

Education at a Glance

OECD Indicators 2005

Annex 3: Sources, methods and technical notes

Chapter D: The learning environment and organisation of schools

TABLE OF CONTENTS

CHAPTER D: THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS.....	4
INDICATOR D1: Total intended instruction time.....	4
■ General notes	4
■ Notes on specific countries	5
Coverage.....	5
Interpretation	9
Methodology	12
Sources and references	15
INDICATOR D2: Average class size and ratio of students to teaching staff.....	16
■ General notes	16
■ Methodology	16
■ Notes on specific countries	17
■ Coverage.....	17
INDICATOR D3: Teachers' salaries	18
■ General notes	18
■ Notes on specific countries	18
■ Table D3.1	18
Coverage and methodology.....	18
Interpretation	22
■ Table D3.2- Criteria for adjustments to base salary	24
Interpretation	24
Sources and references	38
INDICATOR D4: Teachers teaching and working time.....	41
■ General note	41
■ Interpretation	41
■ Coverage and methodology.....	45
■ Sources and reference period.....	48
INDICATOR D5: Public and private providers.....	51
■ General note	51
■ Classification	51
■ Notes on specific countries	52
Table D5.1 and D5.2	52
Table D5.3.....	52
INDICATOR D6: Institutional differentiation	52
■ General note	52
■ Notes on specific countries	52
■ Interpretation	52

INDICATOR D7: Teachers' age and gender and staff employed in education.....	53
■ General note	53
■ Notes on specific countries	53

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 2002/2003. 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. In the cases of 'other subjects', data refer to classes held by the form master and to classes that can be organized in an unrestricted way within the curriculum. At 9th and 10th grades the data of the 'typical program' is based on the programme of grammar schools. The data of the 'least demanding programme' is based on the programme of vocational schools.

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. Four hours each day must be side aside for secular instruction. A period of two hours per week of 'discretionary time' is allowed in order to accommodate different school needs and circumstances, and to provide for the differing aptitudes and abilities of the pupils. This is included under 'compulsory flexible curriculum'.

Time allocation is based on the following weekly framework for a 36.6-week school year in primary education: English (4 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 (2 hours), 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. Learning support measures are available for such pupils. Children are granted exemption from religious instruction at the request of their parents or guardians. The figures on 'Other' include social, personal and health education, assembly time, roll call and small breaks.

The Curriculum for the 12-to-15-year-olds age group consists of compulsory subjects and approved subjects. The compulsory subjects are Irish, English, mathematics and social studies (includes history, geography and civic, social and political Education). In Tables D1.2a and D1.2b (available on the internet only for 2005), the total compulsory part of the curriculum includes English and Irish, mathematics and social studies (history, geography, and civics, social and political education). Students must also take two subjects from the following list of approved subjects: Latin, Greek, Spanish, Italian, French, German, science, technology, home economics, music, art/craft/design, materials technology, metalwork, technical graphics, business studies, typewriting and environmental studies. In practice, most schools offer and take three rather than two of the above list of approved subjects. Because most students take science and at least one foreign language from the list of approved subjects, these two subjects have been entered in the data as compulsory subjects and the third subject taken by most students has been entered under non-compulsory curriculum. It is intended that religion and physical education should form part of the curriculum in all schools. There are no regulations governing the precise amount of time to be spent each year on teaching the individual subjects of the curriculum.

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

Japan: In elementary schools 2nd grade (7 years old) “Life study” is divided into “science” and “social studies”. In lower secondary schools “Modern foreign languages” is classified as compulsory subjects. “Other” consists of “Moral education”, “Special activities” and “Period for Integrated Study”.

Korea: The data reflect the education curriculum implemented in 2003. For 7-year-olds, only the total amount of annual instruction time is reported because the national education curriculum was designed to be interdisciplinary for this age group, which makes it very hard to partition the total instruction hours by subject matters except reading, writing and literature and mathematics.

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

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

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

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

Portugal: The first cycle (pupils aged 6-10) - 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 them 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. Third cycle: Lower secondary education students aged 12 – curriculum implemented for the first time and the amount of time allocated to the subjects is specified. The curriculum comprises the following subjects: Portuguese, two Foreign Languages, Human and Social Sciences (History and Geography), Mathematics, Physics and Natural Sciences, Artistic Education (either Drawing, Music, Drama, etc), Technological Education and Physical Education. It also comprises the following non-subject areas: Project area, Tutorial Learning, Civic education and weekly half a time unit to be managed by the school freely. Citizenship education is a cross-curriculum issue and it is dealt with in all the subjects. Students aged 13-14: 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, Study

room, etc.). It is not possible to estimate the amount of hours schools allocated for the development of such activities. Students take part in non-curricular activities on a volunteer basis.

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.

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.

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

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

Interpretation

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

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). From the age of at least 15 years old on, young people may enter an apprenticeship contract with an employer-instructor. The student gets the opportunity to learn the profession in the day-to-day practice of the enterprise, four days a week. The apprentice spends the fifth day in a VIZO training centre, where the pupil obtains an additional vocational training and a general and social education course.

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

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

Czech Republic: 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.

France: For 2002-2003, there is a new compulsory core curriculum for CE2 students (8 years olds) which increased the instruction time received by these students.

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 3rd, 4th and 7th and 8th grades refer to the average values of the instruction time according to the National Core Curriculum 1995. Data at the 1st, 2nd, 5th and 6th grades are based on the Frame Curricula, introduced in 2000. From the 2002/2003 school year Frame Curricula are not compulsory, only suggested possibility.

Japan: In 2002 the curriculum has changed for all grades in both primary and lower secondary schools, resulting in a reduction in the instruction time for these grades.

Korea: In Korea, school year 2003 was the last year of transition from the 6th national education curriculum to the 7th, with the implementation of 7th national educational curriculum for grade 9.

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

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

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

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

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

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

Portugal: The curricular reform of lower secondary education in 2002/2003 addressed grade 7. This resulted in a new curriculum, new priorities and in the re-allocation of time.

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, which made the Autonomous Communities reorganize their own timetables in order to incorporate the changes at national level.

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

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 higher than last year because the school year moved from 34.5 weeks in 2001-2002 to 34.6 weeks, owing to festivities, in 2002-2003

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.

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

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

Italy: In primary education the data reported are based on 33 weeks/year and 27 hours/week, which optimally may be extended with 3 hours/week for a foreign language. In most schools the weekly hours are spread over 6 week days, in others over 5 week days. Some schools offer a timetable called ‘tempo pieno’, which is based on 40 hours a week spread over 5 week days, but which includes transport and canteen services. This is attended by 21 per cent of the students.

In lower secondary education, the data reported are based on 33 weeks/year and 30 hours/week, which optimally may be extended with 3 hours/week for a second foreign language. In some schools the weekly hours are spread over 5 week days, in others over 6 week days. Some schools offer a timetable called ‘tempo prolungato’, which is based on 36-40 hours a week. This is attended by 29 per cent of the students.

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

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

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

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

Portugal: The number of classroom sessions per year was calculated on a basis of 34.8 weeks of intended instruction time, except for the students aged 15 (attending the least demanding programme.), where 37 compulsory weeks were considered. The 15-year-olds in a typical programme attended the same instruction time foreseen for younger students.

Spain: All figures represent averages of the number of hours per year devoted to each subject in each Autonomous Community in 2002/2003, 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). In the Autonomous Communities of Navarra and the Basque Country, there are different educational “models” depending on the dominating teaching language. In these models the number of hours devoted to Spanish language and the Basque language vary, and consequently, so do the number of hours for some other subjects. Here the models in which the majority of students participate are considered.

Sweden: Intended instruction time per year for each school subject is not regulated nationally and the duration of one classroom session may vary. It is decided locally. Thus, intended instruction time for

students aged 7 to 15 has been estimated by dividing the total number of hours per required school subject over the nine years of compulsory education. This may mean that the intended instruction time for certain school subjects may be overestimated (*e.g.* reading and writing in Mother tongue or in Arts) and underestimated in other grades and subjects (*e.g.* science).

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

Sources and references

Indicator D1- Instruction time: sources and references

Country	Source and reference period
Australia	State and Territory Education Departments. <i>Year:2003. Age reference is 30/06/03</i>
Austria	Law or policy document based on law ("Lehrplan"). <i>School year: 2002/2003.</i>
Belgium (Fl.)	Decrees and resolutions. <i>School year: 2002/2003.</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 2002-2003 du Ministre de l'enseignement secondaire. <i>School year: 2002/2003.</i>
Czech Republic	Curriculum specification documents, National statistics (data on enrolments). <i>School year: 2002/2003.</i>
Denmark	Act on the <i>folkeskole</i> . <i>School year: 2002/2003.</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: 2002/2003.</i>
France	Law and policy documents based on law. <i>School year: 2002/2003.</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: 2002/2003.</i>
Greece	Law and policy documents (data based on formal arrangements). <i>School year: 2002/2003.</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: 2002/2003.</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: 2002/2003</i>
Ireland	Department of Education Circulars. <i>School year: 2003.</i>
Israel	Data are based on formal arrangements, by the Ministry of Education. <i>School year 2002-2003</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'. For lower secondary education: Istituzionee Ordinamento della Scuola Media Statale, Law 31 December 1962, n.1859. <i>School year: 2002-2003.</i>
Japan	Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 2002), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 2002, Ministry of Education, Science, Sports and Culture. <i>School year: 2002/2003.</i>
Korea	The 7th Primary School Curriculum (1997), by the Ministry of Education. <i>School year: 2003.</i>
Luxembourg	Ministry of Education. Plan d'Etudes, Horaires et Programmes
Mexico	Law and policy documents based on law. Secretaría de Educación Pública, Normas de inscripción, reinscripción, regularización y certificación para escuelas primarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2002/2003, Agosto 2002, México. Secretaría de Educación Pública, Normas de inscripción, reinscripción, regularización y certificación para escuelas secundarias oficiales y particulares incorporadas al sistema educativo nacional periodo escolar 2000-20001, Agosto 2000, México. <i>School year: 2002/2003.</i>
Netherlands	Primary education is based on empirical data (PRIMA cohort) and lower secondary education is based on law (WVO). <i>School year: 2002/2003.</i>
New Zealand	<i>School year: 2003.</i>
Norway	The Curriculum for the 10-year compulsory school in Norway. <i>School year: 2003.</i>
Poland	Laws and regulations. <i>School year 2002-2003</i>

Portugal	Law/Policy document: i) Despacho Conjunto n° 25/SERE/SEAM/88, Despacho Normativo n° 24/2000, Despacho n° 12 110/2000, Despacho n° 13 859/2002 - Organization of the School Year; ii) Decreto-Lei n° 286/89, Basic and Secondary National Curricula Decreto-Lei 6/2001 (Reform of basic education), Despacho 13 779/2001, Despacho Conjunto 665/2001 (10 th grade vocational programme). <i>School year: 2002/2003.</i>
Scotland	The structure and balance of the Curriculum 5-14. Curriculum Design for the Secondary Stages: Guidelines for schools. <i>School year: 2002/2003.</i>
Slovak Republic	Curricula for grades 1-9 of the basic school, no 679/2002-41, approved by the Ministry of Education. <i>School year: 2002/2003.</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: 2002/2003.</i>
Sweden	Law or policy document based on law (data on formal arrangements). <i>School year: 2003.</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, 2002 Institutions. <i>School year: 2002/2003.</i>

The data on decision making are taken from the 2003 OECD-INES survey on decision making in public, lower secondary education and refer to the school year 2003-2004. On teacher salary scales, the survey asked which level in the education system decides on the salary scales (excluding bonuses) of teaching staff and how autonomously these decisions are taken.

In addition, a more comprehensive analysis of decision making was published in indicator D6 of *Education at a Glance 2004*. Information on the underlying decision-making survey is available in *Education at a Glance 2004 Annex 3* (www.oecd.org/edu/eag2004) under the heading *Indicator D6 Locus of decision making at lower secondary levels*. The complete decision-making data are available under the heading *Underlying data on decision making for indicator D6*.

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

■ General notes

Methodology

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

■ Notes on specific countries

Coverage

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

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

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

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

Data for Germany are missing at ISCED level 0 because of the difficulty in distinguishing teaching staff from care personnel.

Iceland: Students in multi-grade classes are included but were excluded in previous editions of EAG.

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.

Portugal: Contrarily to EAG 2004, table D2.1 excludes data from the regions Azores and Madeira. This difference in coverage leads to an increase of class size at ISCED level 2 of more than 20%.

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

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

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

receive a 'haard- en standplaatsvergoeding'. Depending on the family situation, the minimum allowance is 232.82 EURO, whereas the maximum allowance amounts to 465.63 EURO (January 2003).

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. In addition to the salary, which is given in accordance with the general salary scale as a part of the collective agreements, each teacher can have – and often will have – personal bonuses given and decided on at the school level or by the local authorities. In accordance with the collective agreements, the personal bonuses have increased as a portion of the total salary of teachers.

England: The regulations provide a discretionary recruitment and retention allowance of £5,262, management allowances of up to £10,275 and special education needs allowance of up to £3,219. Conceivably a teacher could get all of these. Only about a quarter of teachers at the top of the main scale receive no bonuses. England also has a system of performance related pay for teachers, which is triggered, subject to performance, once teachers reach the top of the main scale. Over time, depending on performance, a teacher could reach £32,217 and still be eligible for management and other allowances.

Germany: The data are based on weighted averages

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

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 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 2003 include the nearly 50 per cent average increases in the scheduled wage rates that took place 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. In previous years estimated salaries were reported. This years' amounts are based on formal regulations.

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. The reported salaries are those in operation on 01/10/03.

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

Japan: The gross annual salaries include a special allowance to compensate overtime work (about 4%) and a general bonus, equivalent to 4.65 months’ salary.

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

As salaries are a result of combined in-service training years and age, an approximate value of 30 years to grow from minimum to maximum salary is given.

Mexico: Bonuses are included in the gross salary amounts.

Netherlands: The salaries include the monthly salary, the 8% holiday allowance and 3.48% single payment at the end of the year.

Since 01/08/2002 the career line has been shortened from 20 years to 18 years. In 2002 for the first time the 3.48% single payment at the end of the year is included.

New Zealand: Salary rates are as applied on 1 January 2003. Additional ‘bonuses’ are calculated on the basis of the maximum additional salary available under the terms of the relevant employment agreement. The additional bonuses for teachers include a notional maximum of 6 units for primary and 9 units for secondary based on a review of the highest number of units allocated to individual teachers in the respective sectors.

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

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

Portugal: *Gross annual salary:* Annual salaries comprise 14 equal payments: four months plus Christmas in 2002 + eight months plus Summer Holidays in 2003. 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.

Scotland: the figures represent salaries at the beginning of the academic session at August 2002. All teachers received a further 3.5% increase in January 2003. Salaries of unpromoted primary and secondary teachers are contained on a common scale, which is why the salaries for the two sectors is the same. Salary increments do not depend on training. Teachers after 15 years in the job are on the maximum of the salary scale. The figure of £26,670 is the maximum point on the common scale: there are no additional incremental points beyond this figure.

In August 2002, Scottish teachers moved from a nine-point to a seven-point incremental salary scale (Points0-6). Teachers start on point 0 and remain on this salary point until the completion of their probationary period. This is normally one academic session, although it can take longer. Assuming a teacher completes his probation within the normal timescale, it would take a teacher starting on point 0 of the scale 6 years to reach the maximum.

Entry to the profession in Scotland is open to graduates only. Local education authorities as employers are responsible for deciding whether a teacher is placed on the common scale, taking into account relevant experience.

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 = (salary of primary education teachers teaching at ISCED 2 * 0.25) + (salary of lower and upper secondary teachers * 0.75).

Sweden: The figures reported are actual average salaries. The data for 2003 are not directly comparable with the data provided last year, since the specifications in ordering data have changed in order to allow for better alignment to the data being asked for.

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 2002-2003 are based on 1999-2000 current dollar estimates from the Schools and Staffing Survey. All 1999-2000 figures were inflated by annual average salary estimates developed by the National Education Association (NEA). The inflation adjustment factor was 3.8 per cent for 2000-01, 2.9 per cent 2001-02 and 2.8% for 2002-03.

Data are collected on various steps in the scheduled salaries offered by the district. Districts are also asked about other forms of teacher compensation, such as bonuses and pay for extra duties or in shortage areas. Most school districts in the United States offer all elementary and secondary grade ranges, so teachers' grade ranges were used to classify district scheduled salaries by ISCED levels.

Data are not collected on a 15-year salary step in the United States, so salaries are interpolated between reported scheduled salaries at 10 and 20 years and should be used with caution.

The years in which to grow from minimum to maximum salary vary by school district, but it is typically around 25-30 years.

Interpretation

Australia: Bonuses show a slight decrease in comparison with last year. This is because the weight on one State with a large bonus declined and one State with zero bonuses was excluded from the calculation in the 2003 survey, but included in the 2004 survey.

France: According to the responsibilities they have, the Ministry of Education has decided to increase additional bonuses for pre-primary and primary teachers. But, for starting teachers, the "prime de première installation" is not in the additional bonuses of the year 2002-2003.

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

In New Zealand, any teacher who has been teaching for 15 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes a teacher to progress to the maximum salary step is dependent upon their qualifications. Teachers with a Bachelors' degree or higher could progress to a new maximum step from February 2003.

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: Teachers in the Canary Islands, Balearic Islands, and Spanish North African cities (Ceuta and Mililla) receive an additional supplement to their salary as location allowances. Teachers in non-capital Canary Islands and Spanish North African cities also receive an extra three-year bonus (apart from the general three-year supplement, Ceuta and Mililla (pre-primary and primary education). As all teachers working in the mentioned areas receive these bonuses, they were taken into consideration to calculate the national averages.

Sweden: A “starting teacher” has been interpreted as teachers having worked for 1-2 years. “Minimum level of training” has been interpreted as teachers with pedagogical qualifications. Data on “maximum qualifications” have not been available for Sweden as study weeks included in the degree have only been included in registers from 1995 onwards, which means that the data are not reliable enough to be reported yet. “Top of salary scale” has been interpreted as teachers belonging to the 90th percentile, which means that 10 per cent of the teachers have higher or the same salary as the 90th percentile. “Typical qualifications” has been interpreted as teachers with minimum level of training, *i.e.* fully qualified teachers with pedagogical education.

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 may have a higher starting salary. For example teachers with a post graduate qualification are likely to start on a higher pay schedule. A longer duration of initial training (*i.e.* 5 years rather than 4 years) may result in a higher commencing salary.

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

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

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

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

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

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

Teaching more classes or hours than required by full-time contract: Additional time and classes are handled in a number of ways by states and territories. For extended hours/classes the teacher can be compensated by either extra payment of salary or the teacher may agree to extended hours of duty as

time in lieu. School teachers involved in rostered after hours student supervision may also receive an annual allowance to compensate for additional duties.

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

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

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

Family status: Some family allowance due to remote areas.

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

Austria

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

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

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

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

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

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

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

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

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

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

Belgium (Flemish Community)

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 232.82 Euro, whereas the maximum allowance amounts to 465.63 Euro (January 2003).

Other (Special status of Brussels Capital): Teachers working in primary education in the bilingual area Brussels Capital may receive a bonus. In order to receive this bonus they need to have a specific certificate concerning a profound knowledge of the compulsory second language, French, in primary education. This bonus is 553.60 EURO a year. This bonus was implemented for the first time in September 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: Prior to April 2002 starting teachers with a 2.2 class Honours degree or above enter on point 2 of the pay scale. This was an automatic entitlement, determined by the national pay agreement. From April 2002 however, under the new six point pay scale all beginning teachers, whatever their qualifications, started on Point 1 of the new scale.

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

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

Germany

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

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

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

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

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

Greece

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

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

Teaching in a disadvantaged, remote or high cost area (location allowance): Payable to teachers in Gealtacht (Irish speaking) districts (EURO 2 359) and in offshore islands (EURO 1418).

Italy

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

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

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

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

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

Family status: According to the Teacher National Collective Contract

Age: According to the Teacher National Collective Contract

Japan

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

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

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

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

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

Other: All teachers receive an allowance, which is equivalent to 4.65 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; a cold area allowance is provided, an allowance is provided to teachers on day and night duty, an allowance is allocated to the high school teachers who are in charge of industrial education of agriculture, fisheries, industry and merchant vessel; and an allowance is allocated to the high school teachers who are in charge of day/evening and correspondence education. The amount of allowance for each of the latter two conditions is 10 per cent of the salary.

Mexico

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

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

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

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

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

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

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

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

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

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

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

Netherlands

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

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 \$2,900 p.a. (as at 5/2/2003) to the teacher. Teachers can receive a multiple number of units.

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

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

Teaching courses in a particular field: Teachers of an approved Māori language immersion programme, who teach a minimum of 31 per cent of their classes in Te Reo Māori, are entitled to the Maori Immersion Teacher Allowance of 1 unit (\$2900).

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.

Poland

Other bonuses: Motivation bonus.

Portugal

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

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

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

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

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

Teaching students with special educational needs (in regular schools): Teachers holding a certified qualification in special needs teaching 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 School Pedagogic Council defines the criteria for the distribution of the global time credit among the teachers in charge of these activities.

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

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

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

Scotland

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): As set out in circulars issued by the Scottish Negotiating Committee for Teachers, allowances payable under the following headings are (at beginning of academic year 2002/03): a) Remote Schools Allowance £879 or £1644 per annum (as per SNCT/17), b) Distant Islands Allowance £1,374 per annum (as per SNCT/10). A distant island is any of the Orkney Islands, the Shetland Islands, or the Outer Hebrides and the Islands of Colonsay, Tiree, Coll, Muck, Eigg, Rhum, Canna and Soay.

Holding a higher than minimum level of teacher certification or training obtained during professional life: See notes on interpretation

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. The maximum amount which can be theoretically acknowledged, is 70% or 100% of the gross salary of a teacher in the mid of his/her career.

Spain

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

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

Special tasks: In some communities the schools are allowed to designate a teacher for the coordination of ICT. Teachers with this responsibility receive a salary supplement.

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...).

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 1.48 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 (temporary measure).

Turkey

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

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

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

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

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

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

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

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

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

United States

Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession: Teachers with a master's degree or Ph.D would have higher base 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. Some states offer bonuses for achieving the National Board for Professional Teaching Standards certification, which requires proof of superior teaching methods. Only a very small percentage of teachers have achieved this certification level.

Teaching courses in a particular field: Districts may offer incentives for difficult-to-staff teaching fields. It is not known how often this occurs.

Teaching students with special educational needs: Districts may offer incentives for difficult-to-staff teaching fields such as special education. It is not known how often this occurs.

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 activities: These do exist, especially for sport activities.

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	Data are sourced from the respective State and Territory education departments.	<i>Teacher compensation:</i> 2003 Age reference: 30/06/2003.
Austria	Legal documents (statutory pay schemes).	School year 2002/2003.
Belgium (Flemish Community)	Education Department, Ministry of the Flemish Community.	School year 2002-2003
Belgium (French Community)	Entreprise publique des Technologies Nouvelle de l'Informatique et de la Communication (ETNIC)	School year 2002-2003.
Czech Republic	Government decree.	School year 2002-2003.
Denmark	Collective agreements with teacher-unions.	2003
England	National pay agreement (pay scales).	September 2002 - August 2003
Finland	<i>Teacher compensation:</i> Statistics Finland, salaries of Teachers in the Municipal sector. Total data base <i>Bonuses:</i> General agreement for teachers 2003-2004.	October 2003.
France	Nature of Law and policy documents based on law, national statistics.	School year 2002-2003.
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 2002-2003.
Greece	<i>Teacher compensation:</i> Salary Reform Act 2470/1997. <i>Years to grow from minimum to maximum salary:</i> Nature of Law and policy documents (data on formal arrangements).	Fiscal Year 2002 (1 January to 31 December). School Year 2002-2003.
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.	2003.
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.	2002/2003
Ireland	Department of Education circulars.	2002/2003
Israel	Ministry of education. Data are based on formal arrangements	2002/2003
Italy	<i>Salaries:</i> C.C.N.L. Comparto Scuola 2002-2005. <i>Bonuses:</i> Teacher National Collective Contract 2002-2005, DPR 275/1999	2002/2003.
Japan		School year 2002-2003.
Korea	1) The presidential degree of public servant compensation and allowance, 2) the reference for compilation of the national budget.	2003
Luxembourg	<i>Salaries:</i> Ministry of Education, service du Personnel, Ministry of Education, service administratif	2002/2003
Mexico	Teacher salaries were calculated on information from the Secretariat of Public Education.	School year 2002-2003.
Netherlands	<i>Salaries:</i> Publicatie: Financiële arbeidsvoorwaarden per 1 augustus 2002 Ministerie van OCenW. <i>Bonuses:</i> Rechtspositiebesluit Onderwijs	1 January, 2003
Norway	Agreements between government and the Teachers' unions.	2002/2003
New Zealand	Relevant National Employment Agreements: Secondary Teachers Collective Employment Contract 2002; Primary Teachers Collective Employment Contract 2002.	2003
Poland	Law and regulations (after the last stage of teachers' salary reform)	School year 2002-2003

Portugal	<i>Salaries:</i> Office for Financial Management, Law/Policy document: Decreto-Lei n.º 312/99. <i>Additional bonuses:</i> 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 2002-2003.
Scotland	<i>Salaries:</i> The 2001 teachers agreement: ‘Teaching Profession for the 21 st Century’ <i>Bonuses:</i> Circulars issued by Scottish Negotiating Committee for Teachers	School year 2002-2003.
Slovak Republic	Decreets of the Slovak Government on salaries in budgetary and other institutions.	2002-2003.
Spain	Official Bulletins and salary tables provided by the Education Departments of the Autonomous Communities.	2002-2003
Sweden	<i>Salaries:</i> Data on actual teacher salaries are reported. The main source is the Register of Teachers managed by Statistics Sweden (SCB), combined with other data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual. Teachers on ISCED level 0 were not included in the register in 1999. Therefore the data on this level are not as reliable as for the other ISCED levels. <i>Bonuses:</i> Communications with Teachers’ unions and the Swedish Association of Local Authorities.	Salaries: 2003 Bonuses: 2002/2003
Switzerland	i) Lehrkräfte 1998/99, Bundesamt für Statistik, ii) LCH Dachverband Schweizer Lehrerinnen und Lehrer. <i>Nature of sources:</i> i) National statistics (data on populations), ii) law or policy documents (data on formal arrangements).	i) 1998-1999, ii) 2003.
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.	2002-2003 school year.
United States	1999-2000 Schools and Staffing Survey; Public school teacher questionnaire, National Education Association (NEA) Rankings and Estimates <i>Methodology:</i> Estimated salaries for 1999-2000 from the SASS were inflated by applying inflation factors for each year subsequent 2.9% for 2001-2002 and 2.8% for 2002-2003. Bonuses: 1999-2000 Schools and Staffing Survey; School District questionnaire	School year 2002-2003.

The data on decision making are taken from the 2003 OECD-INES survey on decision making in public, lower secondary education and refer to the school year 2003-2004. On teacher salary scales, the survey asked which level in the education system decides on the salary scales (excluding bonuses) of teaching staff and how autonomously these decisions are taken.

In addition, a more comprehensive analysis of decision making was published in indicator D6 of *Education at a Glance 2004*. Information on the underlying decision-making survey is available in *Education at a Glance 2004 Annex 3* (www.oecd.org/edu/eag2004) under the heading *Indicator D6 Locus of decision making at lower secondary levels*. The complete decision-making data are available under the heading *Underlying data on decision making for indicator D6*.

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: Compared to last years data the average working time at school shows a fall, because two States/Territories returned quite large falls in the working time at school.

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

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

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

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

Czech Republic: Teachers in pre-primary education teach 31 hours a week. In primary education, teachers teach 22 lessons (with the exception of teachers that teach in first class and who teach 20-22 lessons per week) In secondary education teachers teach 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.

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

England: Statutory working hours comprise 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: Teaching and working time have been agreed in the Collective agreement for teachers.

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: For teachers in primary and lower 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 supervisory duties in addition to teaching duties on a voluntary basis. They have also substituted for colleagues who are absent on a short-term basis. During part of the reference year there were widespread industrial relations issues on the questions of supervision and substitution for short absences. In early 2003 a settlement was reached by offering additional payments to teachers for doing this work, which was to continue on a voluntary basis. 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 upper secondary education different kinds of services exist with different organizations of teaching time and working time. The data refer to averages: teaching time per day varies from 4.0 – 6.5 hours with a mean of 4.9 and a standard deviation of 1.1; working time at school varies from 692 to 1600 hours per year with a mean of 971 and a standard deviation of 422.

Netherlands: School boards for secondary education have a large degree of autonomy on decision making, including on teaching time. An increasing number of secondary schools have introduced a maximum number of 750 clock hours per year for teaching. Almost all schools now have this maximum. This has been interpreted as 180 days a year with an average of 5 class sessions of 50 minutes each per day. This is less than before. The total working time is regulated on the national level.

Portugal: In upper secondary education, 12th grade students have less instruction weeks, due to national examinations. With the end of upper secondary education standardized tests, basic and secondary education teachers develop their instruction activities in the same number of weeks. Pre-school and first cycle teachers have a teaching load of 25 hours per week, while second cycle teachers have twelve 90 minute-sessions and upper secondary school teachers twenty 50 minutes sessions.

The calculation of the number of instruction days was based on the intended 174 days of instruction for pre-primary, primary and lower and upper secondary education and 165 days for upper secondary education 12th grade. In the least demanding upper secondary education programme, it is compulsory that teachers fulfil the statutory amount of time allocated to each subject, which requires 37 working weeks. The total working hours per annum was calculated on a basis of 218 working days, common for all education levels.

Scotland: The school is open for 39 working weeks per year, but each teacher undertakes 5 days of in-service training per year. A 35-hour working week for all teachers was introduced in August 2001, as set in the Teachers Agreement “A Teaching Profession for the 21st Century”. The agreement also set out a phased reduction in the maximum class contact time to 22.5 hours per week, 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: 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. There may be local agreements that differ from this, especially in "förskoleklassen", which is the last year of the pre-primary school. The usual agreement for "förskoleklassen" is the same as the agreement for primary schools.

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.

The school year in most school districts averages about 180 days per year. This works out to be 36 weeks per year, with 5 days school weeks. Most school districts are open for a longer period of time –

38 or 39 weeks with 10 or 15 days of official holidays. However the teaching year would still be 180 days per year on average.

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

Austria: 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.

The legally defined teaching time in primary education is 792 hours per year. It is not fully consistent with the number of days a teacher teaches per annum times the number of hours a teacher teaches per day which would lead to 791.2 hours.

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 (22.5 * 60 minutes) * (37 teaching weeks – 1.6 weeks of festivities = 35.4 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 – 1.4 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 – 1.4 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.

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

Finland: The number of hours a teacher teaches per annum is an average of the minimum and maximum amount and does not describe the real situation of all teachers. There is great variation between teachers according to the subject they are teaching. Teaching time in lower secondary education varies between 513 – 684 hours and in upper secondary education between 456 – 655,5 hours per annum.

France: Germany: Data are based on computation of weighed means

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

Iceland: There is a difference between the law which stipulates 170 teaching days and teachers' wage contracts which stipulate 180 days. The average is reported.

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

Japan: In the 1st and 2nd grade of primary education a teacher teaches 34 weeks per annum.

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

Statutory working time includes periods of school holidays/vacations.

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

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

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

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

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

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

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

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

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

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

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

Spain: Teachers of all levels are required to be at school for 30 hours per week from September 1st to June 30th (excluding the holiday periods and the days the schools are closed for festivities); in total, 38 weeks per year. Calculation of working time: 38 weeks * 37.5 hours per week = 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	Respective State and Territory education departments.	
Austria	Legal documents.	School year 2002-2003.
Belgium	Decrees and resolutions of the Flemish Community, Décret de la Communauté française du 13/08/98.	2002-2003.
Czech Republic	Nature of source: Government decree.	2002-2003.
Denmark	Kvalitet i uddannelsessystemet, Finansministeriet 1998.	1997
England	National pay agreements. No statutory regulation.	
Finland	Collective agreement for teachers (based on legislation).	School year 2002-2003.
France	Nature of the sources: Law and policy document based on law; national statistics.	School year 2002-2003.
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 2002-2003
Greece	Law and policy documents based on law, data on formal arrangements.	School year 2002-2003.
Hungary	Public Education Act 1993; The Amendment of the Public Education Act 1996., Act XXXIII of 1992 on Public Employees; The order of the school year 200//02, Act XXXIII. Of 12992 on Public Employees.	School year 2002-2003.

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: 2002/2003
Ireland	Official Circulars.	2003
Israel	Ministry of Education, data based on formal arrangements	School year 2002-2003
Italy	Teacher National Collective Contract.	School year 2002-2003.
Japan	Number of weeks a teachers teaches per annum: Shogakko-Gakushu-Shido-Yoryo (The Course of Study in Elementary Schools 2002), and Chugakko-Gakushu-Shido-Yoryo (The Course of Study in Lower Secondary Schools 2002), and Kotogakko-Gakushu-Shido-Yoryo (The Course of Study in Upper Secondary Schools 1989), Ministry of Education, Science, Sports and Culture. Civil servants' working time: Law concerning Working Hours, Leave of Absence, etc of Regular Service Employees	2002/2003
Korea	Ministry of Education & Human Resources Development Republic of Korea & Korean Educational Development Institute (2003). Statistical Yearbook of Education/Korean Educational Statistics Database System.	2003
Luxembourg	Horaires et Programmes, Ministry of Education	2002/2003
Mexico	Teaching time: Secretaría de Educación Pública, Calendario escolar 2002-2003, Agosto 2002, México.	School year 2001-2002.
Netherlands	CAO, decentralised per school board.	School year 2002-2003.
New Zealand	Education Act 1989, Secondary Teachers' Collective Agreement 2002, Primary Teachers' Collective Agreement 2002.	2003
Norway	Agreements between the Ministry of Education and the Teachers' Unions on working hours and teaching conditions.	2002/2003
Poland	Teaching and working time are based on law and regulations.	2002/2003 school year
Portugal	Law/Policy document: i) Decreto-Lei nº 139-A/90 and Decreto-Lei nº 1/98-Teachers' Career Statute; ii) Despacho nº 13781/2001 - Teachers'schedule (ISCED 1 grades 5 and 6, ISCED 2/3), 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 2002-2003.
Scotland	The 2001 Teachers Agreement "A Teaching Profession for the 21st Century".	School year 2002-2003.
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 2002-2003.
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 2002-2003.
Sweden	Collective agreement between the Swedish Association of Local Authorities and teachers' unions.	2002-2003
Turkey	Working Calendar for Formal and Non-Formal Educational Institutions, 2002; Regulations Related Secondary Education, 1983; Regulations Related Primary Education Institutions, 1992; Regulations Related Pre-Primary Education Institutions, 1999, The Law Numbered 657 of Public Staff, MNE Fundamental Principals Related to Salaried Teaching Hours of Teachers and Administrators.	School year 2002-2003.
United States	Schools and Staffing Survey 1999-2000.	1999-2000.

The data on decision making are taken from the 2003 OECD-INES survey on decision making in public, lower secondary education and refer to the school year 2003-2004. On teacher salary scales,

the survey asked which level in the education system decides on the salary scales (excluding bonuses) of teaching staff and how autonomously these decisions are taken.

In addition, a more comprehensive analysis of decision making was published in indicator D6 of *Education at a Glance 2004*. Information on the underlying decision-making survey is available in *Education at a Glance 2004 Annex 3* (www.oecd.org/edu/eag2004) under the heading *Indicator D6 Locus of decision making at lower secondary levels*. The complete decision-making data are available under the heading *Underlying data on decision making for indicator D6*.

INDICATOR D5: Public and private providers

■ General note

Classification

Educational institutions are classified as either public or private according to whether a public agency or a private entity has the ultimate power to make decisions concerning the institution's affairs. The extent to which an institution receives its funding from public or private sources does *not* determine the classification status of the institution. An institution is classified as **private** if it is controlled and managed by a non-governmental organisation (*e.g.* a Church, a Trade Union or a business enterprise), or if its Governing Board consists mostly of members not selected by a public agency. The terms “**government-dependent**” and “**independent**” refer only to the degree of a private institution's dependence on funding from government sources; they do not refer to the degree of government direction or regulation. A government-dependent private institution is one that receives more than 50 per cent of its core funding from government agencies. An independent private institution is one that receives less than 50 per cent of its core funding from government agencies.

Difference in the mathematics performance between public and private schools (Table D5.4)

Differences in the performance between public and private schools are taken from Table 5.19 of the PISA 2003 report *Learning for Tomorrow's World – First Results from PISA 2003*. The performance differences were tested for statistical significance. For this purpose, government-dependent and government-independent private schools were jointly considered. Positive differences represent higher scores for public schools while negative differences represent higher scores for private schools. Figures in bold in Table D5.4 indicate statistically significant different scores at the 95 per cent confidence level.

The ***index of economic, social and cultural status*** (Table D5.4) was created in PISA 2003 to capture wider aspects of a student's family and home background in addition to occupational status and is a variation of the index used in PISA 2000. It was derived from the following variables: i) the highest international socio-economic index of occupational status of the father or mother; ii) the highest level of education of the father or mother converted into years of schooling; and iii) the number of books at home as well as access to home educational and cultural resources, obtained by asking students whether they had at their home: a desk to study at, a room of their own, a quiet place to study, a computer they can use for school work, educational software, a link to the Internet, their own calculator, classic literature, books of poetry, works of art (*e.g.* paintings), books to help with their school work, and a dictionary. The rationale for the choice of these variables was that socio-economic status is usually seen as being determined by occupational status, education and wealth. As no direct measure on parental wealth was available from PISA, access to relevant household items was used as a proxy. The student scores on the index are factor scores derived from a Principal Component Analysis which are standardised to have an OECD mean of zero and a standard deviation of one.

- **Notes on specific countries**

Table D5.1 and D5.2

Turkey: Excludes open university faculties.

Table D5.3

See notes on Indicator D2.

INDICATOR D6: Institutional differentiation

- **General note**

The reported figures are taken from Figures 5.20a and 5.20b of the PISA 2003 report *Learning for Tomorrow's World – First Results from PISA 2003*. Figures on *first age of selection in the education system* are rounded to whole numbers in Table D6.1 but shown in decimal in Chart D6.1.

- **Notes on specific countries**

Interpretation

Canada: *first age of selection in the education system* - the figure of 16 in Table D6.1 is a revision of the figure which appeared in the PISA 2003 report *Learning for Tomorrow's World – First Results from PISA 2003*.

Ireland: *Number of school types or distinct educational programmes available to 15-year-olds.* In Ireland, 63.7% of 15-year olds are enrolled in the Junior Certificate programme (ISCED 2A), 18.5% in the regular Leaving Certificate programme or the Leaving Certificate Vocational programme (both categorised as ISCED 3A), 1.1% in the Leaving Certificate Applied programme (ISCED 3C), and 17.8% in Transition Year programme (an optional Grade 10 programme) (ISCED 3C). Most Transition Year students subsequently move on to an ISCED 3A programme when they reach Grade 11. All schools offer the Junior Certificate programme and the Regular Leaving Certificate programme, while the Transition Year Programme and the Leaving Certificate Vocational and Applied programmes are available in many of the same schools.

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

■ **General note**

Data on age and gender derive from the UOE Questionnaire 2004, reference year 2002/2003. Characteristics are measured as the percentage of teachers in each of the five age groups, by level of education. Data for 1998 included in Table D7.3 derive from the UOE Questionnaire 2001 and refer to the school year 1997/1998. **This indicator is only available from the website www.oecd.org/edu/eag2005 and was not published in the printed book**

■ **Notes on specific countries**

See notes on indicator D2.