

Education at a Glance

OECD Indicators 2004

Annex 3: Sources, methods and technical notes

Chapter D: The learning environment and organisation of schools

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CHAPTER D: THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS

INDICATOR D1: Total intended instruction time

■ General notes

Methodology

Instruction time in Indicator D1 refers to intended instruction timed based on policy documents (e.g. curricula) in countries where a formal policy exists. In countries, where such formal policies do not exist, the number of hours was estimated from survey data. Data are based on countries' responses to questionnaire CURR 1 of the system level annual data collection of INES Network C Survey of Teachers and the Curriculum. Data were collected on classroom sessions per year in public institutions, by subject in the modal grades of students age 7 to 15 for the referenced school year 2001/2002. Hours lost when schools were closed for festivities and celebrations, such as national holidays, were excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

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

Reading, writing, and literature: reading and writing, (and literature) in the mother tongue, reading and writing (and literature) in the language of instruction, reading and writing in the tongue of the country (region) as a second language (for non natives), language studies, public speaking, literature.

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

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

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy.

Modern foreign languages: languages different from the language of instruction

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

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

Physical education: physical education, gymnastics, dance, health

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

Practical and vocational skills: vocational skills (preparation for specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, sloyd (handicraft).

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

■ Notes on specific countries

Coverage

Austria: For 11 to 15-year-olds the curriculum of “Realschule” is considered as typical. Modern foreign languages, for 7- and 8-year-olds: 32 classroom sessions per year are devoted to ‘modern foreign languages’ and are integrated into other subjects (except reading and writing own language). Modern foreign languages for 15-year-olds: in some schools ‘Latin’ can be chosen additionally to a modern language.

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

Finland: Science includes geography. Physical education includes health. Practical and vocational skills include student counselling and home economics.

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

Hungary: Geography is divided between science and social studies. The 1978 National Curriculum, the National Core Curriculum 1995 and the 28/2000 Ministerial decree on the Frame Curriculum were in force simultaneously. Frame curricula were introduced in the school year 2001/2002 at the 1st, 5th and 9th grade.

Iceland: All 15 year-olds are following the mainstream program in compulsory education so there is no entry in the 'Age 15 minimum required programme' column. The subject 'Life skills' is covered by 'other'.

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

Time allocation is based on the following weekly framework for a 36.6-week school year in primary education: English (4 hours), Irish (3.5 hours), mathematics (3 hours), social, environment and scientific education (3 hours), social, personal and health education (0.5 hours), physical education (1 hour), arts education (3 hours), discretionary curriculum time (1 hour), religious education (2.5 hours), assembly time (1.6 hours), roll call (0.8 hours) and small breaks (0.8 hours).

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

The Curriculum for the 12- to 15-year-olds age group consists of compulsory subjects and approved subjects. The compulsory subjects are Irish, English, mathematics and social studies (includes history, geography and civic, social and political Education). In Tables D1.2a and D1.2b, the total compulsory part of the curriculum includes English and Irish, mathematics and social studies (history, geography, and civics, social and political education). Students must also take two subjects from the following list of approved subjects: Latin, Greek, Spanish, Italian, French, German, science, technology, home economics, music, art/craft/design, materials technology, metalwork, technical graphics, business studies, typewriting and environmental studies. In practice, most schools offer and take three rather than two of the above list of approved subjects. Because most students take science and at least one foreign language from the list of approved subjects, these two subjects have been entered in the data as compulsory subjects and the third subject taken by most students has been entered under non-compulsory curriculum. It is intended that religion and physical education should form part of the curriculum in all schools. There are no regulations governing the precise amount of time to be spent each year on teaching the individual subjects of the curriculum.

Italy: The instruction time of 14-15 years olds are not included in the data. They attend different types of ISCED 3 programmes with different curricula and time allocation for subjects. The average time cannot represent the actual situation. The minimum number of hours per year prescribed for compulsory curriculum at national level is 1 020 (948 hours for age 7). About 20 per cent of pupils from 7 to 10 years old and about 29 per cent of pupils from 11 to 13 years old choose to attend longer programme lasting 1 360 hours per year (1 224 hours for age 7). One foreign language is compulsory from the age of 8.

Japan: In elementary schools 2nd grade, science and social studies are integrated in the subject 'life environment study'. In lower secondary education, the variety of language to be taught as modern

foreign languages are elective but all students learn at least one language as a compulsory curriculum. Arts are divided into arts and music. 'Other' includes moral education and special activities.

Korea: The data reflect the education curriculum implemented in 2002. For 7-year-olds, only the total amount of annual instruction time is reported because the national education curriculum was designed to be interdisciplinary for this age group, which makes it very hard to partition the total instruction hours by subject matters except reading, writing and literature and mathematics.

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

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

Portugal: The first cycle (pupils aged 6-10) of 25 hours compulsory curriculum per week does not specify the amount of time allocated to each area. The curriculum comprises both subject and non-subject areas. Subject areas include: Portuguese language; mathematics, environment studies; expressions (artistic and physical). Non-subject areas include: project area, tutorial learning, and civic education. In the second cycle (upper primary education, pupils aged 10 - 11), the amount of time allocated to each area is specified but within these areas schools can decide to a certain extent, the time to be allocated to each subject. The curriculum comprises subject areas and non-subject areas. Subject areas encompass Language and Social studies (Portuguese, foreign language, history and geography of Portugal), mathematics and science, artistic and technological education. The non-subject areas include: project area, tutorial learning, and civic education. Religion: students can attend it as a non-curricular subject. Lower secondary education students aged 12-14): The curriculum is structured by subject and time is allocated to each specific subject. The flexible part of this curriculum offers students the possibility to choose between a second foreign language, technology or music. Non-compulsory curriculum includes activities such as clubs (European club, health club, art club, etc.). It is not possible to estimate the amount of hours schools allocated for the development of such activities

The least demanding programme (upper secondary education, grade 10 consists in a one-year vocational course, whose curriculum is divided in three parts: General (Portuguese, foreign language, physical education and integration in the labour world); technologies (technological, technical and practical subjects defined according to the course), training in work context.

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

Slovak Republic: The basic variant of the curriculum for základna škola (basic school) with grades 1-9 is considered as typical, but also other curricula are offered. The 7 to 10 years old students may, for example, choose one of three variants of curricula (basic, with orientation on Science or with orientation on Foreign Languages), curriculum with extended teaching of foreign languages, but also with extended teaching arts, music, mathematics and science, technical subjects, sports etc. These

curricula are offered to students of various age groups. There are also curricula for schools with minority teaching languages, e.g. Hungarian, German, as well as curricula of “gymnasium” that are designed for 11 years old students. The students may choose between Religion and Ethics.

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

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

It is compulsory for schools to offer religion, but students can decide to follow it or to follow an alternative subject. This subject has been included as part of the compulsory flexible curriculum.

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

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

Interpretation

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

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

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

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

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

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

Czech Republic: In the Czech Republic, pupils in primary education can attend schools with three different types of curricula. In lower secondary education (up to grade 9), students can attend two types of schools with four different curricula. More than 80 per cent of students in grades 6 to 8 and approximately 75 per cent in grade 9 attend the *Zakladni skola* curriculum. The data reported in the tables are for this curriculum.

Although the school principal decides on the number of lessons per subject per grade; minimum figures per subject per week for grades 6 to 9 together (i.e., for lower secondary education), number of compulsory elected lessons per week for grades 7 to 9 together (i.e., flexible part of compulsory curriculum), and the total minimum number of lessons per week (i.e., total compulsory curriculum) for each grade are specified in the *Zakladni skola*.

Age 15 in typical programme (grade 10): School heads are allowed to deviate from the official documents. They may alter their curriculum observing certain rules, usually by no more than 10 per cent of the total number of hours. The curriculum in individual subjects may be altered by up to 30 per cent of the total number of teaching hours. Schools may form their own curricula that can be used after an approval by the Ministry of Education.

Age 15 years in minimum required programme (grade 10): in vocational educational programmes, pupils learn 32 lessons per week (total 1 228.8 hours in this year), including 18 work-based learning lessons per week. The work-based lessons are excluded from the instruction time in Table D1.1.

Denmark: The minimum number of lessons for each grade is regulated by law, but not the number of lessons for each subject, which is decided at the municipal level. The breakdown of figures in the table follows the national guidelines for the distribution of lessons.

Finland: National regulations define the minimum number of hours of instruction for compulsory subjects at the lower and upper stages of comprehensive school. Within these limits schools decide

themselves how to distribute them during the six years at the lower stage and three years at the upper stage. The upper three years of the comprehensive school curriculum include a considerable amount of flexibility in the form of elective subjects.

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

Hungary: Data at the 2nd, 3rd, 4th and 7th and 8th grades refer to the average values of the instruction time according to the National Core Curriculum 1995.

Korea: In Korea, year 2002 was a transition period from the 6th national education curriculum to the 7th. More specifically, the 7th national education curriculum was implemented for Grade 2, 3, 5, 6, 7 and 10 and the 6th curriculum for grade 9.

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

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

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

Portugal: In 2001/2002 the curricular reform of the first and second cycle (students aged 6-12) set a new curriculum, new priorities and a re-allocation of time. In upper secondary education a less demanding programme was launched awarding students with a level 2 of professional education and giving direct access to the labour market.

Scotland: The organisation of the school day - such as the number of periods of instruction time and the length of those periods - is at the discretion of each school. In the absence of complete data or guidelines on the length of a school day, and the number of hours allocated to each subject area, the total number of hours has been estimated.

The curriculum in Scotland is not prescribed by statute and the responsibility for the management and delivery of the curriculum belongs to education authorities and head teachers. Central Government does not provide guidance on the total number of hours in primary or lower secondary education but does advise on the proportion of time to devote to each subject area.

Slovak Republic: The data on non-compulsory curricula are estimations. In the grades 1-4 of basic school, students may attend 1-2 teaching lessons per week devoted to 2 non-compulsory subjects at the most, in grades 5-9, 4 teaching lessons per week devoted to 3 non-compulsory subjects at the most.

Spain: Through official regulations, the Ministry of Education establishes the national minimum core curriculum, which must be implemented in the Autonomous Communities (55-65 % of instruction time). The rest up to 100 per cent of instruction time is regulated by each Autonomous Community, according to their own priorities. Instruction time has not changed for primary education since 1991, except for the addition of a foreign language in the first two years of primary education, which has been experimentally introduced in some Autonomous Communities. Regarding lower secondary education, the Ministry of Education changed the national minimum core curriculum by the end of the year 2000, so that for the school year 2001-2002 all the Autonomous Communities had to reorganize their own timetables in order to incorporate the changes at national level. This explains the changes with respect to last year's data.

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

Methodology

Australia: The data are a weighted average of the data of all States and Territories. Methodology varies, depending on the State. Most Australian States and Territories are now focussed on outcomes, not inputs, so these data are indicative only. Session times usually differ between States and Territories, and between individual schools within States and Territories.

The methodology for calculating averages when combining State and Territory data has changed this year. The assumption is now made that non-reporting does not equate to zero activity by a particular region.

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

Czech Republic: Intended instruction time was computed by weighting figures for each curriculum by student enrolments, and then multiplying the minimum number of lessons per grade by the weight of the subject area in total lower secondary curriculum. Extremely small values for some subject areas appear when these subjects are included only in curricula with few enrolments.

France: The total intended curriculum is lower than last year because the school year moved from 34.8 weeks in 2000-2001 to 34.5 weeks, owing to festivities, in 2001-2002

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

Germany: Data are based on weighted means.

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

Iceland: Number of lessons per week multiplied by 35 weeks.

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

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

Portugal: The number of classroom sessions per year was calculated on a basis of 34.8 weeks of intended instruction time for students aged 7-14, 32 weeks for students aged 15 (typical programme) and 37 weeks (compulsory for students attending the least demanding programme.).

The curriculum does not specify the amount of time allocated to the various curricular areas. The distribution of time is based on the knowledge of the practices among schools, and can differ per year and areas as a result of the autonomy schools have in the management of the curriculum.

Spain: All figures represent averages of the number of hours per year devoted to each subject in each Autonomous Community in 2001/2002, weighted by the number of students in each Community for each level of education to which the grade refers (data on the number of students by grade are not available).

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

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

Sources and references

Indicator D1- Instruction time: sources and references

Country	Source and reference period
Australia	State and Territory Education Departments, relying on Education Acts; Curriculum Statistics; Teacher Statistics, Student Statistics informal discussions and Policies and Guidelines.
Austria	Law or policy document based on law ("Lehrplan"). <i>School year: 2001/2002.</i>
Belgium (Fl.)	Decrees and resolutions. <i>School year: 2001/2002.</i>
Belgium (Fr.)	Circulaire no 65 (horaire des élèves et des enseignants) - Décret de la Communauté française du 13 juillet 1998, Directives pour l'année scolaire 2001-2002 du Ministre de l'enseignement secondaire. <i>School year: 2001/2002.</i>
Czech Republic	Curriculum specification documents, National statistics (data on enrolments). <i>School year: 2001/2002.</i>
Denmark	Act on the <i>folkeskole</i> . <i>School year: 2001/2002.</i>
England	School Sampling Project, Qualifications and Curriculum Agency (QCA). <i>School year: 2001/2002.</i>
Finland	Basic Education Act (1998/628); Decree (1998/852); Framework Curriculum for the Comprehensive school (1994); National Board of Education. <i>School year: 2001/2002.</i>
France	Law and policy documents based on law. <i>School year: 2001/2002.</i>
Germany	Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. <i>School year: 2001/2002.</i>
Greece	Law and policy documents (data based on formal arrangements). <i>School year: 2001/2002.</i>
Hungary	National Curriculum 1978, Public Education Act 1993, The Amendment of the Public Education Act 1996, The Amendment of the Public Education Act 1999., 28/2000 Ministerial decree on the Frame Curriculum. <i>School year: 2001/2002.</i>
Iceland	Act on Compulsory Education no. 66/1995 and Regulation on Enforcement of National Curriculum in Compulsory Schools no. 437/1996. <i>School year: 2001/2002</i>
Ireland	Department of Education Circulars. <i>School year: 2002.</i>
Italy ¹	Law and policy documents based on law. For primary education: D.P.R. 104/1985 'Programmi didattici per la scuola primaria' and L. 148/1990 'Riforma dell'ordinamento scuola elementare'. <i>School year: 2000-2001.</i>
Japan	Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 1989), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 1989), Ministry of Education, Science, Sports and Culture. <i>School year: 2001/2002.</i>
Korea	Grade 2, 3, 4, 5, 6, 7, 8, 10: The 7th Primary School Curriculum (1997), by the Ministry of Education. Grade 9: The 6th Primary School Curriculum (1995), by the Ministry of Education... <i>School year: 2002.</i>
Mexico	Law and policy documents based on law. Secretaría de Educación Pública, Normas de inscripción, reinscripción, regularización y certificación para escuelas primarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2001/2002, Agosto 2001, México. Secretaría de Educación Pública, Normas de inscripción, reinscripción, regularización y certificación para escuelas secundarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2000-20001, Agosto 2000, México. <i>School year: 2001/2002.</i>
Netherlands	Primary education is based on empirical data (PRIMA cohort) and lower secondary education is based on law (WVO). <i>School year: 2001/2002.</i>
New Zealand	<i>School year: 2002.</i>
Norway	The Curriculum for the 10-year compulsory school in Norway. <i>School year: 2002.</i>
Portugal	Law/Policy document: i) Despacho Conjunto nº 25/SERE/SEAM/88, Despacho Normativo nº 24/2000, Despacho nº 12 110/2000, Despacho nº 10 317/2001 - Organization of the School Year; ii) Decreto-Lei nº 286/89, Decreto-Lei 6/2001 (Reform of basic education), Despacho 13 779/2001, Despacho Conjunto 665/2001 (10 th grade vocational programme), Basic and Secondary National Curriculum. <i>School year: 2001/2002.</i>
Scotland	The structure and balance of the Curriculum 5-14. Curriculum Design for the Secondary Stages: Guidelines for schools. <i>School year: 2001/2002.</i>

Slovak Republic	Curricula for grades 1-9 of the basic school, no 679/2001-41, approved by the Ministry of Education. <i>School year: 2001/2002.</i>
Spain	The national Royal Decrees establishing the national core curriculum are: Royal Decree 1006/1991, of June 14 th , which sets the minimum core curriculum for primary education, Royal Decree 3473/2000, of December 29 th , which modifies the Royal Decree 1007/1991, of June 14 th , which sets the minimum core curriculum for lower secondary education. Each Autonomous Community publishes, in the respective bulletins, their own official regulations regarding instruction time in primary and lower secondary education based on the above-mentioned Royal Decrees... <i>School year: 2001/2002.</i>
Sweden	Law or policy document based on law (data on formal arrangements). <i>School year: 2002.</i>
Turkey	Regulations of Primary Education Institutions, 1992; Primary School Lesson Table weekly, 1998; General High Schools Lesson Tables weekly, 1998; Instructions and Regulations of Secondary Education, 2001 Institutions. <i>School year: 2001/2002.</i>

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

■ Methodology

Class sizes have been calculated by dividing the number of students enrolled by the number of classes. In order to ensure comparability among countries, special needs programmes have been excluded. Data include only regular programmes at primary and lower secondary levels of education and exclude teaching in sub-groups outside the regular classroom setting.

The ratio of students to teaching staff is calculated by dividing student numbers in full-time equivalents by the number of teaching staff in full-time equivalents.

Instructional personnel comprise:

Teaching staff refers to professional personnel directly involved in teaching students. The classification includes classroom teachers; special education teachers; and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside a regular classroom. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

Teachers' aides and teaching/research assistants include non-professional personnel or students who support teachers in providing instruction to students. This type of personnel is not included in tables D2.1 and D2.2.

Non-instructional personnel comprise four categories:

Professional support for students includes professional staff that provide services to students that support their learning. In many cases, these staff originally qualified as teachers but then moved into other professional positions within the education system. This category also includes all personnel employed in education systems who provide health and social support services to students, such as guidance counsellors, librarians, doctors, dentists, nurses, psychiatrists and psychologists and other staff with similar responsibilities.

School and higher level management includes professional personnel who are responsible for school management and administration and personnel whose primary responsibility is the quality control and management of higher levels of the education system. This category covers principals, assistant principals, headmasters, assistant headmasters, superintendents of schools, associate and assistant superintendents, commissioners of education and other management staff with similar responsibilities.

School and higher level administrative personnel includes all personnel who support the administration and management of schools and of higher levels of the education system. The category includes: receptionists, secretaries, typists and word processing staff, book-keepers and clerks, analysts, computer programmers, network administrators, and others with similar functions and responsibilities.

Maintenance and operations personnel include personnel who support the maintenance and operation of schools, the transportation of students to and from school, school security and catering. This category includes the following types of personnel: masons, carpenters, electricians, maintenance repairers, painters and paperhangers, plasterers, plumbers and vehicle mechanics. It also includes bus drivers and other vehicle operators, construction workers, gardeners and ground staff, bus monitors and crossing guards, cooks, custodians, food servers and others with similar functions.

■ Notes on specific countries

Coverage

■ Table D2.2.

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

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

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

Germany: As data on the work-based element of combined school and work-based programmes are not available, the number of students in combined school and work-based programmes is converted using a factor of 0.4 in the calculation of the ratio of students to teaching staff.

Data on advanced research programmes (ISCED 6) are not included in Table D2.2.

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

Italy: Teaching staff *excludes* teachers working in regional vocational education (Formazione professionale regionale) and those in tertiary type-B private institutions.

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

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

INDICATOR D3: Teachers’ salaries

■ General notes

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

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

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

CURR 5: Criteria for additional bonuses in public institutions

■ Notes on specific countries

■ Table D3.1

Coverage and methodology

Australia: The methodology for calculating averages when combining State and Territory data has changed this year. Previously a weighted average was used which interpreted missing data as zero, distorting results. This distortion is now corrected by removing the weighting of non-reporting regions in the calculated average. The assumption is now made that non-reporting does not equate to zero by a particular region.

Austria: At the beginning of their service Austrian teachers are allocated to remuneration or pay groups on the basis of their level of qualifications. For Austrian teachers six different remuneration

groups are stipulated which differ in the level of compensation. To obtain reasonable figures, weighted means were determined for the respective ISCED-levels using the distribution of teachers on the existing remuneration groups. For teachers with maximum qualifications only the highest possible pay group was considered.

Belgium (Flemish community): The Flemish Community decided not to include the ‘*haard- en standplaatsvergoeding*’ (‘home and local allowance’) in the gross salaries. These allowances are awarded under certain conditions if the index-linked gross salary does not exceed a fixed sum. Only the index-linked gross salaries of teachers in pre-primary, primary and lower secondary education at the beginning of their teaching careers are below the fixed sum. Consequently, only those teachers can receive a ‘*haard- en standplaatsvergoeding*’. Depending on the family situation, the minimum allowance is 228.25 EURO, whereas the maximum allowance amounts to 456.49 EURO (January 2002).

Czech Republic: Additional bonuses to base salary refer not to maximum but to average amount. Gross annual salary refers only to the salary paid from public resources.

Denmark: Data on salaries include the teacher’s contribution to the pension fund, deducted by the employer, which is 5 per cent of the salary. The employer’s contribution to the teachers’ pension, which is 10 per cent of the salary, is excluded... Data do not include the individual awarded part of the salaries (increments). The local cost of living allowance is included with the highest rate.

England: Allowances refer to the highest single allowance a teacher could get which in this case refers to ‘management’ but in principle a teacher could get multiple allowances e.g. £3 765 for recruitment and retention, £3 000 for teaching special needs pupils.

Greece: According to the Reform Act 2470/1997 salaries at various ISCED levels are the same from 1 January, 2000 onwards. As bonuses depend on the situation of every separate case it is impossible to give an estimate of maximum additional bonuses. For amounts of specific additional bonuses to base salary see the notes provided with the criteria on additional bonuses.

Hungary: The survey on teachers’ earnings covers all institutions in the public sector. The survey covers all employees in educational institutions maintained by municipality, and it is also representative (90 per cent coverage) of employees in institutions belonging directly to the central administration (Ministry). As the overwhelming majority of public educational institutions belong to municipalities the “sample” is nearly 100 per cent for the public sector. As the survey is carried out in May each year, the data for 2002 include, on the one hand, the wage settlement of September 2001 besides the normal yearly increase of 2002. On the other hand the data for 2002 do not include the nearly 50 per cent wage increase in September 2002.

Iceland: Salary per month multiplied by 12. Not including any bonuses or possible extra payments. All figures are based on basic salaries only, in accordance with the salary scales in the wage contracts for appropriate unions in January 2002. Additional bonuses can vary. These payments are decided by the head master in each school.

Ireland: Teachers’ salaries, in common with all others in the public sector, were subject to a benchmarking process, which was completed in 2003. It was found that public service salaries had fallen behind those in industry in the late 1990’s. The government undertook to back date all awards recommended by the Benchmarking Body to 1/12/01. A total award of 13 per cent increase was

recommended for teachers under this process. 25 % of the award was operative from 1/12/01. These salaries are those in operation on 01/01/02. Another 25 per cent of the benchmarked scales came into operation from 01/10/02.

Mexico: Bonuses are included in the gross salary amounts.

New Zealand: Salary rates are as applied on 1 January 2001. Additional ‘bonuses’ are calculated on the basis of the maximum additional salary available under the terms of the relevant employment agreement. The additional bonuses for teachers include a notional maximum of 6 units for primary and 9 units for secondary based on a review of the highest number of units allocated to individual teachers in the respective sectors.

Portugal: *Gross annual salary:* 5 months 2000 + 9 months 2001. Annual salaries comprise 14 equal payments: four months plus Christmas in 2000 + eight months plus Summer Holidays in 2001, as Christmas and Summer Holidays are paid on a monthly basis. The increase of teachers’ salaries with 15 years of experience results mainly from the readjustment of time requested to progress in the career, which was reduced.

Slovak Republic: Data are calculated from three different salary tables, which came into force in the financial year 2001 and were valid only for the periods of certain months.

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

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

Sweden: Since 1996, teachers in Sweden have been awarded individual salaries based upon collective agreements. There are no statutory salaries. The figures reported are therefore actual average salaries.

Salaries in primary and secondary education: Data for starting salaries are based on salaries for teachers with maximum 2 years of experience. For teachers with minimum level of training and 15 years of experience it is based on salaries for teachers with between 13 and 20 years of experience and for teachers with minimum level of training at the top of the salary scale on salaries for teachers with minimum 31 years of experience.

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

Switzerland: 1) Teacher with minimum level of training and 15 years of experience: the available data refer to the 11th year of experience, not to the 15th

2) Lower secondary education: without streams preparing for University entrance and starting at ISCED 2 ('Langzeitgymnasium')

3) Upper secondary education: including streams preparing for University entrance and starting at ISCED 2 ('Langzeitgymnasium')

Data are weighted national averages of cantonal data. No Swiss teacher earns exactly the salary reported.

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

United States: All salaries for 2001-2002 are based on 1999-2000 estimates from the Schools and Staffing Survey. All 1999-2000 figures were inflated by average salary estimates developed by the National Education association (NEA). The inflation was 3.8 per cent for 2000-2001 and an additional 2.9 per cent 2001-02.

The minimum level of training is defined as a bachelor's degree.

Typical qualifications are a bachelor's degree, since a small plurality of teachers holds this degree. Nearly as many teachers hold a master degree.

Interpretation

Czech Republic: The gross annual salaries in 2000/2001 are higher than they were in the previous years because, for the first time, gross annual salaries for year 2000/2001 include also social security contribution, which is paid by employees. In previous years, these contributions were not included. Because of this, the annual salaries in 2000/2001 are around 11 per cent higher than those for the previous year 1999/2000.

Norway: The large salary rise is due to a special teacher salary package, which has given teachers a higher salary rise than other workers.

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

In New Zealand, any teacher who has been teaching for 15 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes a teacher to progress to the maximum salary step is dependent upon their qualifications. A teacher with a Bachelors' degree would take seven years to progress to the top of the base scale, a four-year Degree would take six years, and five-year Masters' Degree or better would

take five years. For a teacher with less than the formal degree qualification it takes ten years to reach the maximum salary. **Note** that there is an inconsistency in table D3.1 where the starting salaries relate to someone entering with less than the formal degree qualification but the number of years it takes to progress from starting to top of the scale relates to those with Bachelor's degree.

Scotland: Scottish primary and secondary teachers are paid on a common eleven point eight yearly incremental scale and after 15 years in the job would be on the maximum of the salary scale. Salary increments are not dependent on the training received.

Slovak Republic: The salaries were amended after 6, 4 and 2 months in the financial year 2001. Both basic salaries and the maximum amount of additional bonuses are given by the Decree of the Slovak Government. Maximum additional bonuses may represent 70 per cent or 100 per cent of the mid career teacher gross salary, but such high bonuses are really very seldom. As a rule, the additional bonuses represent about 10 per cent of the gross salary of teachers. The teachers who show extraordinary skills and achieved excellent results in their work, are fully qualified and have at least 12 years of practical experience could be included in the special category of workers, so called "top workers". The amount of their salaries is given by a special salary table not predominantly determined only for teachers. Only about 6 per cent of all teachers are remunerated as "top workers".

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

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

ii) 'sexenios' - salary supplements added after each six-year period and related to the in-service training (a minimum of 100 hours of officially recognized in-service training activities). Typically, all teachers fulfil this in-service requirement to be awarded with a 'sexenio'. A maximum of 5 sexenios can be received.

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

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

Bonuses: Teacher in Canary Islands, Balearic Islands, and Spanish North African cities (Ceuta and Mililla) receive the following bonuses in addition to their salary: Ceuta and Mililla (pre-primary and primary education) 5,491 EUROS, Ceuta and Mililla (lower and upper secondary education) 7,556

EUROS, Small Canary Islands (pre-primary and primary education) 4,000 EUROS, Small Canary Islands (lower and upper secondary education) 4,445 EUROS, Capital Canary Islands (pre-primary and primary education) 1,200 EUROS, Capital Canary Islands (lower and upper secondary education) 1,334 EUROS, Balearic Islands (pre-primary and primary education) 616 EUROS, Balearic Islands (lower and upper secondary education) 855 EUROS. Besides, teachers in non-capital Canary Islands and Spanish North African cities also receive an extra three-year bonus (apart from the general three-year supplement, Ceuta and Mililla (pre-primary and primary education) 385 EUROS, Ceuta and Mililla (lower and upper secondary education) 504 EUROS, Small Canary Islands (pre-primary and primary education) 280 EUROS, Small Canary Islands (lower and upper secondary education) 312 EUROS. As all teachers working in the mentioned areas receive these bonuses, they were taken into consideration to calculate the national averages.

In some Autonomous Communities there is also a salary supplement for itinerant teachers.

Sweden: See the text on Sweden under “coverage and methodology”.

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

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

Interpretation

Australia

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with higher than minimum qualifications have a higher starting salary. For example teachers with a post graduate qualification are likely to start on a higher pay schedule.

Successful completion of professional development activities: One state/territory allows annual salary increments rather than the bi-annual increments for teachers who complete the designed amount of approved professional in-service training.

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

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

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

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

Teaching more classes or hours than required by full-time contract: One state/territory provides payment of additional classes taken, usually in the form of internal relief.

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

Special tasks: Supervising or training student teachers can include supervision of female students, course advisors, though it varies by State and Territory.

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

Family status: Some family allowance due to remote areas.

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

Austria

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

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

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

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

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

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

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

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

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

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

Belgium (Flemish Community)

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

Other (Family status combined with gross salary): The Flemish Community decided not to include the 'haard- en standplaatsvergoeding' ('home and local allowance') in the gross salaries. These allowances are awarded under certain conditions if the index-linked gross salary does not exceed a fixed sum. Only the index-linked gross salaries of teachers in pre-primary, primary and lower secondary education at the beginning of their teaching careers are below the fixed sum. Consequently, only those teachers receive a 'haard- en standplaatsvergoeding'. Depending on the family situation, the minimum allowance is 228.25 Euro, whereas the maximum allowance amounts to 456.49 Euro (January 2002).

Other (Specific diploma or certificate): There are specific bonuses for teachers who have a specific diploma (for instance Diploma of Higher Educational Studies or a Certificate of Advanced Educational Studies).

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

Belgium (French Community)

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

Czech Republic

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

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

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

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

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

Denmark

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

England

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Starting teachers with a 2.2 class Honours degree or above commence on point 2 of the pay scale. This is an automatic entitlement, so no-one 'decides'.

Management responsibilities in addition to teaching duties: From 1 September 2000 additional points on the scale for responsibility were replaced by flat-rate allowances for taking on significant specified management responsibilities beyond those common to the majority of classroom teachers. There were separate pay scales for head teachers and deputy heads.

Holding a higher than minimum level of teacher certification or training obtained during professional life: Teachers can apply for a position as an Advanced Skills Teacher. Teachers are assessed against national standards by an independent assessor and, if successful, are put on a different pay scale. The pay range was decided by the governing body, advised by the head teacher.

Outstanding performance in teaching: Extra points on the scale are awarded for excellent teaching performance. Experienced teachers are also able to apply for the performance threshold, in which they are assessed against national standards. If successful, they move to the 'upper pay scale' with the prospect of further pay increases based on performance.

Teaching courses in a particular field: Schools have discretion to give extra points on the pay scale for recruitment and retention. This might include payment for teachers in shortage subjects. From 1 September 2000, extra points on the pay scale were replaced by flat rate allowances.

Teaching students with special educational needs: Extra points on the scale are awarded to special needs teachers. From 1 September 2000, extra points on the pay scale were replaced by flat rate allowances.

Teaching more classes or hours than required by full-time contract (e.g., overtime compensation): Schools can make unspecified extra payments for 'out-of-school' learning activities.

Special activities: Schools can make unspecified payments for 'out-of-school' learning activities.

Teaching in a disadvantaged, remote or high cost area: Extra allowances are payable to those who work in London. Schools have discretion to give extra points on the pay scale for recruitment and retention.

Finland

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Only applies to class teachers and special class teachers with additional qualification in certain subjects.

Germany

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

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

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

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

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

Greece

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

Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g., master teacher; holding an advanced certificate rather than an ordinary certificate): There is a salary adjustment for teachers with a master's degree or Ph.D. If a teacher has a master's degree

s/he takes an additional benefit of 352 EURO/ year and if s/he has a Ph.D degree s/he takes 634 EURO/year.

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

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

Teaching in a disadvantaged, remote or high cost area (location allowance): There are three categories of location allowances for teachers in Greece. (a) Disadvantaged regions of category B: 317 EURO/year (b) Disadvantaged regions of category A: 423 EURO/year and (c) Disadvantaged and borderland regions: 704 EURO/year.

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

Hungary

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

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

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

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

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

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

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

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

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

Other: (Financial aid for purchasing professional literature):

Ireland

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

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

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

Teaching in a disadvantaged, remote or high cost area (location allowance): Payable to teachers in Gealtacht (Irish speaking) districts (EURO 2 358) and in offshore islands (EURO 2 002).

Italy

Management responsibilities in addition to teaching duties: Specific management positions may have associated extra payments.

Teaching more classes or hours than required by full-time contract (e.g., overtime compensation): Statutory bonus for regular over time teaching assignments. Teachers are paid at an hourly rate for substituting for absent colleagues.

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

Family status: Family allowance is included in the salary.

Age: The basic salary depends on the seniority grade. The seniority grade is based on the age of the teacher at the time that he/she became a civil servant.

Japan

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

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

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

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

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

Other: All teachers receive an allowance, which is equivalent to 4.70 months' salary, an allowance for teaching more classes or hours than required (about 4 per cent of their salary), and an allowance for teaching in compulsory education (about 4 per cent of their salary).

An allowance is available for teachers who commute from a distance over 2 km or remote area work or take posts in a city that is more than 60 km from home; a housing allowance is provided to teachers if their rent is more than 12 000 yen; an allowance is allocated to the teachers of multi-grade classes (2 grades: 290 yen per day, 3 grades: 350 yen per day); a cold area allowance is provided, an allowance is provided to teachers on day and night duty, an allowance is allocated to the high school teachers who are in charge of industrial education of agriculture, fisheries, industry and merchant vessel; and an allowance is allocated to the high school teachers who are in charge of day/evening and correspondence education. The amount of allowance is 10 per cent of the salary.

Mexico

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

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

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

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

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

Outstanding performance in teaching: Primary and lower secondary education: Bonuses to teachers are based on evaluations of learning achievement of students in the class or subject. Upper secondary

education: Bonuses are based on the academic grade of the Program of Evaluation and Allocation of the Stimulus to the Educational Performance...

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

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

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

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

Netherlands

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

New Zealand

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

Management responsibilities in addition to teaching duties: Schools are able to allocate a certain number of "units" dependent upon size and level of the school to recognise management responsibilities. Each unit is worth \$2, 805 p.a. (as at 1/1/2002) to the teacher. Teachers can receive a multiple number of units.

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

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

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

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

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

Special tasks: An associate teacher allowance is available to primary teachers (\$5.160 per week) or to secondary teachers (\$3.19 per hour) who are responsible for overseeing trainee teachers on placement. A Careers Adviser Allowance (\$1 054 p.a.) is payable to secondary teachers appointed as a careers adviser.

Teaching in a disadvantaged, remote or high cost area (location allowance): A location allowance (up to \$3 032 p.a.) is available to primary teachers employed in remote schools. The Staffing Incentive Allowance (\$966 p.a. in Secondary/\$995 in Primary) is available to teachers in schools able to demonstrate difficulties in attracting staff.

Other: Teachers in Normal or Model Schools (i.e., primary schools that have a relationship to a specific teacher--training provider) are eligible for the Normal School Allowance \$1 636 p.a.

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

Norway

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

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

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

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

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

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

Portugal

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

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

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

Holding a higher than minimum level of teacher certification or training obtained during professional life: In addition to the requirement of a university degree (4 to 5 years of study), a master's degree (2 to 3 years of study) adds a bonus corresponding to four years of career progression; a doctorate adds a bonus corresponding to 6 years of career progression.

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

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

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

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

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

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

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

Scotland

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Only graduates are eligible to enter the teaching profession. Local education authorities, as employers, are responsible for carrying out a salary review prior to placement on the common scale. This review takes into account age, qualifications and relevant experience, and determines which point on the scale a teacher should be placed. Any teacher who possesses a qualification above the minimum entry requirements, such as an Honours degree, is automatically

placed on the entry point for Honours graduates within the common scale. This would, however, be the only occasion that a teacher's salary would be increased beyond the base salary level to reflect additional qualifications.

Management responsibilities in addition to teaching duties: Teaching staff who assume management responsibilities would normally do so through promotion. This would then place the individual on a different

Teaching in a disadvantaged, remote or high cost area (location allowance): Within the Scheme of Salaries and Conditions of Service document for teachers employed in education authority schools, there is provision for such allowances to be made in respect of remote schools (£855 per annum or £1,599 per annum) and distant islands (i.e., any of the Orkney Islands, of the Shetland Islands, or of the Outer Hebrides and the islands of Colonsay, Tiree, Coll, Muck, Eigg, Rhum, Canna and Soay - £1,374 per annum).

Slovak Republic

There is only one, so called personal bonus by which extraordinary skills and outcomes of the teachers' work are appreciated. The decision on the concrete amount paid to individual teacher is in the competence of the employer.

Spain

Successful completion of professional development activities: For public schools' teachers a supplement called 'sexenio' does exist. It is a salary supplement added after each period of six years of experience and related to in-service training (teachers must complete 100 hours of in-service training courses recognized by the educational administration during each six-year period to receive this supplement). Typically, all teachers fulfil this requirement to be awarded with a 'sexenio', so that these supplements were computed to calculate the statutory salaries. A maximum of 5 sexenios are recognized.

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

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

Family status: Only in the Autonomous Community of Navarra teachers receive a salary supplement when they are married or have children or handicapped children. The teachers in this Community represent the 1.36 per cent of the total. All over the country, people with children have a reduction in taxes.

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

Sweden

In Sweden, teachers are awarded individual salaries and there is no fixed salary scale. Additional bonuses in the true sense of the concept are not awarded because of the individual setting of salaries. The following criteria have an impact on individual teacher salaries: management responsibilities in addition to teaching duties; teaching more hours or classes than are required under a full-time contract (overtime pay); and “special activities”, such as organising a drama group.

Other criteria, which are important for the setting of individual salaries are additional educational qualifications and teaching certification, professional development activities, outstanding performance in teaching, teaching more than one subject, teaching courses in a particular field, teaching students with special educational needs, special tasks, and teaching in a remote rural or disadvantaged area.

Switzerland

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

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

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

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

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

Family status: This criterion applies in all cantons.

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

Turkey

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: A teacher who holds a Master’s or PhD qualification from any department of

the faculty of education is placed on the upper degree of the first-year salary scale. In addition, teachers with a master's degree are awarded an additional 25 per cent per teaching hour if they teach additional hours, and an extra 40 per cent per teaching hour for teachers with a PhD.

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

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

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

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

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

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

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

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

United States

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

Successful completion of professional development activities: Teachers may take professional development courses that count as credits towards an advanced degree. Some school districts provide bonuses if teachers complete a certain number of additional credits (e.g., 15 or 30), even if they do not obtain an advanced degree (e.g., a master's degree or Ph.D).

Outstanding performance in teaching: This is not a common practice in most school districts, but there may be some cases where school districts do award a bonus for outstanding performance.

Teaching courses in a particular field: This is not a common practice, but it could occur in isolated cases.

Teaching students with special educational needs: This is not a common practice, but it could occur in isolated cases.

Teaching more classes or hours than required by full-time contract: This is not a common practice, but it could occur in isolated cases.

Special tasks: Some personnel, e.g., guidance counsellors, may have a separate salary schedule than teachers, who could have higher base pay. However, other functions such as training student teachers would probably not receive additional compensation.

Teaching in a disadvantaged, remote or high cost area: Some school districts in remote locations may use higher salary schedules to try to attract teachers to these places, but a typical school district would not pay teachers more to teach in a disadvantaged school.

Sources and references

Indicator D3- Teachers' salaries: Sources and references

Country	Sources	Reference period
Australia	Education Queensland – Teachers Award, Tasmanian Education Policy document, Victoria (Teaching Service Orders, Victorian Government Schools Agreement, 2001; Teachers Conditions of Employment Award 1995 – Victorian Government Schools) ; South Australian Staffing Allocation Document – cited in Industrial Agreement, Australian Capital Territory Policy Documents & Legislation, other State and Territory education departments.	<i>Teacher compensation:</i> 30/06/2002. except <i>Tasmania:</i> which reports financial year 2001/2002 (3 percent of teachers working in Tasmania)
Austria	Legal documents (statutory pay schemes).	Financial year 2002.
Belgium (Flemish Community)	Education Department , Ministry of the Flemish Community.	School year 2001-2002 (Gross salary on 01/01/2002, end-of year allowance 2001, holiday bonus 2002).
Belgium (French Community)	Décret du Government de la Commanauté du 13 juillet 1998.	School year 2001-2002.
Czech Republic	Government decree.	School year 2001-2002.
Denmark	Collective agreements with teacher-unions.	2002
England	National regulations.	October 2001 – September 2002.
Finland	<i>Teacher compensation:</i> Statistics Finland, salaries of Teachers in the Municipal sector. Years to grow from minimum to maximum salary: Collective agreement for teachers 2000 and 2001-2002. General collective agreement for municipal civil servants 2000 and 2001-2002	October 2002.
France	Nature of Law and policy documents based on law, national statistics.	School year 2001-2002.
Germany	Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. Nature of Law and policy documents based on law, national statistics.	School year 2001-2002.
Greece	<i>Teacher compensation:</i> Reform Act 2470/1997. <i>Years to grow from minimum to maximum salary:</i> Nature of Law and policy documents (data on formal arrangements).	Fiscal Year 2000 (1 January to 31 December). School Year 2001-2002.
Hungary	<i>Teacher compensation:</i> Annual statistical survey on individual earnings, carried out in May each year. <i>Years to grow from minimum to maximum salary:</i> Act XXXIII on Public Employees 1992. <i>Additional bonuses:</i> Public Education Act 1993, Act XXXIII on Public Employees 1992, 138/1992 Government Decree.	May 2002.

Iceland	Wage contracts in effect 01.01.2001a) between pre-school teachers and the Wage Committee of Municipalities, b) between the Teachers Union and the Wage Committee of Municipalities, c) between the Teachers Union and the State.	2001/2002
Ireland	Department of Education circulars.	2001:59:00
Italy	C.C.N.L. Comparto Scuola 2002-2005.	Anno Finanziario 2002.
Japan	Ippanshoku no shokuin no kyuyo ni kansuru houritsu (Law on salary of public official).	School year 2001-2002.
Korea	1) The presidential degree of public servant compensation and allowance, 2) the reference for compilation of the national budget.	2002
Mexico	Teacher salaries were calculated on information from the Ministry of Public Education (Secretaría de Educación Pública).	School year 2001-2002.
Netherlands	Publicatie: Financiële arbeidsvoorwaarden Van het Ministerie van OCenW.	1 January, 2002.
Norway	Agreements between government and the Teachers' unions .	2002
New Zealand	Relevant National Employment Agreements: Secondary Teachers Collective Employment Contract 2002; Primary Teachers Collective Employment Contract 2002.	2002
Portugal	Office for Financial Management, Law/Policy document: Decreto-Lei n.º 312/99. Additional bonuses: Office for Financial Management, Law/policy document: Decreto-Lei n.º 139-A/90 and Decreto-Lei n.º 1/98 – Teachers' Career Statute; Decreto Regulamentar n.º 10/99.	School year 2001-2002.
Scotland	'Scheme of Salaries and Conditions of Service' document.	School year 2001-2002.
Slovak Republic	Decrees of the Slovak Government on salaries in budgetary and other institutions.	Financial year 2001.
Spain	Official Bulletins and salary tables provided by the Education Departments of the Autonomous Communities.	2001
Sweden	The main source is national statistics on salaries from Statistics Sweden (SCB). The source for all data except pre-primary education is The National Agency's for Education Register of Teachers (managed by SCB) combined with data on salaries from SCB (originally from the Swedish Association of Local Authorities). Data from the two registers are combined with the help of the personal code for each individual. SCB has calculated a mean of the salaries for all teachers in the Register of Teachers. Teachers in pre-primary education have only two years ago been included in the Register of Teachers and not even all of them. Therefore data on pre-primary education is calculated by SCB based on the occupational code (SSYK) for pre-school and youth teachers (331) and the individuals' age (instead of years of experience) as stated in the register from the Swedish Association of Local Authorities. Bonuses: Communication with teachers' unions and the Swedish association of Local Authorities.	2001
Switzerland	i) Lehrkräfte 1998/99, Bundesamt für Statistik; LCH Dachverband Schweizer Lehrerinnen und Lehrer, ii) LCH, Dachverband Schweizer Lehrerinnen und Lehrer. <i>Nature of sources:</i> i) Law or policy document based on law; national statistics (data on populations), ii) law or policy documents (data on formal arrangements).	i) 1998-1999, ii) 2001.
Turkey	The Law Numbered 657 of Public Staff - MNE Fundamental Principals Related to Salaried Teaching Hours of Teachers and Administrators. <i>Methodology:</i> Calculation based on Law and Regulation. In addition, because of the differences in salaries between classroom teachers (1-5 grade) and subject matter teachers (6-8 grade) in primary education, a weighted mean is calculated for primary education.	Fiscal year 2000.
United States	Schools and Staffing Survey; National Education Association (NEA) Rankings and Estimates <i>Methodology:</i> Estimated salaries for 1999-2000 from the SASS were inflated by 3.8% based on NEA estimates of average teacher salaries 1999-2000 and 2000-2001.	School year 2000-2001.

INDICATOR D4: Teachers teaching and working time

■ General note

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

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

Interpretation

Australia: It should be noted that many teachers have to spend a certain number of hours at school which includes teaching and non-teaching activities, however there are other (additional) non-teaching duties undertaken outside these specified hours, and the hours to be spent on these (additional) duties are not defined. Therefore most Australian teachers work longer hours than those reported.

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

Belgium (Flemish Community): Only hours of teaching are formally set. The additional non-teaching hours within the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Teaching time consists of a minimum of 24 and a maximum of 28 lessons per week in pre-primary and primary education, 22 to 24 lessons per week in lower secondary education, 21 to 23 lessons in the first two years of upper secondary education, and 20 to 22 lessons in the last two years of upper secondary education.

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

Czech Republic: Teachers are public employees and their working time is set accordingly. Teachers are supposed to work 42 hours a week (excluding lunch breaks) over 40.2 weeks, of which only teaching time is further specified. Teachers in pre-primary education teach 31 hours a week. In primary education, teachers teach 22 lessons, and in secondary education 21 lessons per week (lesson duration is 45 minutes). The teaching duties of school principals and deputies are reduced according to school size and vary between 13 and 24 hours in pre-primary education, 5 to 16 lessons in primary and lower secondary education and 2 to 6 lessons in upper secondary education.

Denmark: Within the formal demands of 37 working hours per week in primary and lower secondary education, for every hour of teaching there is one hour of preparation time and an average of 30 minutes of non-teaching time was calculated in the reference year. In upper secondary education (general programmes), a collective agreement between the county authorities and the teachers' union defines lesson preparation time as 75 per cent of the number of lessons * 1.33 hours, and the hours to be used for examinations as an average of 110 hours per annum. Remaining duties are defined at the

local level. In upper secondary education (vocational programmes), agreement has to be reached between the management of the school and the teachers' representative on the principles for allocation of working hours for preparation, etc. in accordance with the collective agreement between the teachers' union and the Ministry of Finance. The limits for preparation time are between 13 and 126 minutes per 60 minutes of teaching. Norms for correction of written work, examination work, etc., are regulated by the collective agreement or by local agreement within the school. As a minimum, each teacher is allowed 50 hours per year for pedagogical, theoretical and skills development.

England: Statutory working hours comprise 1 265 hours a year. Teachers are required to work 195 days a year, of which 190 must be spent in school and available to teach; the other 5 are training days and can be worked in school or elsewhere. No statutory teaching hours or contact time is established on the national level.

Finland: In pre-primary education the minimum number of hours of teaching is 700 hours (à 45 minutes) per school year; in general upper secondary education the minimum teaching load has been defined as 75 courses (one course = approximately 38 lessons).

In primary and lower secondary education teachers are, in addition to their compulsory teaching load, required to do two hours of planning, meetings or cooperation with the homes. Teachers in general upper secondary education are required to reserve 2-5 hours per two weeks for meetings etc.

France: Of the 27 working hours for teachers in primary and lower secondary education, one hour per week is spent liaising with other teachers and co-ordinating teaching. In secondary education, the amount of working time varies according to the subject taught. Non-teaching time in secondary education is calculated as 60 minutes for every net hour of teaching.

Germany: The number of periods that teachers are required to teach varies from school to school and *Land* to *Land*. Teaching time also differs according to teaching qualifications and subjects. The weighted average number of lessons per week (of 45 minutes each) is 27.76 in primary education, 26 in lower secondary education, 24.8 in lower secondary education (general programmes), and 24.65 in lower secondary education (vocational and pre-vocational programmes).

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

Hungary: The mandatory number of working hours (40 hours) conforms to that of public employees and is a formal requirement for teachers. Most preparation takes place outside school. School-related activities (e.g., staff meetings, meetings with parents, preparation for school festivities, etc.) are specified at the school level. Teachers are required to teach 32 lessons per week (of 60 minutes each) in pre-primary education, 21 lessons (of 45 minutes each) in primary education, and 20 lessons (also 45 minutes each) in secondary education in order to earn a full-time salary. Teachers in primary education are required to stay with their class during breaks. Overtime teaching is paid and is often required as part of the job.

Iceland: Teachers in primary education work 40 hours per week, four hours of which are allocated for preparation, planning, meeting parents, preparing field trips, staff meetings, etc. In primary and secondary education, the total annual workload is 1 800 hours over 188 days. Eight days are spent on preparation and follow-up at the beginning and end of the school year, teaching days are 170 and ten days for school related activities. A full-time teacher under age 55 is required to teach 28 lessons per week in primary and lower secondary education and up to 24 lessons per week in upper secondary education. This teaching load is reduced with age and experience and can be as low as 19 lessons per week in primary and lower secondary education, and 17 lessons per week in upper secondary education for a 60-year-old teacher with at least 10 years' service. A teacher's workload in primary and lower secondary education is divided into three categories: teaching, preparing lessons, and other work. If other work is increased for a particular teacher, the teacher can either choose to do less teaching or to receive overtime pay, and in the case of a part-time teacher, is entitled to a higher percentage of a full-time job. In upper secondary education, the teacher's workload is divided into five categories: work at school under the supervision of the head-teacher (130 hours), teaching and teaching-related work (1 177 hours), work during the six examination weeks (258 hours), preparation and follow-up at the beginning and end of the school year (32 hours), and professional development. For teachers in primary, lower and upper secondary education there are at least 150 hours assigned for professional development each year.

Ireland: Primary education is organised on the basis that each teacher is responsible for a defined group of pupils for all subjects. Primary teachers are required to be in attendance while the school is open. Their working conditions specify that they are responsible for teaching and supervisory duties.

Secondary teachers are timetabled for attendance for teaching activities for a maximum of 22 hours per week. Traditionally they have performed non-teaching duties on a voluntary basis. They have also substituted for colleagues who are absent on a short-term basis. During the reference year there were widespread industrial relations issues on the questions of supervision and substitution. In early 2003 the issues were resolved by offering payments to teachers for this work which was to continue on a voluntary basis. Present evidence suggests that teachers have volunteered for this work in sufficient numbers so as to insure the satisfactory running of schools for the future.

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

20 per cent of pupils in primary education and 29 per cent of pupils in lower secondary education have a curriculum of 40 hours per week instead of 30 hours. This means that there are more teachers involved in these groups.

Only teaching time is prescribed by law. Working time includes extra-teaching duties to be accomplished at school (meetings, etc.) as well as home duties concerning reports, corrections etc.

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

Mexico: In pre-primary, primary and lower secondary education, teaching time comprises 13.30 hours, 20 hours and 29.17 hours, respectively, per week. This is the teachers' scheduled teaching time in hours, and all this time the teachers are required to be at school for teaching duties.

Netherlands: Ten per cent of the total annual required working hours are available for professional development. In pre-primary and primary education, the total number of annual working hours is 1 659, of which 930 are teaching hours. In lower secondary and upper secondary (general programmes) education, in addition to 868 teaching hours per year (26 lessons of 50 minutes per week), 173 hours per year are allowed for preparation, 166 hours for professional development, and 452 hours for other tasks. In upper secondary education (vocational programmes), teachers' annual working hours are 1 710, 843 hours being allocated for teaching and student guidance and 171 hours for professional development.

Norway: Teachers are required to work 1 717.5 hours per annum over 39 weeks, of which 38 are teaching weeks. In primary, lower secondary and upper secondary (general programmes) education and three vocational programmes, out of the 44 hours of working time per week, 18.8 hours, 16.7 hours, 13.3 hours and 15.5 hours per week, respectively, are devoted to teaching. The remaining working time and the 39th week are devoted to non-teaching activities.

As all other civil servants work approximately 46 weeks per year and 37.5 hours per week while teachers work 39 weeks per year, the high number of working hours per week for teachers can be accounted for by a compressed working year.

Portugal: In upper secondary education teachers teach for 3 weeks less than primary and lower secondary level, due to national examinations starting in the middle of June. Pre-school and first cycle teachers have a teaching load of 25 hours per week, while second cycle teachers have twenty-two 50 minute-sessions and upper secondary school teachers twenty.

The calculation of the number of instruction days was based on the intended 174 days of instruction for pre-primary, primary and lower secondary education and 160 days for upper secondary education... In the least demanding upper secondary education programme, it is compulsory that teachers fulfil the statutory amount of time allocated to each subject, which requires 37 working weeks. The total working hours per annum was calculated on a basis of 215 working days, common for all education levels.

Scotland: The working hours of teachers, under the overall direction of the head teacher, include 27.5 hours per week in school, of which the maximum class contact time is 25 hours in primary education, 23.5 hours in secondary education and 22.5 hours in special schools. The remaining time, except for teachers in special schools and units, is available for teachers to carry out work relevant to individual teaching duties. Only in exceptional circumstances can any of this time be utilised by the head teacher for any other purpose.

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

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

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

Slovak Republic: Until April 1, 2002, teachers' working time was set by the general Code of Labour as 42.5 hours per week including lunch breaks. Thereafter teachers are regarded as public employees and their working duties are determined by the new Law on Public Service which came into force on April 1, 2002, as well as by Code of Labour. According to the Law on public Service, the working time of employees is determined as 40 hours per week at the most. The Regulation of the Slovak Government specifies only teaching time. The assumption is that teachers use the remaining time for other duties, e.g. preparation for lessons, correction of papers, professional development, etc. There are no formal provisions concerning how much time teachers have to spend in the school executing non-teaching duties.

Spain: In pre-primary and primary education, teachers are required to work for 37.5 hours per week, of which 22.5 hours comprise net contact time, and 7.5 additional hours are to be devoted to activities at school (breaks, meetings and pedagogical activities). The remaining 7.5 hours may be spent out of school in preparation for classes, professional development, etc. In secondary education, teachers are required to teach 18 lessons (of 55 minutes each) per week (up to 21 lessons in exceptional cases). Teachers must teach a minimum of two and a maximum of five lessons per day, and are expected to be available at school for 30 hours (25 hours teaching classes plus other pedagogical activities). All teachers are required to spend at least four hours per day in school.

The number of hours of teaching time in primary education and secondary education are in practice more similar than the figures in Table D4.1 suggest because, for instance, breaks are counted as teaching time in primary education but are not in secondary education. This disparity also has an inflationary effect on the ratio of salary per teaching hour of upper secondary and primary teachers in Indicator D3.1.

Sweden: Working time is regulated in formal agreements between the Swedish Association of Local Authorities and teachers' unions. According to the Teacher Agreement 2000, working time is regulated for 1 360 hours per school year. Teachers themselves are responsible for when they spend the remaining working time. Teaching time in hours is not regulated in order to allow for the teaching of non-compulsory subjects.

Turkey: Teaching time is laid down at the national level, while non-teaching time is specified at the school level. The only formal requirement for non-teaching time states that teachers shall attend workshops and prepare for the school year for 40 hours preceding and 40 hours following each school year. Teaching time per week is 18 lessons (of 50 minutes each) in pre-primary education, 18 lessons (of 40 minutes) in primary and lower secondary education, 15 lessons in upper secondary education (general programmes) and 20 lessons per week in upper secondary education (vocational/pre-vocational programmes) (also 40 minutes each). Twelve compulsory but additionally paid classes are

required in pre-primary and primary education, six classes in lower secondary education, and 20 classes in upper secondary education.

United States:

Teaching time and working time include the amount of time for which teachers are required to be at school but do not include the work completed outside the school setting. Data on teaching time are not collected through administrative records but from a teacher survey that is administered as part of the Schools and Staffing Survey (SASS). SASS is administered every 4 years. Data currently reported to OECD are from the 1999-2000 SASS.

Working time was generated from individual teachers' reports of the number of hours they were required to be at school during the most recent full week of teaching – approximately 37 hours per week in 1999-2000. This figure was multiplied by the number of teaching weeks per year (36), since the standard school year in most states is 180 school days.

Teaching time was calculated by subtracting planning time for lessons and lunch breaks from working time. Planning time, which averaged about 3.75 hours per week, was generated from a question on the SASS; lunch breaks were estimated at about 2.5 hours per week (or about ½ hour per day). Teaching time was estimated at about 31 hours per week. Total teaching time was estimated as 31 hours per week times 36 weeks. The estimates varied slightly for teachers at different ISCED levels: 1,139 teaching hours per year at ISCED 1; 1,127 teaching hours per year at ISCED 2; and 1,121 teaching hours per year at ISCED 3. Teachers working in full-day kindergartens (ISCED 0) would have about the same number of teaching hours as teachers of primary education (ISCED 1), but not all kindergarten is offered as full-day in the United States.

The 1999-2000 data on hours required to be at work were considerably higher than the data reported based on the 1993-94 SASS. Although the item was worded identically in both years, teachers may have interpreted this to mean the actual hours they worked at schools in 1999-2000 rather than the contracted number of hours.

Coverage and methodology

Australia: For South Australia, the hours of teachers' scheduled teaching time are derived from student instruction time. South Australia policy is that student instruction time is 320 minutes per day or 1600 minutes per week, with teachers being responsible for 85 per cent of that time.

The methodology for calculating averages when combining State and Territory data has changed this year. The assumption is now made that non-reporting does not equate to zero activity by a particular region.

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

(advanced schools) still work on the basis of a legally defined weekly teaching time only. Therefore, calculating weighted means for lower and upper secondary education (where both systems can be found) makes sense only for the teaching time. However, at lower secondary education, also the total working time is given, because approximately 75 per cent of the teachers at this level work on the basis of a yearly defined working time (teachers teaching at Hauptschule). At upper secondary only a small minority of teachers work on this basis.

Belgium (Flemish Community): *Primary education:* Teaching time consists of minimum 24 and maximum 28 lessons of 50 minutes per week. The school assignment consists of maximum 26 hours (60 minutes) per week. Teaching time = (maximum lesson hours (23.33 * 60 minutes) * (37 teaching weeks – 1.2 weeks of festivities = 35.8 weeks). *Lower secondary education:* Teaching time consists of minimum 22 and maximum 24 lessons of 50 minutes per week. Teaching time is calculated as the (maximum lesson hours (20* 60 minutes) * (37 teaching weeks – 1 week of festivities). *Upper secondary programmes (general programmes):* Teaching time consists of minimum 21 and maximum 23 lesson hours (50 minutes) per week in the first two years of general upper secondary education (the so called ‘second stage’). In the last two years (‘third stage’) teaching time consists of minimum 20 and maximum 22 lesson hours (50 minutes) per week. The numbers 21/23 in the second stage become 20/22 when the person involved has at least a half assignment in the third stage. The average maximum assignment is 22.5 hours per week (50 minutes) * (37 teaching weeks – 1 week for festivities).

Czech Republic: Teaching duties are set according to the number of lessons per week. At the level of pre-primary education it is 31 lessons per week, at the level of primary education it is 22 lessons per week and at lower secondary and upper secondary education it is 21 and 20 lessons per week.

France: The number of hours a teacher teaches per annum is lower than last year because the school year moved from 34.8 weeks to 34.5 weeks.

Germany: Data are based on computation of weighed means

Japan: Number of hours a teacher teaches per annum is derived from the number of hours a teacher teaches per week according to the ‘Survey Report on School Teachers’ plus an additional number of hours for moral education and special activities. Short breaks are not included in teaching time.

Calculation of civil servants' working time: the number of working hours in a day is eight hours and the number of working days per week is five (Monday through Friday). One year equals to 52 weeks. Regular service government employees do not have to work on national holidays and December 29, 30, 31, January 1, 2, 3, totalling 17-18 days per year. If a holiday falls on a Sunday the following day is treated as a holiday. Thus, working hours a year is supposed to be around; $(8 \times 5 \times 52) - (17 \sim 18 \times 8) = 1940$

Greece: According to the legislation every teacher (in pre-primary, primary and secondary education) must work 37.5 working hours per week and must teach 25 teaching hours per week for (pre-) primary education and 21 teaching hours per week for secondary education. The examinations period (about 2 weeks for lower and upper secondary education), Christmas and Easter holidays (about 4 weeks), are not included in the number of weeks of instruction.

Italy: The number of instruction days corresponds to an estimated average calculated on the basis of the actual legislation, which foresees a minimum of 200 days of instruction.

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

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

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

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

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

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

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

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

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

Spain: Teachers of all levels are required to be at school for 30 hours per week from September 1st to June 30th (excluding the holiday periods and the days the schools are closed for festivities); in total, 38 weeks per year. Calculation of working time: 38 weeks * 37.5 hours per week= 1 425 working hours per year.

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

Sweden: See the text on Sweden under the heading "Interpretation".

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

United States: Sample survey of school districts, schools and teachers.

The school year in most school districts averages about 180 operating days per year. This works out to be about 36 weeks per year, with 5-day school weeks. Most school districts are open for a longer period of time – 39 or 39 weeks with 10 or 15 days of official holiday. However, the teaching year will still be about 180 days per year on average.

Comment: Teachers' working time is collected from individual teachers' reports of the number of hours they are required to be at school. The 1999-2000 data are considerably higher than data collected previously and may reflect actual hours spent at school rather than the contracted number of hours of work.

Sources and reference period

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

Country	Source	Reference period
Australia	Education Queensland - Teachers Award, Tasmanian Education Policy document, Victoria (Teaching Service Orders, Victorian Government Schools Agreement, 2001; Teachers Conditions of Employment Award 1995 - Victorian Government Schools); South Australian Staffing Allocation Document - cited in Industrial Agreement, Australian Capital Territory Policy Documents & Legislation, other State and Territory education departments.	30/06/2002. Tasmania: financial year 2001/2002 (0.03 percent of teachers working in Tasmania)
Austria	Legal documents.	School year 2001-2002.
Belgium	Decrees and resolutions of the education government of the Flemish Community, Décret du gouvernement de la Communauté française du 13/08/98- Memento de l'Enseignement 2000-2001, Kluwer, Diegem.	2001-2002.
Czech Republic	Nature of source: Government decree.	2001-2002.
Denmark	Kvalitet i uddannelsessystemet, Finansministeriet 1998.	1997
England	National regulations.	October 2001 - September 2002.
Finland	Basic Education Act (1998/628); Decree (1998/852). Upper Secondary Schools Decree (1998/810). Collective agreement for teachers 2000 and 2001-2002.	School year 2001-2002.
France	Nature of the sources: Law and policy document based on law; national statistics.	School year 2001-2002.
Germany	Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.	School year 1999-2000.
Greece	Law and policy documents based on law, data on formal arrangements.	School year 2001-2002.
Hungary	Public Education Act 1993; The Amendment of the Public Education Act 1996., Act XXXIII of 1992 on Public Employees; The order of the school year 2000/02, Act XXXIII. Of 12992 on Public Employees..	School year 2001-2002.

Iceland	Wage contracts in effect 01.01.2001: a) between pre-school teachers and the Wage Committee of Municipalities, b) between the Teachers Union and the Wage Committee of Municipalities, c) between the Teachers Union and the State.	Reference date: 1 January, 2002
Ireland	Official Circulars.	2002
Italy	D.P.R. 14/74 – L. 476/86 - D.P.R. 399/88 - C.C.N.L. 21/07/95-12/07/96.	School year 2000-2001.
Japan	Number of weeks a teachers teaches per annum: Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 1989), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 1989), and Kotogakko-Gakushu-Shido-Yoryo (The Course of Study in Upper Secondary Schools 1989), Ministry of Education, Science, Sports and Culture. Civil servants' working time: Law concerning Working Hours, Leave of Absence, etc of Regular Service Employees	<i>Net teaching time:</i> 1998. <i>Teachers' working time:</i> 2000/2001.
Korea	Ministry of Education & Human Res Development Republic of Korea & Korean Educational Development Institute (2001). Statistical Yearbook of Education/Korean Educational Statistics Database System.	2002
Mexico	Teaching time: Secretaría de Educación Pública, Calendario escolar 2000-2001, Agosto 2000, México.	School year 2001-2002.
Netherlands	CAO 1998.	School year 2001-2002.
New Zealand	Education Act 1989, Secondary Teachers' Collective Agreement 2001, Primary Teachers' Collective Agreement 2001.	2002
Norway	Agreements between the Ministry of Education and the Teachers' Unions on working hours and teaching conditions.	2000
Portugal	Law/Policy document: i) Decreto-Lei nº 139-A/90 and Decreto-Lei nº 1/98-Teachers' Career Statute; ii) Despacho nº 13781/2001 - Teachers'schedule (grades 5 and 6), Despacho Normativo nº 24/2000, Despacho nº 12 110/2000, Despacho nº 10 317/2001 - Organization of the Schoolyear; Decreto-Lei 100/99 - public servants' holidays.	School year 2001-2002.
Scotland	The Teachers Agreement "A Teaching Profession for the 21st Century".	School year 2001-2002.
Slovak Republic	Decree of the Slovak Government No 229/1994 as amended on the Teaching Duty of the Teachers and the Educational Duties of other Staff.. Labour Code	School year 2001-2002.
Spain	RESOLUTION of April 27, 1995 of the Secretary of State for the Public Administration, giving instructions about the working time and time schedules of the civil servants of the National General Administration (National Official Bulletin, May 10, 1995). // ORDERS of June 29, 1994, giving instructions which regulate the organization and functioning of pre-primary, primary and secondary education schools (National Official Bulletin, July 5, 1994). // ORDER of February 29, 1996, which modifies the Orders of June 29, 1994. (National Official Bulletin, March 9, 1996).	School year 2001-2002.
Sweden	Collective agreement between the Swedish Association of Local Authorities and teachers' unions.	2002
Turkey	Working Calendar for Formal and Non-Formal Educational Institutions, 2001; Regulations Related Secondary Education, 1983; Regulations Related Primary Education Institutions, 1992; Regulations Related Pre-Primary Education Institutions, 1999, The Law Numbered 657 of Public Staff, MNE Fundamental Principals Related to Salaried Teaching Hours of Teachers and Administers.	School year 2001-2002.
United States	Schools and Staffing Survey 2000.	1999-2000.

INDICATOR D5: Student admission and grouping policies in upper secondary schools

■ General note

Data for the indicator on student admission and grouping policies in upper secondary schools are drawn from the OECD International Survey of Upper Secondary Education implemented in 15 countries during the school year 2001/2002.

Technical background of the OECD International Survey of Upper Secondary Schools (ISUSS)

This short description of the study gives technical background for interpretation of the data. Fuller technical documentation on ISUSS is published in OECD *International Survey of Upper Secondary Schools – Technical Report*, OECD (2004) and the survey results themselves are published in *Completing the Foundation for Lifelong Learning – An OECD Survey of Upper Secondary Schools*, OECD (2004).

■ Target population

The target population for the 2001 OECD Survey of Upper Secondary Schools was defined as the total set of schools (school sites) attended by of upper secondary students in mainstream programmes. However, not all upper secondary programmes were included in the target population of the survey (for a full list of upper secondary programmes see OECD, 1999).

The following upper secondary (ISCED 3) programmes were *included*:

ISCED 3A general and 3C vocational programmes (unless they were identified as being one of the programmes mentioned below);

ISCED 3A pre-vocational or pre-technical programmes through ISCED 3C pre-vocational or pre-technical programmes were included only if they (predominantly) prepare for a higher ISCED level or for the labour market, they do not fall outside the typical age range (16-19 year-olds), and they do not fall outside the typical range of cumulative duration (11-13 year-olds).

The following programmes were *excluded* from the definition of the target population:

adult education;

labour market training schemes (for employed or unemployed persons);

special education; and

programmes established to function such as a safety net catering to early school leavers or youth at risk.

■ Unit of sampling

In the majority of cases schools are educational as well as administrative units. However, in some countries, a school can comprise two or more school sites in different locations with a staff allocated separately to each. Wherever this was the case, the unit of sampling was defined as the school site rather than the school.

■ National desired populations

All participating countries were expected to define their national desired population to correspond as closely as possible to the definition of the international desired population. Sometimes, however, countries had to make compromises. For example, some countries had to restrict geographical coverage by excluding remote regions or atypical segments of their education system. All significant deviations were documented and submitted for approval to the international co-ordinator.

■ School level exclusions

Using their national desired population as a general framework, participating countries had to operationally define their population for sampling purposes. This was essentially the sampling frame – the total list of schools where students in the target population were enrolled together with the enrolment figure – from which the first stage of sampling took place. The national defined population could be a subset of the national desired population reduced, for example, by excluding certain schools because their programmes were radically different from the mainstream education system. School level exclusions were required to be kept below 5 per cent of the target population of students.

■ Sample Design

According to the guidelines set by Network C, a sampling plan was developed which would:

- allow the production of indicators framed in terms of the percentage of students in schools with certain characteristics, and
- reflect the major national programme orientation—even though the aim is not to produce estimates at the programme level.

The proposed sampling design was a single-stage sample of school sites drawn with probability proportional to enrolment size (known as PPS sampling design).

■ Sampling procedures

Countries defined their national target population, the sampling frame and the sample according to a standardised procedure. The sampling procedure was documented in a series of forms that countries were required to fill in and submit for approval to the international co-ordinator and sampling referee. Deviations had to be negotiated and approved by the international co-ordination centre.

■ Sample size

The ISUSS sample generally required a sample of 400 school sites which were selected with a probability proportional to the site's enrolment of students in upper secondary programmes. This number of school sites was selected to meet a sampling precision requirement roughly equivalent to that of other established international studies. This sample size was estimated as necessary to ensure that each country would, within 95 percent probability limits, produce estimates for population values that would be within +/- 0.1 of the standard deviation.

In many countries, however, the sample size was large compared to the population size of school sites. In these cases, the sample size requirement was reduced by the 'finite population correction' (for details see the Technical Report). The final number of sample schools was the minimum number of schools a country was expected to sample after the "finite population correction" was made. Countries could, of course, sample additional units if they wished to increase the precision of their estimates, especially within explicit strata selected for national reporting.

■ Stratification

Prior to sampling, countries could order schools or stratify them in the sampling frame of all upper secondary schools in the country. Stratification was recommended when there was some evidence that the school sites within the strata would be less variable than schools in general. Stratification under these conditions would produce low within-stratum variability and would lower the overall sampling error.

There were three conditions cited as good reasons to stratify schools in the ISUSS study:

- to produce reliable estimates for sub-national domains;
- to improve the sampling efficiency, thereby improving the reliability of national estimates; and
- to ensure that different parts of the population are appropriately represented in the sample.

Commonly used stratification variables countries included:

- Regions (states, provinces);
- Urbanisation (rural, urban);
- School size (big schools, small schools);
- School types (publicly managed institutions, privately managed institutions); and
- School programme type (vocational, general).

■ Replacements

It was anticipated that a number of schools would not be able to participate. The ISUSS sampling manuals allowed for "replacement" schools to be drawn in such a way as to minimize selection bias.

As the school sites were drawn into the sample (using the prepared forms), replacement school sites were simultaneously identified according to rules that limited choices and required pre-selection of schools rather than *post hoc* substitutions. In other words, should school sites be needed to replace non-participating sampled sites, there would be minimum non-response bias because substitute schools had been pre-selected.

■ Implemented samples

Countries were strongly encouraged to ensure a high response rate to maintain the level of precision of estimations required for international comparison. The required response rate for this study was set at 50 per cent as the initial response rate and 85 per cent after replacement school sites were included. Table A3.1 shows the number of schools originally sampled, the original response rates and the response rates with replacement schools. Some losses were caused because of incomplete responses (Table A3.1).

As a final column, the valid sample size is included, the number of schools that could finally be used in the analysis

■ Sample weights

A sampling weight was assigned to each school; it corresponds to the inverse of the adjusted probability of selection of the schools. Since probability of selection was based on the number of enrolled students in the target population, the smaller a school is, the larger weight it was assigned. For any school listed, the school weight was calculated as:

$$W_i = \frac{1}{H_i}$$

where H_i is simply the probability of selection adjusted for non-response rate.

Thus, the sum of the school weights multiplied by the measure of size (*MOS*) for each school in the sample approximates the aggregate measure of size for the upper secondary student population.

■ Adjusted school weights

The original sample weights calculated by the countries were designed to make the PPS-sample represent the true population of schools in each country. Typically small school would have little probability of being drawn to the sample, so a small school in the sample typically represents a large number of equally small schools in the population, resulting in a relative large sample weight. In some cases, extreme weights were encountered. To minimize the bias effect of these in the estimation of variance, it was technically advisable to 'trim' the extreme weights, in other words maximize the acceptable weight. This was done on the basis of studying country level distribution of weights and never concerned more than three schools in any country. The adjusted school weights were used as the school component of the weight formula used in the estimation of frequencies, ratios, and indices.

■ Use and calculation of Weights in the analysis of results

Since the weighting model is optimized for assumptions about students rather than about schools, in order to have each case represent the number of students in the sampled schools, sample weights were combined with the number of students enrolled in the schools. The sum of these combined student weights then approximates the total number of upper secondary students in the target population.

Four student weights are used in the analyses:

- to estimate values for school level indicators, the adjusted school weights are used in combination with the upper secondary (ISCED 3) student enrolment in the school. This weight is used in weighted frequencies, ratios, and unstandardised composite indices related to school level data.
- to estimate values in indicators split by program, the adjusted school weights are used in combination with program enrolments. This weight is used in program level ratios and frequencies.
- to estimate country values on an international standard scale in school level data, a combination of country weights, schools weights and upper secondary (ISCED 3) enrolment weights is used.
- to estimate country values on an international scale in program level data, a combination of country weights, schools weights and programme enrolment weights is used.

Inflating the weight of cases (which is the number of cases observed) leads to underestimation of the standard error of estimation. To avoid this, all four student weights are rescaled to ensure correct standard error estimations.

■ Table D5.2

Index of admission and placement policies related to students' performance: The index of performance-related admission policies was calculated by summing the school principal's responses to the question how often they considered the following criteria when admitting or placing students to upper secondary programmes: *student's record of academic performance, entrance examination and recommendation of feeder schools*. The response alternative *always or often* was assigned a code of 2, *sometimes* was assigned a code of 1, and *never* was assigned a code of 0. Survey responses were standardised so that a positive index value indicates that these criteria are used more than average compared with the other countries and a negative index value indicates that they are used less than the average across countries.

■ Table D5.4

Index of selective grouping policies within schools as reported by school principals: The index of selective grouping policies within the school was calculated by summing the school principal's responses to the question how often upper secondary students were grouped in the school *more or less at random, according to similar ability levels, so that classes contain a mixture of ability levels and according to the requests of parents/guardians*. In calculating the overall index, the 'integrative' methods (i.e., random grouping and grouping into classes that contain a mixture of ability levels) were

considered with a negative sign. The response alternative *always or often* was assigned a code of 2, *sometimes* was assigned a code of 1, and *never* was assigned a code of 0. Thus a high score on this index means a strong tendency to stream students by ability or socio-cultural background. A low score means an integrative approach to grouping students.

INDICATOR D6: Decision-making in education systems

■ General note

The 2003 Survey on Decision-Making encompasses the following key areas in educational statistics:

- Levels of decision-making in lower secondary education institutions, by type of authority;
- Autonomy in decision-making in lower secondary education institutions, by type of authority.

■ Definitions

Levels of decision-making

The questionnaire used to collect the data distinguished between six levels of decision-making:

- ***Central Government*** - The central government consists of all bodies at the national level that make decisions or participate in different aspects of decision-making.
- ***State Governments*** - The state is the first territorial unit below the nation in “federal” countries or countries with similar types of governmental structures. State governments are the governmental units that are the decision-making bodies at this governmental level.
- ***Provincial/Regional Authorities or Governments*** - The province or the region is the first territorial unit below the national level in countries that do not have a “federal” – or similar type of governmental structure and the second territorial unit below the nation in countries with “federal” or similar types of governmental structures. Provincial/regional authorities or governments are the decision-making bodies at this governmental level.
- ***Sub-Regional or Inter-Municipal Authorities or Governments*** - The sub-region is the second territorial unit below the nation in countries that do not have a “federal” – or similar type of governmental structure. Sub-regional or inter-municipal authorities or governments are the decision-making bodies at this governmental level.
- ***Local Authorities or Governments*** - The municipality or community is the smallest territorial unit in the nation with a governing authority. The local authority may be the education department within a general-purpose local government or it may be a special-purpose government whose sole area of authority is education.
- ***School, School Board or Committee*** - The school attendance area is the territorial unit in which a school is located. This level applies to the individual school level only and includes school administrators and teachers or a school board or committee established exclusively for that individual school. The decision-making body – or bodies – for this school may be: (1) an external school board, which includes residents of the larger community; (2) an internal school board, which could include headmasters, teachers, other school staff, parents,

and students; and (3) both an external and an internal school board. 'School networks', 'networks of schools', 'didactic circles' and 'groups of schools' are considered as schools.

Parents and teachers are considered as one element of the school level, rather than a separate level. The school level also includes any individual employee (e.g., a teacher) in the school who is allowed to take decisions.

Domains

The questionnaire contained 38 items seeking information on four domains, namely:

- ***The organisation of instruction:*** bodies determining the school attended, decisions affecting school careers, instruction time, choice of textbooks, grouping pupils, assistance of pupils, teaching methods, assessment of pupils' regular work;
- ***Personnel management:*** hiring and dismissal of staff, duties and conditions of service of staff, fixing of salary of staff;
- ***Planning and structures:*** creation or closure of a school, creation or abolition of a grade level, designing programmes of study, selection of subjects taught in a particular school, selection of programmes of study offered in a particular school, setting of qualifying examinations for a certificate or diploma, credentialling;
- ***Resource allocation and use:*** allocation of resources, use of resources.

Modes of decision-making

The most important factor in determining the mode is '*who decides*'. The questionnaire sought information on *how autonomously decisions are taken*. The following categories were provided:

- ***Full autonomy*** - subject only to any constraints contained in the constitution or in legislation that is of a general nature and not specifically aimed at education.
- ***After consultation with bodies located at another level*** within the education system.
- ***Independently, but within a framework set by a higher authority*** (e.g., a binding law, a pre-established list of possibilities, a budgetary limit, etc.).
- ***Other mode, to be specified.***

Consultations with other bodies located at the same level in the educational system are included under 'other'.

The interpretation of 'within the educational system' was not to be interpreted too narrowly. E.g. the central government as a whole is considered part of it. If decisions are taken by the Ministry of Finance (e.g., on salaries) or by the Parliament, the level of central government was to be indicated.

Consultations with bodies outside the administrative system (e.g., Labour Unions) are not taken into consideration, because they are outside the formal administrative levels and are to be seen as corporate organizations. The Ministry could consult these organisations, but the Ministry makes the decisions.

■ Data collection procedure

The questionnaire was completed by a panel of national experts at lower secondary education in order to avoid problems with ambiguities and differences of opinion as much as possible. This panel comprised one member from each of the following three decision-making levels: highest level (central government), middle levels (state governments, provincial/regional authorities or governments, sub-regional or inter-municipal authorities or governments, local authorities or governments), and lowest level (individual school). The group completed the questionnaire and arrived at consensus on all questions. The INES Network C Representative then reviewed the results of the survey in consultation with the National Coordinator

■ Calculating the indicators

The indicators were calculated to give equal importance to each of the four domains. Each domain contributes 25 per cent to the results of the indicators. Because there are different numbers of items (i.e. decisions) in each domain, each item is weighted by the inverse of the number of items in its domain. Some items are split up in sub-items. The sum of weights of sub-items is equal to the weight of an item (in the same domain) without sub-items. Missing and not applicable items receive weight zero, causing other weights to change within a domain.

■ Notes on countries

Detailed notes on how each country completed the questionnaire are contained in the file: 'Annex3_ChapterD-D6.doc' which is also available on the website: www.oecd.org/edu/eag2004.

INDICATOR D7: Teachers' age and gender and staff employed in education

■ General note

Data on age and gender derive from the UOE Questionnaire 2003, reference year 2001/2002. Characteristics are measured as the percentage of teachers in each of the five age groups, by level of education. Data for 1998 included in Chart D7.1 derive from the UOE Questionnaire 2001 and refer to the school year 1997/1998. **This indicator is only available from the website www.oecd.org/edu/eag2004 and was not published in the printed book**