

GLOSSARY

Adjustments to base salary (or additional bonuses to base salary): Additional bonuses to base salary refer to additional payments that teachers may acquire in addition to the amount received on the basis of educational qualification and experience (salary scale). These bonuses may be awarded for teaching in remote areas, for participating in school improvement projects or special activities, for teachers with management responsibilities in addition to teaching duties or for excellence in teaching performance. See also *Teacher's salaries*.

Advanced Research Qualifications (ISCED 6): Advanced Research Qualifications refer to tertiary programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is three years in full-time in most countries (for a cumulative total of at least seven years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. The programmes are devoted to advanced study and original research. See also *International Standard Classification of Education (ISCED)*.

Age: See *Theoretical age, Typical age, Ending age, Graduation age* and *Starting age*.

Ancillary services: See *Expenditure on ancillary services*.

Capital expenditure: Capital expenditure represents the value of educational capital acquired or created during the year in question, – that is, the amount of capital formation – regardless of whether the capital outlay was financed from current revenue or by borrowing. Capital expenditure includes outlays on construction, renovation, and major repair of buildings and expenditure on new or replacement equipment. Although capital investment requires a large initial expenditure, the plant and facilities have a lifetime that extends over many years.

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

Combined school and work-based programmes: In combined school and work-based programmes, instruction is shared between school and the workplace, although instruction may take place primarily in the workplace. Programmes are classified as combined school and work-based if less than 75 per cent of the curriculum is presented in the school environment or through distance education. Programmes that are more than 90 per cent work-based are excluded. Work-study programmes are combinations of work and education in which periods of both form part of an integrated, formal education or training activity. Examples of such programmes include the ‘dual system’ in Germany; ‘apprentissage’ or ‘formation en alternance’ in France and Belgium; internship or co-operative education in Canada; apprenticeship in Ireland; and “youth training” in the United Kingdom. See also *General programmes, Programme orientation, School-based programmes* and *Vocational programmes*.

Comprehensive private internal rate of return: See *Private internal rate of return*.

Compulsory core curriculum: Compulsory core curriculum is the minimum required time devoted to core subjects and study areas within the compulsory curriculum (subjects and study areas that are common to all students). See also *Compulsory curriculum, Compulsory flexible curriculum, Intended instruction time* and *Non-compulsory curriculum*.

Compulsory curriculum: Compulsory curriculum refers to the amount and allocation of instruction time that has to be provided in almost every school and must be attended by almost all students. It includes compulsory core curriculum and compulsory flexible curriculum. See also *Compulsory core curriculum, Compulsory flexible curriculum, Intended instruction time* and *Non-compulsory curriculum*.

Compulsory education: The legal age from which children are no longer compelled to attend school (e.g., 15th birthday). The ending age of compulsory schooling is thus different from the ending age of an educational programme.

Compulsory flexible curriculum: Compulsory flexible curriculum refers to the part of the compulsory curriculum in which there is flexibility or choice for schools or students (in time spent on a subject or choice of subject areas). For example, a school may choose to offer more classes than the minimum in science and only the minimum required number of classes in art within the compulsory time frame. See also *Compulsory core curriculum*, *Compulsory curriculum*, *Intended instruction time* and *Non-compulsory curriculum*.

Continuing education and training: For the purpose of these indicators, continuing education and training for adults is defined as all kinds of general and job-related education and training that is organised, financed or sponsored by authorities, provided by employers or self-financed. See *Job-related continuing education and training*.

Core services: See *Expenditure on educational core services*.

Country of origin: Country of origin is the country of citizenship.

Current expenditure: Current expenditure is expenditure on goods and services consumed within the current year, which needs to be made recurrently to sustain the production of educational services. Minor expenditure on items of equipment, below a certain cost threshold, is also reported as current spending. Current expenditure includes final consumption expenditure, property income paid, subsidies and other current transfers (e.g., social security, social assistance, pensions and other welfare benefits). See also *Final consumption expenditure*, *Property income paid*, and *Other current transfers*.

Direct expenditure on educational institutions: Direct expenditure on educational institutions are purchases by a government agency of educational resources to be used by educational institutions (e.g., direct payments of teachers' salaries by a central or regional education ministry, direct payments by a municipality to building contractors for the construction of school buildings, and procurement of textbooks by a central or regional authority for subsequent distribution to local authorities or schools) and payments by a government agency to educational institutions that have the responsibility for purchasing educational resources themselves (e.g., a government appropriation or block grant to a university, which the university then uses to pay staff salaries and to buy other resources; government allocations of funds to fiscally autonomous public schools; government subsidies to private schools; and government payments under contract to private companies conducting educational research). Direct expenditure by a government agency does not include expenditure on servicing debt and tuition payments received from students (or their families) enrolled in public schools under that agency's jurisdiction, even if the tuition payments flow, in the first instance, to the government agency rather than to the institution in question. See also *Instructional educational institutions* and *Non-instructional educational institutions*.

Dropout rate: Dropout rate is defined as the proportion of students who leave the specified level in the educational system without obtaining a first qualification. See also *Survival rates*.

Duration of programme: Programme duration refers to the standard number of years in which a student can complete the education programme.

Earnings: Earnings are annual money earnings as direct payment for labour services provided, before taxes. Income from other sources, such as government social transfers, investment income, net increase in the value of an owner operated business and any other income not directly related to work are not to be included. See also *Relative earnings*.

Education: the basic underlying definition of "education" used in the collection of OECD international education statistics is derived from the ISCED-97. ISCED defines education as organised and sustained communication designed to bring about learning, where "communication" involves the transfer of information (messages, ideas, knowledge, strategies, etc.) between two or more persons. "Organised" communication is that which is planned in a pattern or sequence, with established aims or curricula. It should involve an educational agency that organises the learning situation and/or teachers who are employed (including unpaid volunteers) to consciously organise the communication. "Sustained"

communication is that which has the elements of duration and continuity as part of the learning experience. "Learning" is taken as any change in behaviour, information, knowledge, understanding, attitudes, skills, or capabilities which can be retained and cannot be ascribed to physical growth or to the development of inherited behaviour patterns. Persons in education may be in initial education or in continuing education.

Educational attainment: Educational attainment is expressed by the highest completed level of education, defined according to the International Standard Classification of Education (ISCED).

Educational institution: An educational institution is an entity that provides instructional services to individuals or education-related services to individuals and other educational institutions. See *Private institution* and *Public institution*.

Educational personnel: The classification is based on primary or major functions and organises staff into four main functional categories. The classification is: i) Instructional personnel; ii) Professional support for students; iii) Management/Quality control/Administration; and iv) Maintenance and operations personnel. Teaching staff (teachers) and teachers' aides make up the category instructional personnel. For the purposes of the ratio of students to teaching staff, only teaching staff is taken into account. See also *Full-time teacher*, *Full-time equivalent teacher*, *Instructional personnel*, *Maintenance and operations personnel*, *Management/Quality control/Administration*, *Part-time teacher*, *Professional support for students*, *Ratio of students to teaching staff*, *Teaching staff* and *Teaching time*.

Education expectancy: School expectancy is the average duration of formal education in which a five-year-old child can expect to enrol over his or her lifetime. It is calculated by adding the net enrolment rates for each single year of age from the age of five onwards. See also *Enrolment rate*.

Employed: The employed, which is defined according to the guidelines of the International Labour Office (ILO), are those aged 15 or older who during the survey reference week: work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour or; have a job but are temporarily not at work (through injury, illness, holiday or vacation, strike or lock-out, educational or training leave, maternity or parental leave, etc.) and have a formal attachment to their job. See also *Labour force*, *Participation rate*, *Unemployed*, *Unemployment rate* and *Work status*.

Employment rate (or employment ratio): Employment rate is calculated by dividing the number of employed persons in the population, as defined according to the guidelines of the International Labour Office (ILO), by the total number of persons in the population (persons employed, unemployed and not in the labour force).

Ending age: The ending age should be the age at the beginning of the last school/academic year of the corresponding level and programme. See also *Theoretical age*, *Typical age*, *Graduation age* and *Starting age*.

Enrolment rate: Enrolment rates are expressed as net enrolment rates, which are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the number of people in the population in that age group.

Entry rates: Entry rates are expressed as net entry rates, which represent the proportion of people of a synthetic age-cohort who enter the tertiary level of education, irrespective of changes in the population sizes and of differences between OECD countries in the typical starting age of tertiary education. The net entry rate of a specific age is obtained by dividing the number of first-time entrants to each type of tertiary education of that age by the total population in the corresponding age group (multiplied by 100). The sum of net entry rates is calculated by adding the net entry rates for each single year of age. See also *New entrants*.

Expected years of schooling: See *School expectancy*.

Expenditure on ancillary services: Ancillary services are services provided by educational institutions that are peripheral to the main educational mission. The two main components of ancillary services are student welfare services and services for the general public. At ISCED levels 0-3, student welfare services include such things as meals, school health services, and transportation to and from school. At the tertiary level, they include halls of residence (dormitories), dining halls, and health care. Services for the general

public include such things as museums, radio and television broadcasting, sports, and recreational or cultural programmes. Day or evening childcare provided by pre-primary and primary institutions is not included as an ancillary service. Entities providing ancillary services cover separate organisations that provide such education-related services as vocational and psychological counselling, placement, transportation of students, and student meals and housing. See also *Expenditure on educational core services* and *Expenditure on Research and Development (R&D)*.

Expenditure on educational core services: Expenditure on educational core services includes all expenditure that is directly related to instruction and education. This should cover all expenditure on teachers, school buildings, teaching materials, books, tuition outside schools, and administration of schools. See also *Expenditure on ancillary services* and *Expenditure on Research and Development (R&D)*.

Expenditure on educational institutions: Expenditure on educational institutions includes expenditure on instructional educational institutions as well as expenditure on non-instructional educational institutions. See also *Direct expenditure on educational institutions*, *Instructional educational institutions* and *Non-instructional educational institutions*.

Expenditure on non-instruction: Expenditure on non-instruction is all expenditure broadly related to student living costs.

Expenditure on Research and Development (R&D): Expenditure on Research and Development (R&D) refers to all expenditure on research performed at universities and at other institutions of tertiary education, regardless of whether the research is funded from general institutional funds or through separate grants or contracts from public or private sponsors. This includes all research institutes and experimental stations operating under the direct control of, or administered by, or associated with, higher education institutions. See also *Expenditure on ancillary services* and *Expenditure on educational core services*.

Expenditure outside educational institutions: Expenditure outside educational institutions is expenditure on educational services purchased outside institutions, e.g., books, computers, external tuition, etc. It also deals with student living costs and costs of student transport not provided by institutions.

Expenditure over the average duration of tertiary studies: Expected expenditure over the average duration of tertiary studies is calculated by multiplying current annual expenditure by the typical duration of tertiary studies.

Expenditure on education per student: Expenditure on education per student at a particular level of education is calculated by dividing the total expenditure on educational institutions at that level by the corresponding full-time equivalent enrolment. Only those educational institutions and programmes for which both enrolment and expenditure data are available are taken into account.

Field of education (training): Field of education, as defined in International Standard Classification of Education (ISCED), is as the subject matter taught in an education programme. For details and implementation, see the Fields of Education and Training - Manual (EUROSTAT, 1999).

Final consumption expenditure: Final consumption expenditure of government services is the value of goods and services produced for their own use on current account, i.e., the value of their gross output less the value of their commodity and non-commodity sales and the value of their own-account capital formation which is not segregated as an industry. The value of their gross output is equal to the sum of the value of their intermediate consumption of goods and services (including indirect taxes paid), compensation of employees, and consumption of fixed capital (i.e., its depreciation due to normal wear and tear and to foreseen obsolescence). See also *Current expenditure*, *Property income paid*, and *Other current transfers*. For more information see the 2004 edition of the National Accounts of the OECD countries.

Financial aid to students: Financial aid to students comprises: i) Government scholarships and other government grants to students or households. These include, in addition to scholarships and similar grants (fellowships, awards, bursaries, etc.), the following items: the value of special subsidies provided to students, either in cash or in kind, such as free or reduced-price travel on public transport systems; and

family allowances or child allowances that are contingent on student status. Any benefits provided to students or households in the form of tax reductions, tax subsidies, or other special tax provisions are not included; ii) Student loans, which are reported on a gross basis, that is, without subtracting or netting out repayments or interest payments from the borrowers (students or households).

Fiscal internal rate of return: The rate of return represents a measure of the returns obtained, over time, relative to the costs of the initial investment in education. More specifically, the fiscal internal rate of return is equal to the discount rate that equalises the costs of education to the benefits of education for the public sector. For the public sector, the costs of education include public direct and indirect expenditures on education, as well as lost income tax revenues on students' foregone earnings. The benefits, for the public sector, include increased revenues from income taxes on higher wages. In practice, the achievement of higher levels of education will give rise to a complex set of fiscal effects on the benefit side, beyond the effects of wage-based revenue growth. For instance, better educated individuals generally experience superior health status, lowering public outlays on the provision of health care. See also *Private internal rate of return* and *Social internal rate of return*.

Foreign students: Foreign students are students who do not hold the citizenship of the country for which the data are collected. While pragmatic and operational, this classification may give rise to inconsistencies resulting from national policies regarding naturalisation of immigrants, combined with the inability of several countries to report separately foreign students net of those holding permanent residence permits. As a result, countries where naturalisation of immigrants is stringent and identification of non-resident foreign students impossible over-estimate the size of the foreign student body, compared to countries granting citizenship to their immigrants more easily.

Formal education: Formal education is defined as education provided in the system of schools, colleges, universities and other formal educational institutions and that normally constitutes a continuous ladder of full-time education for children and young people, generally beginning at age 5 to 7 and continuing up to 20 or 25 years old or above. In some countries, the upper parts of this ladder consist of organised programmes of joint part-time employment and part-time participation in the regular school and university system: such programmes have come to be known as the "dual system", or other equivalent terms, in these countries. See also *Non-formal education* and *Informal education*.

Full-time equivalent student: A full-time equivalent (FTE) measure attempts to standardise a student's actual course load against the normal course load. Calculating the full-time/part-time status requires information on the time periods for actual and normal course loads. Where data and norms on individual participation are available, FTE is measured as the share of the actual study load in the normal study load multiplied by the share of the actual duration of study in the normal duration of the school/academic year. [FTE = (actual course load/normal course load) * (actual duration of study during reference period/normal duration of study during reference period).]

When actual course load information is not available, a full-time student is considered equal to one FTE. See also *Full-time student*, *Mode of study*, *Part-time student*, *Student* and *Study load*.

Full-time equivalent teacher: A full-time equivalent (FTE) attempts to standardise a full-time teacher's teaching load against that of a part-time teacher. The basis for the calculation is the "statutory working hours" and not the "total or actual working hours" or "total or actual teaching hours". The full-time equivalence of part-time educational personnel is then determined by calculating the ratio of hours worked by part-time personnel over the statutory hours worked by a full-time employee during the school year. See also *Educational personnel*, *Full-time teacher*, *Instructional personnel*, *Part-time teacher*, *Ratio of students to teaching staff*, *Teaching staff*, *Working time* and *Teaching time*.

Full-time student: Students enrolled in primary and secondary level educational programmes are considered to participate full-time if they attend school for at least 75 per cent of the school day or week (as locally defined) and would normally be expected to be in the programme for the entire academic year. This includes the work-based component in combined school and work-based programmes. At the tertiary level, an individual is considered full-time if he or she is taking a course load or educational programme considered requiring at least 75 per cent of a full-time commitment of time and resources. Additionally, it is expected that the student will remain in the programme for the entire year. See also *Full-time equivalent student*, *Mode of study*, *Part-time student*, *Student* and *Study load*.

Full-time teacher: A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete school year is classified as a full-time teacher. See also *Educational personnel, Full-time equivalent teacher, Instructional personnel, Part-time teacher, Ratio of students to teaching staff* and *Teaching staff and Working time*.

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

General programmes: General programmes are programmes that are not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational or technical education programmes. Less than 25 per cent of the programme content is classified as vocational or technical. See also *Pre-vocational programmes, Programme orientation, Upper secondary education (ISCED 3)* and *Vocational programmes*.

Government-dependent private institution: A government-dependent private institution is an institution that receives more than 50 per cent of its core funding from government agencies or one whose teaching personnel are paid by a government agency. The term “government dependent” refers only to the degree of a private institution’s dependence on funding from government sources; it does not refer to the degree of government direction or regulation. See also *Educational institution, Independent private institution, Private institution* and *Public institution*.

Graduates: Graduates are those students who were enrolled in the final year of a level of education (e.g., upper secondary education) and who completed it successfully during the reference year, regardless of their age. However, there are exceptions (especially in tertiary education) where graduation can also be recognised by the awarding of a certificate without the requirement that the participants are enrolled. See also *Graduation/Successful completion, Gross graduation rates, Net graduation rates* and *Unduplicated total count of graduates*.

Graduation age: The graduation age should be the age at the end of the last school/academic year of the corresponding level and programme when the degree is obtained. Note that at some levels of education the term “graduation age” may not translate literally and would be equivalent to a “completion age”; it is used here purely as a convention. See also *Theoretical age, Typical age, Ending age* and *Starting age*.

Graduation/Successful completion: Successful completion is defined by each country. In some countries, completion is defined in terms of passing an examination or a series of examinations. In other countries, completion occurs after a requisite number of course hours have been accumulated (although completion of some or all of the course hours may also involve examinations). Successful completion should involve the demonstration by student of the expected skills and knowledge of someone at the level of education of the programme completed. In all cases, a successful outcome should result in certification which is recognised within the educational system and the labour market. See also *Graduates, Gross graduation rates, Net graduation rates* and *Unduplicated total count of graduates*.

Graduation/successful completion of upper secondary education: Successful completion of upper secondary education means the achievement of upper secondary programs type A, B or C of a similar length; completion of type C programs (Labour market destination) of significantly shorter duration is not classified as upper secondary attainment.

Graduation rate: See *Gross graduation rates* and *Net graduation rates*.

Gross Domestic Product (GDP): Gross Domestic Product (GDP) refers to the producers’ value of the gross outputs of resident producers, including distributive trades and transport, less the value of purchasers’ intermediate consumption plus import duties. GDP is expressed in local money (in millions). For countries which provide this information for a reference year that is different to the calendar year (e.g., Australia and New Zealand), adjustments are made by linearly weighting GDP between two adjacent national reference years to match the calendar year. Data for GDP are provided in Annex 2. For more information see the 2004 edition of the National Accounts of the OECD countries.

Gross graduation rates: Gross graduation rates refer to the total number of graduates (the graduates themselves may be of any age) at the specified level of education divided by the population at the typical graduation age from the specified level. In many countries, defining a typical age of graduation is difficult, however, because graduates are dispersed over a wide range of ages. See also *Graduates*, *Graduation/Successful completion*, *Net graduation rates* and *Unduplicated total count of graduates*.

Head count: This refers to the method of data collection: the number of individuals is counted, regardless of the intensity of participation/length of their programme. See also *Full-time student*, *Part-time student*, *Full-time teacher* and *Part-time teacher*.

Human capital: Human capital is productive wealth embodied in labour, skills and knowledge.

Inactivity rate: The inactivity rate is the proportion of the population that is not in the labour force. When added together, the inactivity rate and the labour force participation rate will total 100%. See also *Labour force participation rate*.

Independent private institution: An independent private institution is an institution that receives less than 50 per cent of its core funding from government agencies and whose teaching personnel are not paid by a government agency. The term “independent” refers only to the degree of a private institution’s dependence on funding from government sources; it does not refer to the degree of government direction or regulation. See also *Educational institution*, *Government-dependent private institution*, *Private institution* and *Public institution*.

Informal education: Informal education is education that is not organised. Informal learning can be either intentional (e.g. participation in short lectures or reading books or journals) or unintentional (occurring by chance or as a by-product of everyday activities). See also *Formal education* and *Non-formal education*.

Instruction time: See *Intended instruction time*.

Instructional educational institutions: Instructional educational institutions are educational institutions that directly provide instructional programmes (i.e., teaching) to individuals in an organised group setting or through distance education. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a “one-to-one” basis are not included. See also *Expenditure on educational institutions* and *Non-instructional educational institutions*.

Instructional personnel: Instructional Personnel comprises two sub-categories: Teaching staff, that is to say Classroom teachers at ISCED 0-4 and academic staff at ISCED 5-6; and teacher aides at ISCED 0-4 and teaching / research assistants at ISCED 5-6. See also *Educational personnel*, *Maintenance and operations personnel*, *Management/Quality control/Administration*, *Professional support for students*, *Ratio of students to teaching staff*, *Teaching staff* and *Teaching time*.

Intended instruction time: Intended instruction time refers to the number of hours per year for which students ought to receive instruction in both the compulsory and non-compulsory parts of the curriculum. For countries that have no formal policy on instruction time, the number of hours was estimated from survey data. Hours lost when schools are closed for festivities and celebrations, such as national holidays, are excluded. Intended instruction time does not include non-compulsory time outside the school day. It does not include homework, individual tutoring or private study taken before or after school. See also *Compulsory core curriculum*, *Compulsory curriculum*, *Compulsory flexible curriculum* and *Non-compulsory curriculum*.

International Standard Classification of Education (ISCED): The International Standard Classification of Education (ISCED-97) is used to define the levels and fields of education used in this publication. For details on ISCED 1997 and how it is nationally implemented see *Classifying Educational Programmes: Manual For ISCED-97 Implementation in OECD Countries* (Paris, 1999). See also *Pre-primary education (ISCED 0)*, *Primary education (ISCED 1)*, *Lower secondary education (ISCED 2)*, *Upper secondary education (ISCED 3)*, *Post-secondary non-tertiary level of education (ISCED 4)*, *Tertiary-type A education (ISCED 5A)*, *Tertiary-type B education (ISCED 5B)* and *Advanced Research Qualifications (ISCED 6)*.

Job-related continuing education and training: Job-related continuing education and training refers to all organised, systematic education and training activities in which people take part in order to obtain

knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve job and/or career opportunities in a current or another field and generally to improve their opportunities for advancement and promotion.

Labour force: The total labour force or currently active population, which is defined according to the guidelines of the International Labour Office (ILO), comprises all persons who fulfil the requirements for inclusion among the employed or the unemployed as defined in OECD Labour Force Statistics. See also *Work status*.

Labour Force participation rate: The labour force participation rate, which is defined according to the guidelines of the International Labour Office (ILO), refers to the percentage of individuals in the population of the same age group who are either employed or unemployed. See also *Employed, Labour force, Unemployed* and *Unemployment rate*.

Labour productivity: GDP divided by the numbers in employment.

Level of education: See *International Standard Classification of Education*.

Lower secondary education (ISCED 2): Lower secondary education (ISCED 2) generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation. Lower secondary education may either be “terminal” (i.e., preparing students for entry directly into working life) and/or “preparatory” (i.e., preparing students for upper secondary education). This level usually consists of two to six years of schooling (the mode of OECD countries is three years). See also *International Standard Classification of Education (ISCED)*.

Maintenance and operations personnel: Maintenance and operations personnel refers to personnel who support the maintenance and operation of schools, school security and ancillary services, such as the transportation of students to and from school and food services operations. This category includes the following types of personnel: masons, carpenters, electricians, locksmiths, maintenance repairers, painters and paperhangers, plasterers, plumbers, and vehicle mechanics. It also includes bus drivers and other vehicle operators, construction workers, gardeners and groundskeepers, bus monitors and crossing guards, cooks/food carers, custodians, food servers, dormitory supervisors, and security guards. See also *Educational personnel, Instructional personnel, Management/Quality control/Administration, Professional support for students, Ratio of students to teaching staff* and *Teaching staff*.

Management/Quality control/Administration personnel: Management/Quality control/Administration personnel comprises four categories: School Level Management, Higher Level Management, School Level Administrative Personnel and Higher Level Administrative Personnel at all ISCED levels. See also *Educational personnel, Instructional personnel, Maintenance and operations personnel, Professional support for students, Ratio of students to teaching staff* and *Teaching staff*.

Mathematical literacy: Mathematical literacy is defined in PISA as the capacity to identify, understand and engage in mathematics, and to make well-founded judgements about the role that mathematics plays in an individual’s current and future private life, occupational life, social life with peers and relatives, and life as a constructive, concerned and reflective citizen. See also *Reading literacy* and *Scientific literacy*.

Mode of study: Mode of study refers to the study load of the student, whether full-time or part-time. See also *Full-time student, Full-time equivalent student, Part-time student, Student* and *Study load*.

Net contact time of teaching: See *Teaching time*.

Net graduation rates: Net graduation rate measures the percentage of persons within a virtual age cohort who obtain a qualification from a given level of education, thus being unaffected by changes in population size or typical graduation age. The net graduation rate is calculated by dividing the number of graduates at each single year of age, by the population at that age, and summing these over all the ages. See also *Graduates, Graduation/Successful completion, Gross graduation rates* and *Unduplicated total count of graduates*.

New entrants: New entrants to a level of education are students who, during the course of the current reporting period, are entering for the first time any programme leading to a recognised qualification at this

level of education, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme. See also *Entry rates*.

Non-compulsory curriculum: The non-compulsory curriculum is defined as the average instruction time students are entitled to above the compulsory hours of instruction. The subjects covered by the non-compulsory curriculum often vary from school to school or from region to region and may take the form of "non-compulsory elective subjects". See also *Compulsory core curriculum*, *Compulsory curriculum*, *Compulsory flexible curriculum* and *Intended instruction time*.

Non-formal education: Non-formal education is defined as any organised and sustained educational activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills and general culture. Non-formal education programmes do not necessarily follow the ladder system, and may have a differing duration. See also *Formal education* and *Informal education*.

Non-instructional educational institutions: Non-instructional educational institutions are educational institutions that provide educational related- administrative, advisory or professional services to other educational institutions, although they do not enrol students themselves. Examples include national, state, and provincial ministries or departments of education; other bodies that administer education at various levels of government or analogous bodies in the private sector; and organisations that provide such education-related services as vocational or psychological counselling, placement, testing, financial aid to students, curriculum development, educational research, building operations and maintenance services, transportation of students, and student meals and housing. See also *Expenditure on educational institutions* and *Instructional educational institutions*.

Non-native students: "Non-native" students are those students who reported in PISA that they were born outside the country of assessment and whose parents were also born in another country. See also *Native students* and *First-generation students*.

Non-salary compensation: Non-salary compensation includes expenditure by employers or public authorities on employee benefits other than pensions. These benefits may include such things as health care or health insurance, unemployment compensation, disability insurance, other forms of social insurance, non-cash supplements (e.g., free or subsidised housing), maternity benefits, free or subsidised child care, and such other fringe benefits as each country may provide. This expenditure does not include contributions made by the employees themselves, or deducted from their gross salaries. See also *Salaries* and *Staff compensation*.

Non-teaching staff: Staff in educational institutions other than instructional personnel.

Other current transfers: Other current transfers paid are net casualty insurance premiums, social security benefits, social assistance grants, unfunded employee pension and welfare benefits (paid directly to former or present employees without having special funds, reserves or insurance for this purpose), current transfers to private non-profit institutions serving households and current transfers to the rest of the world. See also *Current expenditure*, *Final consumption expenditure* and *Property income paid*. For more information see the 2004 edition of the National Accounts of the OECD countries.

Part-time student: Students enrolled in primary and secondary-level educational programmes are considered to participate part-time if they attend school for less than 75 per cent of the school day or week (as locally defined) and would normally be expected to be in the programme for the entire academic year. At the tertiary level, an individual is considered part-time if he or she is taking a course load or educational programme that requires less than 75 per cent of a full-time commitment of time and resources. See also *Full-time equivalent student*, *Full-time student*, *Mode of study*, *Student* and *Study load*.

Part-time teacher: A teacher employed for less than 90 per cent of the normal or statutory number of hours of work for a full-time teacher over a complete school year is classified as a part-time teacher. See also *Educational personnel*, *Full-time equivalent teacher*, *Full-time teacher*, *Instructional personnel*, *Ratio of students to teaching staff* and *Teaching staff*, *Teaching time* and *Working time*.

PIRLS: Progress in Reading Literacy Study that was undertaken by the International Association for the Evaluation of Educational Achievement (IEA) during 2001 focussing on the acquisition of reading literacy of 4th grade students.

PIRLS target population: The PIRLS target population was students in the upper of the two adjacent grades that contained the largest proportion of 9 year-old students at the time of testing. Beyond the age criterion embedded in the definition, the target population should represent that point in the curriculum where students have essentially finished learning the basic reading skills and will focus more on “reading to learn” in the subsequent grades. Thus the PIRLS target grade was expected to be 4th grade.

PISA or Programme for International Student Assessment: The Programme for International Student Assessment is an international study conducted by the OECD which measures how well young adults, at age 15 and therefore approaching the end of compulsory schooling, are prepared to meet the challenges of today's knowledge societies.

PISA index of economic, social and cultural status: This index 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 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.

PISA index of instrumental motivation: PISA index of instrumental motivation was derived from the frequency with which students study for the following reasons: to increase my job opportunities; to ensure that my future will financially secure; and, to get a good job. A four-point scale with the response categories ‘never’, ‘some’, ‘often’ and ‘always’ was used.

PISA population: The PISA population refer to 15-year-old students, or students who were from 15 years and 3 (completed) months to 16 years and 2 (completed) months at the beginning of the testing period, and who were enrolled in an educational institution, regardless of the grade level or type of institution in which they were enrolled and of whether they participated in school full-time or part-time. See also *Population*.

Population: Other than those indicators that are derived from labour force surveys, the population data that are used in the calculation of the graduation, entry and enrolment rates refer to all nationals present in or temporarily absent from the country and aliens permanently settled in the country. For further details, see OECD Labour Force Statistics. See also *PISA population*.

Post-secondary non-tertiary level of education (ISCED 4): Post-secondary non-tertiary education straddles the boundary between upper secondary and post-secondary education from an international point of view, even though it might clearly be considered upper secondary or post-secondary programmes in a national context. Although their content may not be significantly more advanced than upper secondary programmes, they serve to broaden the knowledge of participants who have already gained an upper secondary qualification. The students tend to be older than those enrolled at the upper secondary level. See also *International Standard Classification of Education (ISCED)*.

Pre-primary education (ISCED 0): Pre-primary education (ISCED 0) is defined as the initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere. ISCED level 0 programmes should be centre or school-based, be designed to meet the educational and developmental needs of children at least three years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for the children. See also *International Standard Classification of Education (ISCED)*.

Pre-vocational programmes: Pre-vocational education is mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical programmes. Successful

completion of such programmes does not lead to a labour-market relevant vocational or technical qualification. See also General programmes, Programme orientation, *Upper secondary education (ISCED 3)* and *Vocational programmes*.

Primary education (ISCED 1): Primary education (ISCED 1) usually begins at ages five, six or seven and lasts for four to six years (the mode of the OECD countries being six years). Programmes at the primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary programme before entering primary education. The boundary between pre-primary and primary education is typically the beginning of systematic studies characteristic of primary education, e.g., reading, writing and mathematics. It is common, however, for children to begin learning basic literacy and numeracy skills at the pre-primary level. See also *International Standard Classification of Education (ISCED)*.

Private expenditure: Private expenditure refers to expenditure funded by private sources, i.e., households and other private entities. "Households" means students and their families. "Other private entities" include private business firms and non-profit organisations, including religious organisations, charitable organisations, and business and labour associations. Private expenditure comprises school fees; materials such as textbooks and teaching equipment; transport to school (if organised by the school); meals (if provided by the school); boarding fees; and expenditure by employers on initial vocational training. Note that private educational institutions are considered service providers, not funding sources.

Private institution: An institution is classified as private if it is controlled and managed by a non-governmental organisation (e.g., a Church, Trade Union or business enterprise), or if its Governing Board consists mostly of members not selected by a public agency. See also *Educational institution*, *Government-dependent private institution*, *Independent private institution* and *Public institution*.

Private internal rate of return: The rate of return represents a measure of the returns obtained, over time, relative to the costs of the initial investment in education. More specifically, the private internal rate of return is equal to the discount rate that equalises the costs of education during the period of study to the gains from education thereafter. In its most comprehensive form, the costs equal tuition fees, foregone earnings net of taxes adjusted for the probability of being in employment minus the resources made available to students in the form of grants and loans. See also *Social internal rate of return* and *Fiscal internal rate of return*.

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

Professional support for students: Professional support for students comprises pedagogical support at ISCED 0-4 and academic support at ISCED 5-6; and health and social support at ISCED 0-6 (such as guidance counsellors, librarians, doctors, dentists, nurses, psychiatrists and psychologists and other staff with similar responsibilities). See also *Educational personnel*, *Instructional personnel*, *Maintenance and operations personnel*, *Management/Quality control/Administration*, *Ratio of students to teaching staff* and *Teaching staff*.

Programme destination: Programme destination, which is defined according to International Standard Classification of Education (ISCED), refers to the destination for which programmes have been designed to prepare students, such as the next level of education, the labour market or other programmes at the same or other levels of education.

- A programmes are designed to prepare students for direct access to the next level of education;
- B programmes are designed to prepare students for access to certain types of but not all programmes at the next level of education; and
- C programmes are designed to prepare students for direct access to the labour market or other programmes at the same level of education."

Programme duration: See *Duration of programme*.

Programme orientation: Programme orientation, which is defined according to International Standard Classification of Education (ISCED), refers to the degree to which a programme is specifically oriented towards a certain class of occupations or trades and leads to a labour-market relevant qualification. The orientation distinguishes *General programmes*, *Pre-vocational programmes* and *Vocational programmes*. See also *General programmes*, *Pre-vocational programmes* and *Vocational programmes*.

Property income paid: Property income paid is defined as interest, net land rent and royalties paid. See also Current expenditure, Final consumption expenditure and Other current transfers. For more information see the 2004 edition of the National Accounts of the OECD countries.

Public expenditure: Public expenditure refers to spending of public authorities at all levels. Expenditure that is not directly related to education (e.g., culture, sports, youth activities, etc.) is, in principle, not included unless the activities are provided as ancillary services by educational institutions. Expenditure on education by other ministries or equivalent institutions, for example Health and Agriculture, is included.

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

Public subsidies to households: Public subsidies to households include the following categories: i) grants/scholarships; ii) public student loans; iii) family or child allowances contingent on student status; iv) public subsidies in cash or kind specifically for housing, transportation, medical expenses, books and supplies, social, recreational and other purposes; and v) interest-related subsidies for private loans. Expenditure on student loans is reported on a gross basis, that is, without subtracting or netting out repayments or interest payments from the borrowers (students or households). This is because the gross amount of loans including scholarships and grants provide an appropriate measure of the financial aid to current participants in education.

Purchasing Power Parities (PPP): Purchasing Power Parities (PPP) are the currency exchange rates that equalise the purchasing power of different currencies. This means that a given sum of money, when converted into different currencies at the PPP rates, will buy the same basket of goods and services in all countries. In other words, PPPs are the rates of currency conversion, which eliminate the differences in price levels among countries. Thus, when expenditure on GDP for different countries is converted into a common currency by means of PPPs, it is, in effect, expressed at the same set of international prices so that comparisons between countries reflect only differences in the volume of goods and services purchased. The purchasing power parities used in this publication are given in Annex 2.

Rate of return: See *Fiscal internal rate of return*, *Private internal rate of return* and *Social internal rate of return*.

Ratio of students to teaching staff: The ratio of students to teaching staff is calculated as the total number of full-time equivalent students divided by the total number of full-time equivalent educational personnel. See also *Educational personnel*, *Full-time equivalent student*, *Full-time equivalent teacher*, *Instructional personnel*, *Maintenance and operations personnel*, *Management/Quality control/Administration*, *Professional support for students*, *Teaching staff* and *Teaching time*.

Reading literacy: Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society. See also Mathematical literacy and Scientific literacy. Reading literacy is defined similarly in PIRLS as the ability to understand and use those written language forms required by society and/or valued by the individual.

Relative earnings: Relative earnings from work are the mean annual earnings from employment of individuals with a certain level of educational attainment divided by the mean annual earnings from employment of individuals whose highest level of education is the upper secondary level. See also *Earnings*.

Research and development: See *Expenditure on Research and Development (R&D)*.

Salaries: Salaries means the gross salaries of educational personnel, before deduction of taxes, contributions for retirement or health care plans, and other contributions or premiums for social insurance or other purposes. See also *Non-salary compensation* and *staff compensation*.

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

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

School-based programmes: In school-based (vocational and technical) programmes, instruction takes place (either partly or exclusively) in educational institutions. This includes special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e., a component of some practical experience in the workplace. Programmes should be classified as school-based if at least 75 per cent of the curriculum is presented in the school environment (covering the whole educational programme) where distance education is included. See also *Combined school and work-based programmes*, *General programmes*, *Programme orientation* and *Vocational programmes*.

Secondary education (ISCED 2-3): See *Lower secondary education* and *Upper secondary education*.

Social internal rate of return: The rate of return represents a measure of the returns obtained, over time, relative to the costs of the initial investment in education. More specifically, the social internal rate of return is equal to the discount rate that equalises the social costs of education to the social benefits of education. The social costs of education include the opportunity cost of having people not participating in the production of output and the full cost of the provision of education, rather than just the cost borne by the individual. The social benefits include increased productivity associated with the investment in education and a host of possible non-economic benefits such as lower crime, better health, more social cohesion and more informed and effective citizens. See also *Private internal rate of return* and *Fiscal internal rate of return*.

Spending on educational services other than instruction: Spending on educational services other than instruction includes public spending on ancillary services such as meals, transport to schools, or housing on the campus; private spending on fees for ancillary services; subsidised private spending on student living costs or reduced prices for transport; and private spending on student living costs or transport. See also *Expenditure on ancillary services*, *Expenditure on educational core services* and *Expenditure on Research and Development (R&D)*.

Staff compensation: Expenditure on staff compensation includes gross salaries, expenditure on retirement plus non-salary compensation (fringe benefits). See also *Non-salary compensation* and *Salaries*.

Standard error: The standard errors are expressions of the degree of uncertainty of an estimate, which are estimates of national performance based on samples of students rather than the values that could be calculated if every student in every country had answered every question. Consequently, it is important to know the degree of uncertainty inherent in the estimates.

Starting age: The starting age should be the age at the beginning of the first school/academic year of the corresponding level and programme. See also *Theoretical age*, *Typical age*, *Ending age* and *Graduation age*.

Statistical significance: Differences are reported as statistically significant when a difference of that size, or larger, would be observed less than 5 per cent of the time, if there was actually no difference in corresponding population values. Similarly, the risk of reporting as significant if there is, in fact, no correlation between two measures is contained at 5 per cent.

Statutory teacher's salaries: See *Teacher's salaries*.

Student: A student is defined as any individual participating in educational services covered by the data collection. The term “student” therefore applies to pupils and students alike. The number of students enrolled refers to the number of individuals (head count) who are enrolled within the reference period and not necessarily to the number of registrations. Each student enrolled is counted only once. See also *Full-time student*, *Full-time equivalent student*, *Part-time student* and *Study load*.

Study load: There are two basic measures of study load: time in the classroom and progress towards a qualification. Time in classroom attempts to measure the amount of instruction time that a student receives and can be counted as hours of instruction per day or year, counts of the number of courses taken, or a combination of the two. These measures are based on characteristics of the course or on patterns of attendance, not on the programme in which the student is enrolled. Because of this, such measures of study load will be useful when there is no programme structure or when programme structures are not comparable. The second measure of study load is the unit used to measure progress towards a qualification. Such measures focus less on the amount of instruction and more on the “academic value” of that instruction. It is conceivable, therefore, those courses with the same quantity of instruction may have different academic values and they would only be the same if measures of academic progress were made in amounts of instruction. See also *Full-time equivalent student*, *Full-time student*, *Mode of study* and *Part-time student*.

Successful completion: See *Graduation/successful completion*.

Support services: Entities providing support services to other educational institutions include institutions that provide educational support and materials as well as operation and maintenance services for buildings. These are commonly part of the general-purpose units of public authorities.

Survival rates: Survival rate at the tertiary level is defined as the proportion of new entrants to the specified level of education who successfully complete a first qualification. It is calculated as the ratio of the number of students who are awarded an initial degree to the number of new entrants to the level n years before, n being the number of years of full-time study required to complete the degree. See also *Dropout*.

Teachers’ aides and teaching/research assistants: include non-professional personnel or students who support teachers in providing instruction to students.

Teachers’ salaries: Teachers’ salaries are expressed as statutory salaries, which are scheduled salaries according to official pay scales. The salaries reported are defined as gross salaries (total sum of money that is paid by the employer for the labour supplied) minus the employer’s contribution to social security and pension (according to existing salary scales).

- Starting salaries refer to the average scheduled gross salary per year for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of his or her teaching career.

- Salaries after 15 years of experience refer to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified and with 15 years’ experience.

- Maximum salaries reported refer to the scheduled maximum annual salary (top of the salary scale) of a full-time classroom teacher with the minimum training to be fully qualified for his or her job.

Salaries are “before tax”, i.e., before deductions for income taxes. See also *Additional bonuses to base salary*.

Teaching days: The number of teaching days is the number of days per year that a teacher teaches. It is derived by multiplying the number of days per week that a teacher teaches by the number of weeks per year that a teacher teaches minus the number of days per year the school is closed for festivities. See also *Teaching time*, *Teaching weeks*, *Working time* and *Working time in school*.

Teaching staff: Teaching staff refer to classroom teachers (ISCED 0-4) and Academic staff (ISCED 5-6). Classroom teachers include professional personnel directly involved in teaching students, including classroom teachers; special education teachers; and other teachers who work with students as a whole class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a

regular classroom. Teaching staff also includes chairpersons of departments whose duties include some amount of teaching, but it does not include non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel. Academic staff sub-category includes personnel whose primary assignment is instruction, research or public service. These staff include personnel who hold an academic rank with such titles as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. The category includes personnel with other titles (e.g. dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research. It does not include student teachers or teaching/research assistants. Teaching staff covers only part of instructional personnel. See also *Educational personnel*, *Full-time teacher*, *Full-time equivalent teacher*, *Instructional personnel*, *Maintenance and operations personnel*, *Management/Quality control/Administration*, *Part-time teacher*, *Professional support for students*, *Ratio of students to teaching staff* and *Teaching time*.

Teaching time: Teaching time is defined as the number of hours per year that a full-time teacher teaches a group or class of students according to the formal policy in the country. It is calculated as the number of teaching days per annum multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons. At the pre-primary and primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks. See also *Teaching days*, *Teaching weeks*, *Working time* and *Working time in school*.

Teaching weeks: The number of teaching weeks is defined as the number of weeks per year that a teacher teaches not counting holiday weeks. See also *Teaching days*, *Teaching time*, *Working time* and *Working time in school*.

Tertiary education (ISCED 5-6): See Tertiary-type A education (ISCED 5A), Tertiary-type B education (ISCED 5B) and Advanced Research Qualifications (ISCED 6).

Tertiary-type A education (ISCED 5A): Tertiary-type A programmes (ISCED 5A) are largely theory-based and are designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Tertiary-type A programmes have a minimum cumulative theoretical duration (at tertiary level) of three years' full-time equivalent, although they typically last four or more years. These programmes are not exclusively offered at universities. Conversely, not all programmes nationally recognised as university programmes fulfil the criteria to be classified as tertiary-type A. Tertiary-type A programmes include second degree programmes like the American Master. First and second programmes are sub-classified by the cumulative duration of the programmes, i.e., the total study time needed at the tertiary level to complete the degree. See also *International Standard Classification of Education (ISCED)* and *Tertiary-type B education (ISCED 5B)*.

Tertiary-type B education (ISCED 5B): Tertiary-type B programmes (ISCED 5B) are typically shorter than those of tertiary-type A and focus on practical, technical or occupational skills for direct entry into the labour market, although some theoretical foundations may be covered in the respective programmes. They have a minimum duration of two years full-time equivalent at the tertiary level. See also *International Standard Classification of Education (ISCED)* and *Tertiary-type A education (ISCED 5A)*.

Theoretical age: Theoretical ages refer to the ages as established by law and regulation for the entry and ending of a cycle of education. Note that the theoretical ages may differ significantly from the typical ages. See also *Typical age*, *Ending age*, *Graduation age* and *Starting age*.

Third International Mathematics and Science Study (TIMSS): The Third International Mathematics and Science Study, conducted by the IEA, measured the mathematics and science achievement of fourth and eighth-grade students in 1995, 1999 and 2003.

Transfer and payments to other private entities: Transfer and payments to other private entities are government transfers and certain other payments (mainly subsidies) to other private entities (commercial companies and non-profit organisations). These transfers and payments can take diverse forms, e.g., transfers to business or labour associations that provide adult education; subsidies to companies or labour organisations (or associations of such entities) that operate apprenticeship programmes; and interest rate subsidies or defaults guarantee payments to private financial institutions that provide student loans.

Typical age: Typical ages refer to the ages that normally correspond to the age at entry and ending of a cycle of education. These ages relate to the theoretical duration of a cycle assuming full-time attendance and no repetition of a year. The assumption is made that, at least in the ordinary education system, a student can proceed through the educational programme in a standard number of years, which is referred to as the theoretical duration of the programme. See also *Theoretical age*, *Ending age*, *Graduation age* and *Starting age*.

Unduplicated total count of graduates: Unduplicated total count of graduates is calculated by netting out those students who graduated from programmes in a previous year and/or who are earning more than one qualification at the specified level during the reference period. It represents therefore a count of individuals graduating and not certificates being awarded. See also *Graduates*, *Graduation/Successful completion*, *Gross graduation rates* and *Net graduation rates*.

Unemployed: The unemployed, which is defined according to the guidelines of the International Labour Office (ILO), refers to individuals (15 years old or older) who are without work, actively seeking employment and currently available to start work as defined in OECD Labour Force Statistics. See also *Employed*, *Labour force*, *Participation rate*, *Unemployment rate* and *Work status*.

Unemployment rate: The unemployment rate (expressed as a percentage), which is defined according to the guidelines of the International Labour Office (ILO), is the number of unemployed persons divided by the number of labour force participants. See also *Employed*, *Labour force*, *Participation rate* and *Unemployed*.

Unemployment ratio: The unemployment ratio (expressed as a percentage), is the number of unemployed persons, which is defined according to the guidelines of the International Labour Office (ILO), divided by the total number persons in the population (persons in and out of the labour force).

Upper secondary education (ISCED 3): Upper secondary education (ISCED 3) corresponds to the final stage of secondary education in most OECD countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers usually need to have a higher level, or more subject-specific, qualifications than at ISCED 2. The entrance age to this level is typically 15 or 16 years. There are substantial differences in the typical duration of ISCED 3 programmes both across and between countries, typically ranging from two to five years of schooling. ISCED 3 may either be “terminal” (i.e., preparing the students for entry directly into working life) and/or “preparatory” (i.e., preparing students for tertiary education). Programmes at level 3 can also be subdivided into three categories based on the degree to which the programme is specifically oriented towards a specific class of occupations or trades and leads to a labour-market relevant qualification: General, Pre-vocational or pre-technical, and Vocational or technical programmes. See also *General programmes*, *International Standard Classification of Education (ISCED)*, *Pre-vocational programmes* and *Vocational programmes*.

Vocational programmes: Vocational education prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification. Some indicators divide vocational programmes into school-based programmes and combined school and work-based programmes on the basis of the amount of training that is provided in school as opposed to training in the workplace. See also *Combined school and work-based programmes*, *General programmes*, *Pre-vocational programmes*, *Programme orientation*, *School-based programmes* and *Upper secondary education (ISCED 3)*.

Work status (or labour force status): Work status, which is defined according to the guidelines of the International Labour Office (ILO), refers to the position of the population within the labour force as defined in OECD Labour Force Statistics. See also *Employed*, *Labour force* and *Unemployed*.

Work study programmes: See *Combined school and work-based programmes*.

Working time: Teacher’s working time refers to the normal working hours of a full-time teacher. According to the formal policy in a given country, working time can refer only to the time directly associated with teaching (and other curricular activities for students such as assignments and tests, but excluding annual examinations); or to time directly associated with teaching and to hours devoted to other activities related to teaching, such as lesson preparation, counselling of students, correction of assignments and tests, professional development, meetings with parents, staff meetings and general school

tasks. Working time does not include paid overtime. See also *Educational personnel*, *Full-time equivalent teacher*, *Full-time teacher*, *Instructional personnel*, *Part-time teacher*, *Ratio of students to teaching staff*, *Teaching days*, *Teaching staff*, *Teaching time*, *Teaching weeks* and *Working time in school*.

Working time in school: Working time in school refers to the working time teachers are supposed to be at school including teaching time and non-teaching time. See also *Teaching days*, *Teaching time*, *Teaching weeks* and *Working time*.