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GLOSSARY

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 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 full-time in most countries (for a cumulative total of at least seven years full-time 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*, *Typical ending age*, *Typical graduation age* and *Typical 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 for new or replacement equipment. Although capital investment requires a large initial expenditure, the plant and facilities have a lifetime that extends over many years.

Civic knowledge scale: This was derived as part of the IEA's Civic Knowledge Study through the administration of a civic knowledge test to 14-year olds. The test was designed to measure students' knowledge of fundamental democratic principles and their skills in interpreting material with civic and political content.

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 these two 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. 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. 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 every school and must be attended by all students. 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. 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*.

Computer: As used in the indicator on the availability and use of computers this refers to computers capable of supporting other multimedia equipment such as a CDROM or a soundcard and which are used for educational purposes in the school. Computers used only for recreation purposes are excluded.

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.

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

Country of birth: See *Native students*, *First-generation students* and *Non-native students*.

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 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*.

Dropouts: Dropouts are defined as those 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*.

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 function 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 Indicator D2, 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*.

Employed: The employed, which is defined according to the guidelines of the International Labour Office (ILO), are those 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*.

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 entry age. 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 percentage: The percentage that one would expect to see in a cell in a table if the percentages in the cells were evenly distributed according to the parameters of the categories in the row and column totals. The observed percentage is the actual recorded percentage for that cell.

Expected years of schooling: See *School expectancy*.

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 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 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.

Field of study: Field of study, 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*.

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).

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

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.

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. For the reduction of head-count data to FTEs, where data and norms on individual participation are available, course load is measured as the product of the fraction of the normal course load for a full-time student and the fraction 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 are 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 the upper secondary level 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. 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*, *Government-dependent 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/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). See also *Graduates*, *Gross graduation rates*, *Net graduation rates* and *Unduplicated total count of graduates*.

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.

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 are 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.

IEA's Civic Education Study: The International Association for the Evaluation of Educational of Achievement's (IEA) Civic Education Study tested 14-year-olds in 28 countries, including 17 OECD countries, on their knowledge of civic-related content, their skills in understanding political communication, their concepts and attitudes towards civics, and their participation or practice in this area. The test was designed to identify and examine the ways in which young people are prepared to undertake their role as citizens in democracies, both inside and outside the school.

Independent private institution: An independent private institution is an institution that receives less than 50 per cent of its core funding from government agencies. 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*.

Index of intensity of foreign students' intake: The index of intensity of foreign students' intake compares the numbers of foreign students as a proportion of domestic enrolments with the average order of magnitude for OECD countries. This makes it possible to refine the scale of foreign students' intakes based on the size of the tertiary education system. The ratio calculated is as follows:

$$\text{Index of intensity, country } i = \frac{\frac{\text{foreign students country } i}{\text{foreign students OECD}}}{\frac{\text{enrolments country } i}{\text{enrolments OECD}}} = \frac{\frac{\text{foreign students country } i}{\text{enrolments country } i}}{\frac{\text{foreign students OECD}}{\text{enrolments OECD}}}$$

An index higher (lower) than one reflects a higher (lower) intake as a proportion of enrolments compared with the OECD mean. Alternatively, this index can also be interpreted in terms of a comparison of the weight of a country in OECD foreign students' intakes with its weight in OECD enrolments. If so, an index higher (lower) than one reflects a higher (lower) foreign students' intake than the country's weight in OECD enrolments would suggest.

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: 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 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*.

Intergovernmental transfers: Intergovernmental transfers are transfers of funds designated for education from one level of government to another. The restriction to funds earmarked for education is very important in order to avoid ambiguity about funding sources. General-purpose intergovernmental transfers are not included (*e.g.*, revenue sharing grants, general fiscal equalisation grants, or distributions of shared taxes from a national government to provinces, states, or Länder), even where such transfers provide the funds that regional or local authorities draw on to finance education.

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)*.

International Standard Classification of Occupations (ISCO): The International Standard Classification of Occupations (1998) classifies persons according to their actual and potential relation with jobs. Jobs are classified with respect to the type of work performed or to be performed. The basic criteria used to define the system of major, sub-major, minor and unit groups is the “skill” level and “skill specialisation” required to carry out the tasks and duties of the occupations, with separate major groups for “Legislators, senior officials and managers” and for “Armed forces”.

Internet: The Internet is an electronic communications network that connects computer networks and organisational computer facilities around the world. See also *Local Area Network* and *WorldWideWeb*.

International Survey of Upper Secondary Schools (ISUSS): A questionnaire survey carried out in 4 400 upper secondary schools in 15 countries during the school year 2000/2001. The survey asked school principals about staffing, admission and grouping policies, support of professional development, teachers’ participation in professional development activities, the availability and use of computers in the school, the school’s contacts, feedback on the school’s functioning, and career counselling.

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 productivity: GDP divided by the numbers in employment.

Language spoken at home: In PISA, students were asked if the language spoken at home most of the time is the language of assessment, another official national language, other national dialect or language, or another language. The responses were then grouped into two categories: the language spoken at home most of the time is different from the language of assessment, from other official national languages,

and from other national dialects or languages, and; the language spoken at home most of the time is the language of assessment, other official national languages, or other national dialects or languages.

Local area network (LAN): A Local Area Network is a network of personal computers in a small area (as an office) that are linked by cable, can communicate directly with other devices in the network, and can share resources. See also *Internet* and *WorldWideWeb*.

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: Management/Quality control/Administration 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*.

Native students: “Native” students are those students who reported in PISA that they were born in the country of assessment and who had at least one parent born in that country. See *First-generation students* and *Non-native students*.

Net capital transfers paid: Net capital transfers paid are capital transfers to the resident private sector and to the rest of the world minus capital transfers received from the resident private sector and the rest of the world.

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

Net graduation rates: Net graduation rates is the percentage of persons within a virtual age cohort who obtain a tertiary qualification, thus being unaffected by changes in population size or typical graduation

age. The net graduation rate is calculated by dividing the number of graduates by the population for each single year of age. 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 are entering any programme leading to a recognised qualification at this level of education for the first time, 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 that which is defined entirely at the school level or eventually at the programme level if various programme types exist. See also *Compulsory core curriculum*, *Compulsory curriculum*, *Compulsory flexible curriculum* and *Intended instruction time*.

Non-instructional educational institutions: Non-instructional educational institutions are educational institutions that provide 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 retirement programmes, 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*.

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*.

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*.

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 index on control strategies: The PISA index on control strategies was derived from the frequency with which students used the following strategies when studying: I start by figuring out exactly what I need to learn; I force myself to check to see if I remember the most important things; and, when I study and don’t understand something, I look for additional information to clarify this. A four-point scale with the response categories ‘almost never’, ‘sometimes’, ‘often’ and ‘almost always’ was used.

PISA index on co-operative learning: The PISA index on co-operative learning was derived from students’ level of agreement with the following statements: I like to work with other students; I like to help other people do well in a group; and, it is helpful to put together everyone’s ideas when working on a project. A four-point scale with the response categories ‘disagree’, ‘disagree somewhat’, ‘agree somewhat’ and ‘agree’ was used. Similarly, the PISA index on *competitive learning* was derived from students’ level of agreement with the following statements: I like to try to be better than other students; trying to be better than others makes me work well; I would like to be the best at something; and, I learn faster if I’m trying to do better than the others. A four-point scale with the response categories ‘disagree’, ‘disagree somewhat’, ‘agree somewhat’ and ‘agree’ was used.

PISA index of elaboration: The PISA index on elaboration was derived from the frequency with which students used the following strategies when studying: I try to relate new material to things I have learned in other subjects; I chart out how the information might be useful in the real world; I try to understand the material better by relating it to things I already know; and, I chart out how the material fits in with what I have already learned. A four-point scale with the response categories ‘almost never’, ‘sometimes’, ‘often’ and ‘almost always’ was used.

PISA index on interest in mathematics: PISA index on interest in mathematics was derived from students’ level of agreement with the following statements: when I do mathematics, I sometimes get totally absorbed; mathematics is important to me personally; and because doing mathematics is fun, I wouldn’t want to give it up. A four-point scale with the response categories ‘disagree’, ‘disagree somewhat’, ‘agree somewhat’ and ‘agree’ was used.

PISA index on interest in reading: PISA index on interest in reading was derived from students’ level of agreement with the following statements: because reading is fun, I wouldn’t want to give it up; I read

in my spare time; and, when I read, I sometimes get totally absorbed. A four-point scale with the response categories ‘disagree’, ‘disagree somewhat’, ‘agree somewhat’ and ‘agree’ was used.

PISA index on memorisation: The PISA index on memorisation was derived from the frequency with which students used the following strategies when studying: I memorise everything that might be covered; I memorise as much as possible; I memorise all new material so I that I can recite it; and I practice saying the material to myself over and over. A four-point scale with the response categories ‘almost never’, ‘sometimes’, ‘often’ and ‘almost always’ was used.

PISA index of reading engagement: The PISA index of reading engagement is built on three components: frequency of reading, diversity and content of reading, and interest in reading. To assess the first component, students were asked about how much time they usually spent on reading for enjoyment each day. To assess the second component, students were asked to indicate the kinds of materials they choose to read (*e.g.* newspapers, magazines, fiction, non-fiction, comics, e-mails and web pages) and the frequency with which they read each type of material. To assess the third component, a reading attitude scale comprising nine statements about reading, either positive or negative, were included in the questionnaire. Students were asked to indicate their degree of agreement with each statement. Based on these questions, an index of reading engagement was created. The index scale ranges from –1 to 1, with 0 as the mean value for the combined OECD student population.

PISA index on student self-concept in reading: PISA index on student self-concept in reading was derived from students’ level of agreement with the following statements: I’m hopeless in <classes of the language of assessment>; I learn things quickly in the <classes of the language of assessment>; and, I get good marks in the <language of assessment>. A four-point scale with the response categories ‘disagree’, ‘disagree somewhat’, ‘agree somewhat’ and ‘agree’ was used. Similarly, the PISA index on *self-concept in mathematics* was derived from students’ level of agreement with the following statements: I get good marks in mathematics; mathematics is one of my best subjects; and, I have always done well in mathematics. A four-point scale with the response categories ‘disagree’, ‘disagree somewhat’, ‘agree somewhat’ and ‘agree’ was used.

PISA International Socio-Economic Index of Occupational Status (ISEI): The PISA International Socio-Economic Index of Occupational Status (ISEI) was derived from students’ responses on parental occupation. The index captures the attributes of occupations that convert parents’ education into income. The index was derived by the optimal scaling of occupation groups to maximise the indirect effect of education on income through occupation and to minimise the direct effect of education on income, net of occupation (both effects being net of age). For more information on the methodology, see Ganzeboom *et al.* (1992). The PISA International Socio-Economic Index of Occupational Status is based on either the father or mother’s occupations, whichever is the higher.

PISA mean score: To facilitate the interpretation of the scores assigned to students in PISA, the PISA mean score for combined reading, mathematical and scientific literacy performance across OECD countries was set at 500 and the standard deviation at 100, with the data weighted so that each OECD country contributed equally. The mean score in the PIRLS analysis was similarly calculated.

PISA Reading Profile Cluster: In PISA, students were asked to rate how frequently they chose to read different kinds of print materials, including magazines, newspapers, comics, and fiction and non-fiction books. Based on their responses, students were grouped into four distinct reading profiles, or *clusters*. The distribution into these clusters relies on two dimensions: the frequency of reading on the one hand, and the diversity of reading on the other hand. This twofold dimension is reflected in the expressions such as

“involved in diversified reading” or “diversified reader”. For the cluster analysis in this indicator, reading one kind of material ‘several times a month’ or ‘several times a week’ is considered as frequent reading, ‘a few times a year’ and ‘once a month’ as moderate reading, and ‘never or hardly ever’ as no reading.

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: Population refers 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 private internal rate of return is equal to the discount rate that equalises the real costs of education during the period of study to the real 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 rate of return*.

Professional 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. 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 tertiary 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 for International Student Assessment (PISA): 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.

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. 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*.

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. 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 *Public institution*.

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.

Ratio of students to computers: In ISUSS, the ratio of students per computer was calculated by dividing the total number of computers in each school by the total number of students enrolled in each school.

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)*.

Retirement expenditure: Retirement expenditure is the cost incurred currently, exclusive of any contribution by employees, in providing future retirement benefits for persons currently employed in education. This cost can be measured by actual or imputed employers (or third party) contributions to retirement systems. The reason for not counting employee's contributions is that they are already counted in the gross salary component of total compensation.

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 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 percentages for each single year of age from the age of five onwards.

School location: In PISA, school location refers to the community in which the school is located, such as a <village, hamlet or rural area> (fewer than 3 000 people), a <small town> (3 000 to about 15 000 people), a <town> (15 000 to about 100 000 people), a <city> (100 000 to about 1 000 000 people), close to the centre of a <city> with over 1 000 000 people or elsewhere in a <city> with over 1 000 000 people.

School site: The unit of analysis in indicators drawing data from the International Survey of Upper Secondary Schools. School site refers to an establishment where education is provided according to one or more educational programme(s). A school site usually consists of a single building although it may comprise two or more buildings within a few minutes walking distance. A school site has permanent teaching staff and permanent student population. Although in many countries schools do not have more than one site (and thus the distinction between school and school site is not needed, there are countries where the classical image of a school housed in a single building is no longer valid for all schools. Quite often a school as an administrative or budgetary unit consists of several school sites located far apart (even in different municipalities).

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. See also *Combined school and work-based programmes*, *General programmes*, *Programme orientation* and *Vocational programmes*.

Scientific literacy: PISA defines scientific literacy as the capacity to use scientific knowledge, to identify questions, and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity. See also *Mathematical literacy* and *Reading literacy*.

Secondary education (ISCED 23): See *Lower secondary education* and *Upper secondary education*.

Social internal rate of return: The social internal rate of return refers to the costs and benefits to society of investment in education, which includes the opportunity cost of having people not participating in the production of output and the full cost of the provision of education rather than only the cost borne by the individual. The social benefit includes the 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 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 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.

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 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*.

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' 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 teaching weeks minus the days when 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 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. 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 net contact hours of teaching. It is calculated on the basis of the annual number of weeks of instruction multiplied by the minimum/maximum number of periods, which a teacher is supposed to spend teaching a class or a group, multiplied by the length of a period in minutes and divided by 60. Periods of time formally allowed for breaks between lessons or groups of lessons, and days when schools are closed for public holidays and festivities, are excluded. In primary education, however, short breaks that teachers spend with the class are typically included. 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 of instruction not counting holiday weeks. See also *Teaching days*, *Teaching time*, *Working time* and *Working time in school*.

Temporary teacher: Teacher who has no tenure, or 'a person employed for a fixed term not longer than one school year'.

Tertiary education (ISCED 56): See *Tertiary-type A education (ISCED 5A)* and *Tertiary-type B education (ISCED 5B)*.

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*, *Typical ending age*, *Typical graduation age* and *Typical 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*, *Typical ending age*, *Typical graduation age* and *Typical starting age*.

Typical ending age: The typical 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*, *Typical graduation age* and *Typical starting age*.

Typical graduation age: The typical 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*, *Typical ending age* and *Typical starting age*.

Typical starting age: The typical 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*, *Typical ending age* and *Typical graduation 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 who are without work, actively seeking employment and currently available to start work. 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*.

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 typically 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: 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: ‘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.

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*.

World Wide Web (WWW): The World Wide Web is a part of the Internet designed to allow easier navigation of the network through the use of graphical user interfaces and hypertext links between different addresses. See also *Internet* and *Local Area Network*.

CONTRIBUTORS TO THIS PUBLICATION

Many people have contributed to the development of this publication. The following lists the names of the country representatives, researchers and experts who have actively taken part in the preparatory work leading to the publication of this edition of Education at a Glance - Indicators. The OECD wishes to thank them all for their valuable efforts.

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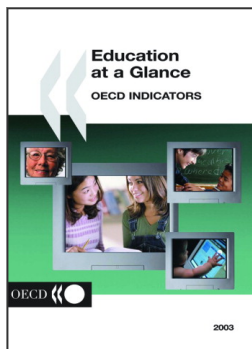
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From:
Education at a Glance 2003
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2003-en>

Please cite this chapter as:

OECD (2003), "Glossary", in *Education at a Glance 2003: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2003-8-en>

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