calculated using the formula: (total student numbers from census) / (survey student numbers / survey class size). The data from the states/territories were then combined and weighted (using national schools census data) and a national figure was derived.

Austria

Ratio of student to teaching staff: 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.

Students and personnel in early childhood education and care (ECEC): There has been an overall expansion of the institutionalised ECEC sector over the last years, which resulted in an increase in the numbers of institutions, groups, children and personnel.

One of the Austrian provinces did a reallocation of staff between the categories of teachers and teacher aides for the school year 2019/2020 at the early childhood educational development level (ISCED01), which may explain a significant increase in the latest category.

Belgium

Ratio of student to teaching staff: Data exclude students and teachers from the German-speaking Community. Data on short-cycle tertiary education refer only to the Flemish Community.

From the academic year 2019-2020, associate degree programmes of higher vocational education are organised by university colleges (ISCED 5). In this way, they form the third gateway to higher education, in addition to

professional and academic bachelor's programmes. Previously, these courses could be followed at the centres for adult education.

Brazil

The breakdown between full-time and part-time students is not available. All students are reported as "Full-time and part-time" and in full-time equivalents, with the assumption that these two values are equal.

Canada

A methodology change occurred for the school year 2019/20, where the definitions of full- and part-time have changed.

China

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Colombia

Enrolment in ISCED0 (ISCED 01 and ISCED02) and the number of management personnel may have been affected by the COVID-19 pandemic.

Czech Republic

Data on teachers are reported using full-time equivalents.

Estonia

Vocational upper secondary includes vocational lower secondary and vocational post-secondary non-tertiary education.

Finland

Ratio of student to teaching staff: Data for tertiary level (ISCED levels 6-8) academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded.

France

From EAG2022 data on teachers and students have been backdated to 2015 using a further improved methodology. Consequently, data before 2015 cannot be presented.

Data only covers educational system under the supervision of ministries of national education and higher education and research, which is the most important part. Students and staff under supervision of other ministries (notably agriculture and food, and health and social affairs) are not reported.

For primary education, data are for public institutions and government-dependent private institutions (incomplete data for independent private institutions, sector with negligible weight).

Data on non-permanent teachers at tertiary level is available from school year 2019/20, which may explain the increase in the number of teachers aged 25-29 years.

Germany

Ratio of student to teaching staff: 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 (dual system) is converted using a factor of 0.4 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.

For teachers at general and vocational/professional programmes from primary to tertiary, the age structure of teachers has been estimated for part-time teachers for whom teaching is not their main occupation, but an additional job. For ISCED 3 Vocational programmes, data on teachers are not available for training of civil servants on the medium level (ISCED 353). Due to sample size data on students in ISCED 844 are rounded to full hundreds. Data on teacher aides are only available for kindergartens in ISCED 0, data in ISCED 0 do not include a small number of teacher aides in *Schoolkindergartens* and Pre-school classes.

Hungary

Ratio of student to teaching staff: The public education system includes complex institutions on a large scale at ISCED levels 3, 4 and partly 5. One teacher can teach at different levels. The teachers who teach at various levels are classified according to the largest part of their teaching time spent at a specified level. Thus, classification levels of teachers may significantly vary from one year to another, affecting the student-teacher ratio. At the tertiary level, academic staff includes the number of researchers too.

Iceland

Only school personnel are included, contractors that perform services to the schools are not. Personnel working more than one full-time job are counted as more than 1 FTE. For ISCED 0, 1 and 2, personnel are counted in their main job. For ISCED 0, all staff are counted - both those working with children in ISCED 01 and ISCED 02. The occupation of teacher aide does not exist at ISCED 0 and the staff performing this work are included with the teachers.

Ireland

Ratio of student to teaching staff: 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 of 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.

Israel

In teaching staff statistics, pre-school teachers are counted according to the number of kindergartens in which they teach. Moreover, the kindergarten teacher is also the one who manages it. A teacher working in more than one education level is counted at each level separately, but only once in the total number of teachers.

Italy

Vocational upper secondary (ISCED 35) includes vocational post-secondary non-tertiary education (ISCED 45).

Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (*formazione professionale regionale*).

At ISCED 5 level teachers are either experts from the world of work, or educational personnel fully employed at other education levels (ISCED levels 3, 6, 7 or 8). In the first case, they are excluded as indicated in the UOE Manual. In the second case, the number of working hours in ISCED 5 are negligible in comparison to the

contractual working hours in the main education levels where these teachers work. This is the reason why teachers and students at this level are not reported.

Japan:

Post-secondary non-tertiary programmes are included with upper secondary and tertiary education.

Ratio of student to teaching staff: Due to a lack of data to convert part-time teachers to full-time equivalents (FTE), the calculation was done using a proxy FTE coefficient of 0.5 for part-time teachers.

Lithuania

Ratio of student to teaching staff: The number of students in full-time equivalent is calculated by dividing the number of part-time students with the coefficient of the corresponding programme, and adding the number obtained to the full-time number. The full-time equivalent coefficient in primary, lower secondary and upper secondary education is equal to 1.3.

For teachers, the full-time equivalent value is calculated by aggregating the number of hours actually worked by the employees during the whole school year and dividing the aggregated number by the number of annual statutory pedagogical working hours.

The number of teachers in full-time equivalent is bigger than the number of full-time and part-time teachers expressed in headcount due to the fact that full-time teachers in Lithuania have an additional working load, i.e. their actual working hours exceed officially stipulated normal or statutory working hours.

Netherlands

For student and teacher data in upper secondary and tertiary education, there is change in methodology and therefore a break in time series in 2017. The number of teachers in private institutions is estimated based on the number of students in private institutions and the student-teacher ratios in public institutions.

New Zealand

Teachers have been split across some levels based on regulated ratios and/or student FTE counts. Teacher and student counts for all post-school levels (ISCED level 35, 4, 5, 6, 7 and 8) are based on all programmes (including those of less than a semester) at any time during the 2019 calendar year. Age groups have been estimated in some cases using Census data.

Enrolments in ISCED 3 and ISCED 4 have been decreasing in recent years due to the strong employment opportunities for young people after the completion of compulsory education.

Norway

Class size: Students are organised in groups that vary in size during the school day.

Management personnel and teacher aides: Only those in public institutions are taken into account.

Other: The breakdown of classroom teachers between primary and lower secondary levels (ISCED levels 1 and 2) is estimated (68% for ISCED level 1 and 32% for ISCED level 2). This estimate results in the same values at ISCED levels 1 and 2 for the age distribution of teachers and the gender distribution of teachers. Apprentices are included in the number of students in (PERS-STUD), while the instructors in the workplace are not included in the number of teachers (PERS-INST).

Poland

Ratio of student to teaching staff: Personnel temporarily not at work (e.g. for reasons of maternity or parental leave, unpaid leave, rehabilitation leave, suspension), personnel providing only professional support for students (e.g. day room care, transportation to/from school care, boarding school care, teachers running school interests groups, speech therapists, psychologists, librarians), as well as personnel for which above mentioned responsibilities represent more than 0.5 of their working time, is excluded from the number of full- and part-time teachers at ISCED level 0-4 and 5.

Data on ISCED 6T8 teachers by age is provided in FTE instead of headcounts.

Portugal

Upper secondary includes post-secondary non-tertiary education.

Class size: Class size excludes data from the regions Azores and Madeira.

Saudi Arabia

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Slovenia

Ratio of student to teaching staff: The structured after-school schedule includes counsellor-assisted homework time, diverse learning activities and free play. The programme is designed for pupils aged 6 to 10 who wish to stay in school after regular lessons. At the primary and secondary level of education (ISCED 1, ISCED 2 and ISCED 3) the full-time equivalent (FTE) of teachers include also persons whose primary responsibility is not teaching but who have some teaching hours (such as headmasters, librarians, nutritionists, after-school class teachers). They are not included in the headcounts, but they are included in the full-time equivalent figure.

Following a change in methodology, data on teacher aides in primary education cannot be collected anymore.

South Africa

Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Sweden

Class size: In Sweden, there is no definition of class size, and class information is based on reporting from schools. This means that the interpretation of class size may defer across schools.

The decrease in the number of teachers in primary education is due to a change the methodology of data collection.

Switzerland

Vocational upper secondary includes post-secondary non-tertiary education.

Special education programmes are not included in ISCED 1 and ISCED 2.

Student-teacher ratio: Values are highly aggregated and do not take into consideration various types, different structures and fields of studies in Swiss higher education institutions and should therefore be interpreted with caution.

United Kingdom

Data in all 'private institutions' groups together academy schools (government-dependent private institutions) and independent schools (independent private institutions) in the UK. However, while academies are privately managed and are classed as GDPIs, their funding agreements clarify various requirements and standards linked to funding that mean they are accountable to public requirements to a much greater extent than independent private institutions.

Student-teacher ratios: ISCED 3 vocational programmes include students and teachers in ISCED 25 and ISCED 55+ settings since teacher data cannot be separated between ISCED levels.

United States

Tertiary education includes post-secondary non-tertiary staff.

Enrolment in ISCED 02 declined during the pandemic, impacting the number of teachers and management at this level.

The methodology used to estimate the number of management and aides in each ISCED level has been revised. The change had a larger impact on aides and generally resulted in an increased number of aides in ISCED 02 and ISCED 1 and a decrease in the number of aides at ISCED 2 and ISCED 3. Due to this change in methodology, a break in time series is added between data for years 2020 and 2021.

The source for distributing teachers by age, gender, PT/FT status, and ISCED level was updated from National Teacher and Principal Survey 2017-18 (NTPS:17-18) to NTPS:20-21 in 2021. This contributed to some larger changes in estimates than typical, particularly for teacher with part-time status.

References

OECD (2018), *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications*, OECD Publishing, Paris, https://doi.org/10.1787/9789264304444-en. [1]

Education at a Glance 2023 Sources, Methodologies and Technical Notes

This publication provides additional reference material for *Education at a Glance 2023*, the authoritative source for data on the state of education around the world. It provides guidance on the data and methodology used to calculate each indicator. It also contains references to the sources and specific notes for each country.



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