

ANNEX A6. SYSTEM-LEVEL DATA COLLECTION FOR PISA 2015: SOURCES, COMMENTS AND TECHNICAL NOTES

System-level data that are not derived from the PISA 2015 student or school questionnaire are extracted from the OECD's annual publication, *Education at a Glance*, for those countries and economies that participate in that periodic data collection. For other countries and economies, a special system-level data collection was conducted in collaboration with PISA Governing Board members and National Project Managers. The sources, comments and technical notes in this document refer to this special data collection and are organised in the order in which the related topics appear in the Volume 2 of PISA 2015 (by chapter).

[Chapter 4: National/central assessments and examinations at the lower and upper secondary levels \(Tables II.4.44-46\)](#)

Costa Rica

General comment: For the lower secondary level, there are diagnostic tests.

Tables II.4.45-46 (columns 7-8): Office for the Management and Evaluation of the Quality, Ministry of Public Education.

Croatia

Tables II.4.45-46 (column 2): Only for the Gymnasium (general or specialized).

Tables II.4.45-46 (columns 3, 4): National examinations are compulsory for the Gymnasium. 89,78% students in four-year vocational programmes also take these national examinations.

Tables II.4.45-46 (columns 7-8): National Center for External Evaluation of Education (NCEEE).

Cyprus¹

Tables II.4.45-46 (column 1): Students at the end of ISCED 3 (upper secondary) take a test which serves two purposes: (a) it functions as a national assessment; the raw test score is assigned as the student's final school mark obtained at the completion of ISCED 3; (b) it also works as a national examination (entrance requirement) for public universities in Cyprus and Greece. In this case, student ranking, based on standardised data, is the criterion for selection.

Tables II.4.45-46 (column 15): The Cyprus State Scholarship Foundation grants scholarships based on candidates' ranking in the National Examination.

Tables II.4.45-46 (column 18): The students' performance (raw score) in the national assessment is reported back to schools in order to be incorporated into each student's School Leaving Certificate.

Tables II.4.45-46 (column 19): Teachers are informed of their students' results in the national assessment by the school principals.

Tables II.4.45-46 (column 20): Parents are informed for the results of the national assessment when they receive their child's School Leaving Certificate.

¹ Footnote by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Tables II.4.45-46 (column 21): Students are informed of the results of the national assessment when they receive their School Leaving Certificate.

Tables II.4.45-46 (column 22): The students' ranking in the national examination (required for university entrance) are published on the web and in newspapers through the use of personal codes (no names are published).

Dominican Republic

Tables II.4.45-46 (columns 7-8): Dirección de Evaluación de la Calidad.

Tables II.4.45-46 (column 22): In aggregated form.

Georgia

General comment: Year 2015, Mathematics, grade 9.

Tables II.4.45-46 (column 1): Computer Adaptive School Graduate Examinations.

Tables II.4.45-46 (columns 3, 5): There are no government-dependent private schools in Georgia. School types are differentiated between public and private schools. However, all private schools are expected to follow the same regulation as public schools (therefore, they conduct school graduate examinations).

Tables II.4.45-46 (column 6): The National Assessment and Examinations Center conducts school graduate examinations, unified university entry examinations as well as international and national assessments, according to the Law on Higher education (ratified by the Parliament of Georgia in 2013).

Tables II.4.45-46 (columns 7-8): National Examinations and Assessment Center (NAEC).

Hong Kong (China)

General comment: After 1997, Hong Kong is under the policy of "one country and two systems". Hong Kong has autonomy in many areas, for instance, over the education policies and assessment.

Tables II.4.45-46 (column 1): Grade 12 students take the Hong Kong Diploma of Secondary Education (HKDSE) exam.

Tables II.4.45-46 (column 5): Some government-dependent private schools also use private funds to provide other programmes (e.g. International Baccalaureate). Students in these programmes might take other exams instead of the HKDSE (Hong Kong Diploma of Secondary Education).

Tables II.4.45-46 (columns 7-8): Hong Kong Examination and Assessment Authority (HKEAA).

Tables II.4.45-46 (column 10): There is no national examination for student promotion/entry to higher grade.

Tables II.4.45-46 (column 15): Results of national examinations are used for decisions regarding scholarships, but not for financial assistance.

Tables II.4.45-46 (column 17): Students who participated in the national examination (HKDSE) are mostly school candidates. They can join as private candidates if they meet some criteria (e.g. over a certain age, attended previous HKDSE, etc.). School candidates' results are collected by the schools directly. The student performance results are shared with school administrators and classroom teachers as they would need them for various school development and evaluation purposes as well as for requesting appeals on behalf of students if necessary. Summary statistics of the students in a school as well as students' individual results are provided to each school in a "school results pack". The results slips of private candidates are mailed to them directly. Summary statistics (e.g. number of students and percentages of those who attained various proficiency levels in various subjects) are uploaded to the webpage upon the release of examination results so the public, including the media, can access them directly. The national examination authority (HKEAA) will not release the individual results of any students via any other channels (requirement of the local law), but researchers can apply to HKEAA to access some of the examination data; their proposal is subject to the consideration and vetting of the examinations authority and a fee is charge for the release of the approved data. HKEAA will not provide any individual school summary statistics to any other school, but schools usually post some key summary

statistics on their own website so that stakeholders will know some basic information about the performance of their students.

Kazakhstan

General comment: The State Law “On Education” and the regulations for monitoring progress in education regulate the national testing and the final appraisal of students in the form of exams. According to the State Law, there are two tests used for national assessment in Kazakhstan: the External Assessment for Educational Achievements (EAEA) and the Unified National Testing (UNT). The EAEA is carried out to assess the quality of education and to determine the level of student progress in basic secondary education. It is administered in grade 9 and helps determine the further educational career of students. In grade 11 (general secondary education), the national assessment is carried out in the form of the UNT.

Tables II.4.45-46 (column 1): A mandatory final appraisal of students takes place at the end of the basic secondary/general secondary, technical and vocational education. The final appraisal of students aims to determine the students’ progress in academic disciplines according to the Obligatory State Standards of Education. The final appraisal of students in the basic secondary school (grade 9) is held in the form of state examinations while the final appraisal of students in the general secondary school (grade 11) is conducted in the form of the UNT or in the form of state final examinations. The UNT, the final appraisal of students in secondary education is combined with the entrance examinations and used for admissions decisions by post-secondary or higher education organisations. The final appraisal of students in the technical and vocational programmes is carried out in the form of final examinations on specific subjects and/or final thesis (diploma requirements). Based on these forms of final appraisal or on the UNT results, students are awarded the certificate of completion of basic secondary school (grade 9) or a certificate of completion of general secondary school. The Nazarbayev Intellectual schools’ students are issued their own certifications.

Tables II.4.45-46 (column 2): The final appraisal and the UNT are conducted according to rules approved by the central education authority, which are the same for all educational organizations regardless of their ownership. The UNT is mandatory for school graduates who want to enter the state higher education organisations. For admissions to other organisations, students are required to have passed the final school exams.

Tables II.4.45-46 (column 6): The Ministry of Education and Science of Kazakhstan determines the list of subjects for final appraisal and the exams schedule for students in grades 9(10) and 11(12). The commission for the final examinations conducts the final appraisal of students in educational organisations. The members of the commission are approved by the heads of the educational organisations. The UNT is conducted in testing locations by the state commission approved by the Committee on Control in Education and Science.

Tables II.4.45-46 (column 7): The Committee on Control in Education and Science (CCES) and the National Testing Center (NTC) are responsible for the national examinations (UNT). The development of national examinations is carried out by the Ministry of Education and Science (written materials for the national schools), regional education departments (written materials for the regional schools), district education departments (written materials for the district schools) and by schools’ administration (materials of oral exams).

Tables II.4.45-46 (column 8): The National Testing Center (NTC) and Committee on Control in Education and Science (CCES) are responsible for marking/grading the UNT. Education organizations are responsible for marking/grading the final school exams.

Tables II.4.45-46 (column 9): Based on the final exams’ results, students are awarded the certificate of completion of basic secondary school (grade 9) or a certificate of completion of general secondary school.

Tables II.4.45-46 (column 10): The certificate of completion of basic secondary school allows students to continue their education in the general secondary school or to enter college after passing the entrance exams.

Tables II.SL. 11 (columns 11, 12): The certificate of completion of general secondary school and the UNT certification make students entitled to compete for admission in Kazakhstan universities. The certificate of completion of secondary school makes them entitled only for admissions in universities abroad according to their rules.

Tables II.4.45 (column 12): Admission of students to high-quality education organizations (Kazakh-Turkish lyceum, Nazarbayev Intellectual School, Republican Specialized Physics and Mathematics Boarding School for gifted children, School for gifted children, etc.) follows these schools' specific rules, which may require examinations for 6th and 9th graders.

Tables II.4.45-46 (column 14): Students who do not pass the final school examinations at the end of basic secondary school repeat the grade. Students who do not pass the final exams at the end of general secondary school receive a certificate about failing the courses attended. They have the right to try re-examination one year later.

Tables II.4.45-46 (column 15): The Republican Commission makes the decision about scholarships based on the UNT results or on quotas for students from rural areas, orphans, and repatriates.

Tables II.4.45-46 (columns 17, 18): The public, parents and teachers are informed about the UNT results. The media is given only the highest results (non-personalized).

Latvia

Table II.4.44 (lower secondary): According to the Regulation of the Cabinet of Ministers Nr. 1510 (adopted on 17/12/2013), there are diagnostic tests and examinations at the state level (there are also centralized examinations). The diagnostic tests assess students' knowledge and skills as part of the requirements from the state education standards. They can focus on one subject or be combined in a few subjects. The testing process for the diagnostic tests and the exams (content development, administration, evaluation of results and statistical analysis) is the responsibility of the National Centre for Education (subordinated to the Ministry of Education and Science) in cooperation with municipalities and education institutions. The percentage of students that took the tests in the 2014/15 academic year is as follows: 87,9% (grade 8, mathematics) and 84,6% (grade 9, science). In the 2015/16 academic year: 87,9% (grade 8, mathematic); 84,2% (grade 9, science); 50% (grade 10, physics); 49,3% (grade 10, chemistry); 31,6% (grade 11, chemistry) and 22,3% (grade 11, physics). Schools were advised to administer the physics tests in grade 11 based on their resources capacity (i.e. equipment matched to individual students' work). Students that outnumbered the equipment available took the chemistry diagnostic test. In the 2016/17 academic year, the tests were already administered in grade 10 and will also be administered in grades 8, 9 and 11 on STEM (science, technology, engineering and mathematics). The results of the diagnostic tests help evaluate students' achievements in STEM subjects. The results are also used to assist with further curriculum development.

Lithuania

Tables II.4.45-46 (column 1): The evaluation of students' learning in basic education (lower secondary) is held at the end of the basic school (grade 10) and covers Lithuanian language, mathematics and the mother tongue (optional for students not taught in Lithuanian language). This evaluation is compulsory since 2012. It is mainly used for decisions regarding graduation from basic school. To graduate from secondary school (grade 12) and to be awarded a Maturity Certificate, students must pass two to three maturity examinations: a compulsory Lithuanian language exam (students taught in other languages have to pass the same Lithuanian language exam as student taught in Lithuanian language) and some (at least one) optional exams (students can choose from 11 different exams). Maturity exams are also entering exams to universities or other higher education institutions. Admission to higher education institutions (tertiary education) is impossible without passing three maturity exams. Some universities have their own list of required exams. In total, six maturity exams can be taken. Students who fail the Lithuanian language or another exam can try again the following year.

Tables II.4.45-46 (columns 7-8): The development and marking/grading of the mature examinations is one of the National Examinations Centre's main tasks. State examinations are conducted centrally (only at the end of grade 12).

Table II.4.46 (columns 11, 12): Maturity exams are also entering exams to universities or other higher education institutions. Admission to higher education institutions (tertiary education) is impossible without passing three maturity exams. Some universities have their own list of required exams.

Tables II.4.45-46 (column 15): Higher education institutions use the results of national examinations as part of the student's overall score, which is used for admissions decisions. Students with the highest scores are granted scholarships. The scores are also used for admissions to targeted state-funded places at universities and other institutions of tertiary education.

Macao (China)

General comment: There are no public examinations in Macao (China), but every school holds its own entry examination. These examinations exist in Macao (China) both at the lower and the upper secondary levels. The lower secondary level offers only a "general" programme whereas the upper secondary level offers general and vocational education. At the upper secondary level, examinations for general programmes are different than those for vocational programmes.

Former Yugoslav Republic of Macedonia (FYROM)

General comment: There are no government-dependent private schools in Macedonia.

Tables II.4.45-46 (column 1): The examinations are: State Matura or Final Exam for students enrolled in TVET; State Matura or School Matura for students in the Gymnasium and Secondary Art Education; and Final Exam for students in VET (vocational) programmes.

Tables II.4.45-46 (column 2): Students in two-year vocation programmes are excluded from these examinations.

Malta

General comment: In Malta, the secondary cycle is made up of two phases: 1) a five-year phase, which is part of compulsory education; 2) a two-year, post-compulsory education phase. Lower secondary education (ISCED 2) corresponds to the first three years of a seven-year secondary cycle; the remaining four years constitute the upper secondary level (ISCED 3). At the end of compulsory education, students sit for two types of examinations: (a) compulsory school-based examinations and (b) optional national examinations. Each student is also awarded a Secondary School Certificate & Profile (SSC&P) based on the results of the compulsory school-based examinations and on his/her performance in informal educational activities undertaken inside and outside the school during the preceding five years. The SSC&P is valid for students proceeding to vocational education at the end of compulsory education. For access to general education institutions (two-year programmes) leading to tertiary education students, must have passed a certain number of optional national examinations.

Table II.4.44: During the first four years of the secondary cycle, students sit for examinations at the end of each school year on every subject taught. While students attending state schools sit for standardized national examinations, students attending government-dependent or church schools sit for school-based examinations. These examinations, while assessing educational attainment, also have a diagnostic function as they assist schools in identifying students who may be falling behind.

Tables II.4.45-46 (column 1): As described above, national examinations are held at the end of compulsory education (the fifth year of secondary education) and at the end of a two-year post-compulsory educational programme. Two types of examinations are administered at the end of compulsory education: (a) standardised national examinations for students attending state schools and (b) school-based examinations for students attending government-dependent private schools. The results of these examinations are listed in the Secondary Education Certificate and Profile (SSC&P), awarded to students at the end of compulsory education. Optional standardised national examinations are used for

access to general programmes. Examinations are also held at the end of the first year of the two-year post-compulsory phase. Successful students can then proceed to the second year of this phase.

Tables II.4.45-46 (columns 2,3): Although these examinations are not compulsory, they are a prerequisite for continuing to upper-secondary education that leads to tertiary education.

Tables II.4.45-46 (columns 4-5): Students sit for different examinations depending on the subjects studied at school and the educational route they plan to follow.

Tables II.4.45-46 (column 6-8): These examinations refer to the optional national examinations that students take (a) at the end of compulsory education and (b) at the end of the upper-secondary course of studies. Both examinations are entirely administered by the Matriculation and Secondary Education Certificate (MATSEC) Examinations Board within the University of Malta.

Tables II.4.45-46 (column 10): The Matriculation and Secondary Education Certificate (MATSEC) Examinations Board within the University of Malta administers examinations at two different levels: (a) the Secondary Education Certificate (SEC) examinations at the end of compulsory education; (b) the MATSEC examinations at the end of a two-year course marking the end of upper-secondary education.

Tables II.4.45-46 (column 11): SEC examinations are required for entry into the post-compulsory upper-secondary general education. The MATSEC Certificate is required for progression to tertiary education.

Table II.4.46 (column 12): Generally, all students meeting the necessary entry requirements of a tertiary education programme are able to enrol in it. Only a very small number of programmes restrict enrolment to students based on their grades.

Table II.4.45 (column 13): Students must pass the examinations on at least six subjects in order to progress to upper-secondary education following the end of compulsory education. Passing the examinations in Maltese, English, Mathematics and one science subject is mandatory.

Table II.4.46 (column 12): Each faculty/course of studies requires students to have been successful in particular subjects.

Tables II.4.45-46 (column 19): It is usual for school administrators to share these results with the teachers within their schools.

Tables II.4.45-46 (column 22): Aggregated results showing pass rates in each subject are made available to the media. However, results of individual students or schools are not shared.

Montenegro

General comment: The data reported comes from the Examination Centre.

Table II.4.44: There is a possibility of conducting national assessments at the lower secondary level, but they are not administered regularly.

Tables II.4.45-46 (column 1): In 2013, an external learning assessment was introduced at the end of the third cycle of primary education (ISCED 2).

Tables II.4.45-46 (column 7): The Examination Centre of Montenegro is responsible for national assessments and examinations in education at ISCED levels 1, 2 and 3, and also for international surveys (PISA): <http://www.iccg.co.me/1/index.php?lang=en>.

Peru

General comment: The data reported comes from the Ministry of Education (2015), "Directiva para el desarrollo del año escolar 2015 en las instituciones educativas de Educación Básica y Técnico Productiva".

Table II.4.44: There are two types of assessments: a census-based assessment and sample assessments. The last sample assessment took place in 2013 (Results are available at: <http://umc.minedu.gob.pe/evaluacion-muestral-2013/>). Since 2015, the ECE (census-based assessment) takes place at the second year of high-school.

Qatar

Tables II.4.45-46 (columns 3,5): The National examinations are compulsory for non-public schools which follow the government curriculum. All the students in such schools take the examinations.

Tables II.4.46 (columns 11,12): There is a general secondary test at the end of compulsory education (grade 12) for upper secondary level students who wish to proceed to the tertiary education.

Singapore

Tables II.4.45-46 (column 1): Students take the Singapore-Cambridge GCE O-level and N-level national examinations at the upper secondary level to gain access to post-secondary non-tertiary education (ISCED 4) or short-cycle tertiary education (ISCED 5).

Tables II.4.45-46 (column 2): Some schools offer the Integrated Programme (IP), which provides a seamless education where secondary school students can proceed to post-secondary non-tertiary education (ISCED 4) without sitting for the GCE O-level national examinations at the upper secondary level.

Tables II.4.45-46 (columns 7 and 8): Singapore Examinations and Assessment Board.

Thailand

Tables II.4.45-46 (columns 4,5): Only grades 9 (lower secondary) and 12 (upper secondary) take this national examination. All students enrolled in those grades must take the examination. Therefore, the ratio of students taking the examination is about 1/3 in each educational level.

Tables II.4.45-46 (column 9): There was a change in policy regarding this issue since PISA 2012.

Tables II.4.45-46 (columns 7-8): The National Institute of Educational Testing Service (Public Organization) or NIETS.

United Arab Emirates

Tables II.4.45-46 (columns 6, 8): Ministry of Education (MOE).

Tables II.4.45-46 (columns 7, 9): Ministry of Education, Assessment & Examination Directorate.

Tables II.4.45-46 (column 15): Only grade 12.

Uruguay

Table II.4.44: Assessments occur only in the 6th grade (end of primary education) every three years.

Chapter 4: Teacher Appraisal (Tables II.4.47-57)

Argentina

Tables II.4.54-56 (column 3): Refers to certifications or higher education courses that are recognized by the Ministry of Education.

Croatia

Tables II.4.48-50 (column 2): Teachers in public schools become eligible for regular appraisal upon graduation from any teacher university programme. Teacher registration (completion of the induction programme) is mandatory for all teachers and must be completed one year after the end of the induction programme. Teacher appraisal for promotion is not mandatory.

Tables II.4.48-50 (column 8): Teacher appraisals for promotion are only mandatory for teachers who apply for promotion.

Tables II.4.48-50 (column 30): Peer evaluation from another school is only used if the school does not have a supervisor in the same subject area.

Tables II.4.51-53 (column 11): Teacher self-appraisal is voluntary.

Tables II.4.51-53 (column 15): Student surveys are not mandatory, but can be administered.

Tables II.4.54-56 (column 4): Beginning teachers are paid less until they pass the exam at the end of their induction programme.

Cyprus²

Table II.4.47 (columns 2, 10, 18): The data reported comes from the law on Public Education (<http://www.kypros.org/MOEC/nomos/nomos1.htm>).

Table II.4.57 (columns 10, 20, 30): All these factors have an indirect effect on salaries (to the extent that they influence appraisals, which influence promotions).

Dominican Republic

Table II.4.47 (columns 1, 9, 17): Even though specific regulations exist since the year 2000, they have not been fully implemented. Teacher appraisal is currently under revision as part of a reform in the education system.

Table II.4.47 (columns 2, 10, 18): The last modification of the regulation was in 2003. However, it has not been implemented.

Table II.4.47 (columns 4-8, 12-16, 20-24): The regulations regarding teacher appraisal have not been implemented. The government and the teachers' union have not reached agreement on this.

Tables II.4.51-53 (column 15-16): Regulations establish the use of parents' and students' surveys, but this has not been implemented.

Tables II.4.54-56 (column 3): Teacher appraisal should impact career advancement, but in practice this does not occur. Teacher appraisal has not been done systematically.

Tables II.4.54-56 (column 4): There is a salary increase (incentive) for those teachers who receive a satisfactory evaluation.

Tables II.4.54-56 (column 15, 16): It is established, but it has not happened.

Former Yugoslav Republic of Macedonia (FYROM)

Table II.4.47 (columns 1-2, 9-10, 17-18): Regulated by Law.

Tables II.4.48-50 (columns 2, 5, 6): In all public schools.

Tables II.4.54-56 (column 4): The number of promoted teachers depends on the total number of school teachers (e.g. if the total number of teachers is 50, 2 teachers can be promoted; if there are more than 50 teachers, 3 teachers can be promoted each school year).

Georgia

Table II.4.47 (columns 1, 9, 17): Teacher certification was introduced in 2010. All teachers who work in public schools were required to take national teacher certification exams (on specific subject and professional skills). In 2015, the law on teacher appraisal was modified adding new appraisal instruments (decree #68 of the Georgian Government on Teacher Recruitment, Evaluation and Professional Development Scheme, dated February 20, 2015).

Table II.4.47 (columns 3, 11, 19): Among ISCED 2 and ISCED 3 level teachers, according to the 2013 OECD Teaching and Learning International Survey (TALIS, implemented in 2014 in Georgia), 66% of

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teachers participated in teacher certification exams. 28% of ISCED 2 and ISCED 3 level teachers were certified.

Tables II.4.48-50 (column 17): Regular appraisal and teacher registration: Central agency (National Assessment and Examinations Center). Appraisal for promotion & reward schemes: Central agency (National Center for Teacher Professional Development).

Hong Kong (China)

Table II.4.47 (columns 1, 9, 17): The Education Bureau requires all schools to put in place a fair and open performance appraisal system for teachers. Schools should develop their own school-based appraisal system in consultation with teachers.

Table II.4.47 (columns 2, 10, 18): The policy is not legislated. Since the 2001/02 school year, all schools receiving aid have put in place a teacher appraisal system.

Tables II.4.48-50 (column 8): Schools should formulate school-based policies and mechanisms to conduct teacher appraisal.

Tables II.4.48-50 (column 10): Schools are given autonomy to develop their own school-based policies.

Tables II.4.48-50 (column 17): Schools are advised to draw up the lines of reporting at the beginning of the appraisal cycle.

Tables II.4.51-53 (column 2): Guiding principles are set out as references for schools. In short, the appraisal should focus on teaching duties, non-teaching duties as well as professional and personal competence.

Tables II.4.51-53 (column 9): Schools are given autonomy to develop their own school-based policies.

Tables II.4.54-56 (column 2): In principle, the appraisal system should help to identify professional development needs.

Tables II.4.54-56 (column 3): Schools are given autonomy to develop their own school-based policies.

Tables II.4.54-56 (column 4): While schools are given autonomy to develop their own school-based policies, they understand that they can use the "withholding of salary increments" as a tool for effective performance management.

Tables II.4.54-56 (columns 1, 5, 6, 11, 15, 16, 21, 26): Schools are given autonomy to develop their own school-based policies.

Kazakhstan

Table II.4.47 (columns 1, 9, 17): Teacher appraisal at all levels of education is conducted every five years according to the State Law "On Education" and other regulations. The main purpose of the teacher appraisal is to determine whether the teacher qualification meets the requirements of professional competence.

Table II.4.47 (columns 2, 10, 18): The rules regarding teacher appraisal apply to all teachers at preschool, primary, basic secondary, general secondary, and technical vocational education. They were approved by an order of the Minister of Education and Science of Kazakhstan dated of August 7, 2013 and updated by the order of the Minister of Education and Science #323, dated of January 27, 2016. Teachers receive a qualification category ("the second", "the first" or "the highest") based on the appraisal results. Special examination boards conduct the teacher appraisal and decide on the assignment of qualification categories as follows: for "the second" category, the examination boards act in educational organisations; for "the first" category, in the district (city) education departments; for "the highest" category, in the regional education department.

Table II.4.47 (columns 2, 10, 18): This policy applies to teachers and school leaders.

Table II.4.47 (columns 3, 11, 19): According to the National Educational database for 2014-2015 academic year, the number of teachers was 325,184 including 59,445 (18.3%) teachers with "the highest" category; 95,586 (29.4%) with "the first" category; 88,716 (27.3%) teachers with "the second" category; and 81,437 (25%) teachers who were uncategorized. Uncategorized teachers do not have a category

because they are young professionals that have just started to work after graduation from college or university/institute.

Table II.4.47 (columns 4-8, 12-16, 20-24): Teacher appraisal is carried out for the purpose of upgrading the teacher qualification category according to the legislative acts of Kazakhstan.

Tables II.4.48-50 (column 2): Appraisal rules are the same for all teachers regardless of their hierarchy and school forms of ownership.

Tables II.4.48-50 (column 10): Teacher appraisal is carried out for the purpose of upgrading the teacher qualification category according to the legislative acts of Kazakhstan.

Tables II.4.48-50 (column 17): Teacher appraisal is conducted every five years according to the legislative acts by the Examination Board at the appropriate level (regional, district, school). The Examination Board consists of experienced teachers, representatives of the regional/city/district educational authority, teacher development trainers, etc. Teachers receive "the second" category based on the results of the appraisal conducted by the special examination board in educational organisations; for "the first" category, the appraisal is conducted in the district (city) education departments; for "the highest" category, the appraisal is conducted in the regional education department.

Tables II.4.51-53 (column 2): According to the appraisal regulations teachers provide their portfolio of professional achievements: 1) materials about teaching experience (essay, creative report, self-analysis of professional activity); 2) documents on the scientific activity of the teacher (participation in conferences, competitions, seminars, teaching readings); 3) copies of the publication of the teachers' scientific production in the press and media; 4) the results of an independent evaluation of the professional competence of the teacher (reviews, survey results based on students, parents, colleagues and administration questionnaires); 5) information about university graduation or employment; 6) documents confirming the participation of the teachers' students or of the teacher himself/herself in educational, creative, sport competitions, olympics, art shows and games; 7) collected teacher awards, the performance dynamics of the professional activities during the last three years (for early appraisal it could be the last 1-2 years).

Tables II.4.51-53 (column 9): According to the appraisal regulations, these are the following stages of appraisal: the qualifying testing of teachers, the evaluation of teaching materials and outcomes (analysis of lessons, analysis of students', parents' and colleagues' questionnaires), and the participation in the teacher development courses. The professional development activities of the teacher are taken into account during the appraisal procedures.

Tables II.4.54-56 (column 3): The confirmation of the current level of teacher qualification or its upgrading (the second, the first and the highest) are based on the appraisal results.

Tables II.4.54-56 (column 4): Teacher appraisal results are the basis for calculating additional payments (approved by the Decree of the Government of Kazakhstan № 1400, dated of December 29, 2007: "On the remuneration system for civil servants, employees of organizations financed by the state budget, state enterprises employees"). Teachers awarded with the certificate of qualification assignment based on the appraisal results will obtain a basic salary rate increase that remains the same until the next appraisal.

Tables II.4.54-56 (column 5): The teacher qualification category can be used for the purposes of career promotion, further education and for better employment opportunities.

Tables II.4.54-56 (column 15): Teachers who underperformed during the appraisal are entitled to an additional appraisal.

Table II.4.57 (columns 1, 11, 21): Important factors for career progression are the results of teacher appraisal and the participation in professional development courses.

Table II.4.57 (columns 6, 16, 26): Teachers who completed the courses for professional development according to the Nazarbayev Intellectual School programme are provided with the following additional payments: for the third (basic) level, 30% in addition to the basic salary; for the second (main) level, 70% in addition to basic salary rate; for the first (advanced) level, 100% of the basic salary. All teachers who improved their qualification level receive the respective additional payment.

Lithuania

Table II.4.47 (columns 2, 10, 18): Teachers appraisal consists of two parts: teacher attestation and school (process) evaluation.

Table II.4.47 (columns 3, 11, 19): From 2008, the teachers' attestation allows teachers to achieve higher steps in the career path and to have better salaries. The school (process) evaluation is compulsory and occurs every 7 years. So far, about 40% of schools have been evaluated.

Table II.4.47 (columns 4-8, 12-16, 20-24): Reward schemes are not directly used, but appraisals are used for similar (e.g. "Teacher of the Year" award, "Young Teacher Award", etc.).

Tables II.4.48-50 (column 8): Reward schemes are not mandatory, but they are periodic. Regular appraisal in the form of teachers' attestation is not mandatory, but the school (process) evaluation is mandatory every 7 years.

Tables II.4.48-50 (column 12): Regular appraisal: teacher attestation is not applicable in this case, but the observation of lessons is used in case of performance problems.

Tables II.4.48-50 (column 17): It depends on the school: for local schools, the experts are at the local or state level; for state schools, the evaluator is a state delegated expert.

Macao (China)

Table II.4.47 (columns 2, 10, 18): The law on "System Framework for Private School Teaching Staff of Non-tertiary Education" has been passed in the Legislative Assembly in 2012. It states that all teaching staff registered at Macao's Education and Youth Affairs Bureau are subjected to performance evaluations. Public schools follow the "Macao regulation: Law no. 12/2010", according to which the evaluation of teachers in public schools is governed by specific statutes/regulations not yet implemented, but soon to be released.

Table II.4.47 (columns 3, 11, 19): For private schools.

Tables II.4.48-50 (column 6): All teachers in Macao need to register on Macao's Education and Youth Affairs Bureau (DSEJ) at the beginning of every academic year. That means that all new teachers should begin their work and register on DSEJ before they complete the school-based probations. On the other hand, many schools in Macao require their new employees to complete the probations regardless of whether they are experienced or new teachers. For teachers who remain in the same jobs in the same schools, no probation is needed.

Malta

Table II.4.47 (columns 1, 9, 17): Newly-qualified teachers are appraised during their one-year probation period, at the end of it, and then during the course of their career when moving from one salary scale to another as explained in the sequence. Teachers are also appraised when the school where they perform their duties is taking part in External Reviews conducted by the Quality Assurance Department (QAD) within the Ministry for Education and Employment. The resulting conclusions report on the school as a whole and not on individuals.

Table II.4.47 (columns 2, 10, 18): The audits aforementioned are carried out by the Quality Assurance Department (QAD) in all schools operating in Malta. These audits should occur every three years.

Table II.4.47 (columns 3, 11, 19): Records of the appraisal of newly-qualified teachers are only kept for teachers in public schools.

Tables II.4.48-50 (column 23): Only schools in the independent sector (catering to around 11% of the student population) have school boards.

Table II.4.57 (columns 1, 11, 21): Eight years of service are required for teachers to progress from one salary scale to another, with a maximum of two such progressions.

Table II.4.57 (columns 2, 12, 22): Teachers can opt to do voluntary in-service courses which are taken into consideration in case teachers decide to apply for a lateral move. For instance, they may apply to serve in a special unit rather than in a school (e.g. Anti-bullying Unit) or to perform duties as school

administrators (e.g. assistant head of school). Teachers who obtain additional or specialised qualifications increase their chances of success in interviews for these posts.

Table II.4.57 (columns 3, 13, 23): Such extra roles may be taken into consideration should teachers decide to apply for school administration roles.

Table II.4.57 (columns 4, 14, 24): These appraisal results may be taken into consideration should teachers decide to apply for school administration roles.

Table II.4.57 (columns 6, 16, 26): Eight years of service are required for teachers to progress from one salary scale to another, with a maximum of two such progressions.

Table II.4.57 (columns 7, 17, 27): Refers to completion of professional development beyond the mandatory in-service courses that take place during the school year as described previously. Teachers who obtain further qualifications in the form of degrees/diplomas are compensated by an allowance that ranges from EUR 349 per year (in case of a diploma) to EUR 932 per year (for a doctorate).

Table II.4.57 (columns 8, 18, 28): Teachers receive an annual allowance ranging from EUR 600 to EUR 800 depending on their years of service. Heads of Department get a flat annual allowance of EUR 1 100.

Montenegro

Table II.4.47 (columns 2, 10, 18): Regular appraisal of teachers has been present for decades (supervision, school inspection, quality evaluation). The new methodology of regular appraisal was introduced in 2012.

Tables II.4.54-56 (column 3): Reward schemes are aimed at recognising excellent teachers. There are several levels of recognition with a subsequent salary increase. Teachers are encouraged to attend teacher trainings and to participate in additional projects/activities. It does not mean that they will necessarily be promoted (to become school principals, for example).

Peru

Table II.4.47 (columns 2, 10, 18): The "Ley de reforma magisterial" (Magisterial law reform) took effect in 2012.

Tables II.4.48-50 (column 6): According to the Magisterial law reform, there must be a renewal assessment every three years, but this has not yet been implemented.

Tables II.4.48-50 (columns 13, 14, 15): Only for private schools or public schools administered privately.

Tables II.4.48-50 (column 26) : Parents.

Qatar

Table II.4.47 (columns 4-8, 12-16, 20-24): Even though appraisals for promotion and for reward schemes are not legislated, they are widely practiced across the country.

Singapore

Table II.4.47 (columns 2, 10, 18) and Tables II.4.48-50 (column 8): Although teacher appraisal is a mandated policy practised in all public schools in Singapore, it is not governed by legislation.

Tables II.4.48-50 (column 9): Appraisal of teachers under probation is a one-off exercise.

Thailand

Tables II.4.48-50 (column 9): Completion of probation: these appraisals take place only during the initial years of a new teacher's career.

Uruguay

Tables II.4.48-50 (column 17): The evaluator is the supervisor for the subject area.

Tables II.4.54-56 (column 3): Appraisal results affect changes in school roles (e.g. as supervisor or school principal), but every four years teachers change level by seniority.

Tables II.4.54-56 (column 4): Appraisal results have an impact in the career structure, but not in the salary scale while he/she is a teacher. Changes in salary are based on a scale of seniority every four years.

Tables II.4.54-56 (column 21): Included in the legislation but seldom used.

Table II.4.57 (column 10, 20, 30): Teachers having a degree earn 7,5% more than others (the teacher degree is a tertiary degree, ISCED-5 level).

Chapter 4: School Leader Appraisal (Tables II.4.58-68)

Argentina

Table II.4.68 (columns 10, 20, 30): Teaching in remote or rural areas or in areas considered as vulnerable by the Ministry of Education.

Croatia

Tables II.4.59-61 (column 2): School leaders are appraised according to the annual appraisal schedule or after a complaint. The advisor from the Teacher Training Agency appraises new school leaders whenever needed.

Tables II.4.59-61 (column 11): Advisors from the county/city office of education are the evaluators at the local level.

Tables II.4.62-64 (column 19): School self-evaluation.

Tables II.4.59-61 (column 22): This occurs rarely, only in case of severe violations.

Tables II.4.59-61 (column 23): In case of a severe violation, the acting principal is appointed.

Cyprus³

General comment: Government-dependent private schools apply their own rules for the appraisal of school leaders.

Table II.4.58 (columns 2, 5, 8): The data reported comes from the law on Public Education (<http://www.kypros.org/MOEC/nomos/nomos1.htm>).

Tables II.4.65-67 (column 20): School leaders who underperform have a lower chance of being promoted to higher positions (e.g. inspectors) compared to those with better appraisal results.

Table II.4.68 (columns 10, 20, 30): All these factors have an indirect effect on salaries (to the extent that they influence appraisals, which influence decisions on promotions).

Dominican Republic

Table II.4.58 (columns 1, 4, 7): Initiatives about school leader appraisal are contained in various documents, such as "Estrategias Nacional de Desarrollo 2030", but an appraisal system has not yet been established. Regulations for school leaders fall under teachers' regulations. Certain measures are used for professional advancement, but there is no formal evaluation in place.

³ Footnote by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Former Yugoslav Republic of Macedonia (FYROM):

General comment: There are no government-dependent private schools in the Former Yugoslav Republic of Macedonia.

Table II.4.58 (columns 3, 6, 9): Each school undergoes a whole-school evaluation performed by the State Inspectorate once every three years. The evaluation covers, but is not limited to, the appraisal of school leaders. That means that approximately 33% of school leaders are appraised on a yearly basis.

Georgia

Table II.4.68 (columns 10, 20, 30): The number of students enrolled in the school has an impact on the salaries of school leaders.

Hong Kong (China)

Table II.4.58 (columns 1, 4, 7): Similar to teacher appraisal, schools are given autonomy to develop their own school-based appraisal system for school leaders. There is no external evaluation of individual school leaders.

Kazakhstan

General comment: The school leader appraisal is carried out according to the Appraisal Regulations of teaching staff, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan, dated of August 7, 2013.

Table II.4.58 (columns 1, 4, 7): The appraisal of school leaders in all types of schools is regulated by the State Law "On education" and carried out based on the Appraisal Regulations for teaching staff, approved by the Order of the Acting Minister of Education and Science of Kazakhstan № 323, dated of August 7, 2013.

Table II.4.58 (columns 2, 5, 8): School leader appraisal is regulated by the State Law "On education".

Tables II.4.59-61 (column 2): According to the State Law "On education", school leaders are required to be certified once every three years.

Tables II.4.59-61 (column 10): School leaders are accepted for the position on a competitive basis. School leaders are required to be certified once every three years.

Tables II.4.59-61 (column 11): According to the regulations, the Examination Boards conduct the appraisal of the school leaders and of deputy heads of educational institutions. There are Examination Boards in regional education departments and in the education departments in the cities of Astana and Almaty. The central educational authority conducts the appraisal of school leaders and of deputy heads in the republican educational organizations. Regional authorities conduct the appraisal of school leaders and deputy heads in the other educational organisations.

Tables II.4.59-61 (column 18): Both school principals as well as peer evaluators from other schools can be members of the Examination Board at the appropriate level. The Examination Board includes the most experienced teaching staff of the educational institutions, experts from education authorities as well as representatives of scientific and educational institutions, educational associations, training organisations, trade unions and human resource services.

Tables II.4.65-67 (column 2): The appraisal allows the identification of the best school leaders in the education system.

Tables II.4.65-67 (column 11): The issues of school leader appraisal are currently being considered.

Lithuania

Tables II.4.59-61 (column 11): State level experts are the evaluators in state schools; municipal or state level experts are the evaluators of local schools.

Tables II.4.59-61 (column 26): Experts from municipality bodies.

Tables II.4.62-64 (column 10): The following are also considered: Distributed leadership, implementation of equal opportunities to students and students' safety.

Tables II.4.62-64 (column 19): Social partners and other school stakeholders' survey.

Tables II.4.62-64 (column 15): These indicators are not directly related to the school leader appraisal.

Tables II.4.62-64 (column 16): For the primary level, students' survey results may be used indirectly.

Tables II.4.65-67 (column 5): Salary increments are valid until the next appraisal period.

Tables II.4.65-67 (column 17): Dismissal is possible, but rare.

Macao (China)

Table II.4.58 (columns 1, 4, 7): The appraisal of school leaders is not the same in government-dependent and public schools. Public schools follow the "Macao regulation: Law no. 12/2010" (but appraisals are governed by specific regulations/statutes not yet implemented). The government-dependent private schools follow the law of "System Framework for Private School Teaching Staff of Non-tertiary Education", which has been passed in the Legislative Assembly in 2012. It states that all teaching staff registered at Macao's Education and Youth Affairs Bureau are subject to performance evaluations.

Table II.4.58 (columns 3, 6, 9): All school leaders in private school are appraised at the primary and secondary levels.

Tables II.4.59-61 (column 11): Only school leaders in public schools are evaluated by Macao's Education and Youth Affairs Bureau (DSEJ).

Tables II.4.59-61 (column 17): Only school leaders of independent and government-dependent private schools are evaluated by their own school boards.

Malta

General comment: The information regarding school leader appraisals reported for ISCED 3 refers to those school leaders (a) who administer schools offering classes in the final two years of compulsory schooling; and (b) who are in other public schools offering two-year post-compulsory programmes which fall under the responsibility of the Education Directorates.

Table II.4.58 (columns 1, 4, 7): Provisions are in place for the cyclical appraisal of schools, carried out by the Quality Assurance Department (QAD) within the Ministry for Education and Employment. This external school evaluation covers general school processes as well as the evaluation of teachers and school leaders. School leaders in state schools may also be appraised by the College Principal responsible for them.

Table II.4.58 (columns 2, 5, 8): College Principals only appraise school leaders in state schools.

Tables II.4.59-61 (column 5): In such instances, the appraisal would not be part of the usual school evaluation process. Higher ranking officials would carry out such appraisal.

Tables II.4.59-61 (column 6): Only schools in the independent sector (catering to around 11% of the student population) have school boards.

Tables II.4.59-61 (column 11): School reviews are carried out by a central educational authority, namely the Quality Assurance Department (QAD), a subunit of the Directorate for Quality and Standards in Education (DQSE), within the Ministry for Education and Employment. School leaders may also be appraised by their respective College Principal.

Tables II.4.59-61 (column 20): State schools are grouped into colleges led by a College Principal. The college principal may evaluate school leaders of schools within his/her college.

Tables II.4.62-64 (columns 16, 17, 18): Students, parents and teachers surveys could be carried out prior to a school evaluation.

Tables II.4.65-67 (column 13): This scenario is not applicable because all school leaders follow a single salary scale whose maximum step is reached after three years of service.

Tables II.4.65-67 (column 14): A salary increment can only be withheld during the first three years of service. After this period, school leaders reach the maximum step of the salary scale.

Tables II.4.65-67(column 15): School leaders have a one-year probationary period during which their contract can be terminated.

Table II.4.68 (columns 1, 11, 21): School leaders reach the maximum step of their salary scale after three years of service.

Table II.4.68 (columns 2, 12, 22): Those applying for the post of head of school need to have a Post-graduate Diploma in Educational Administration and Management or equivalent studies that can be considered as professional development.

Table II.4.68 (columns 6, 16, 26): Heads of School have a salary increment for the first three years of duty. After this period, they reach the maximum step of the salary scale.

Table II.4.68 (columns 7, 17, 27): Heads of school who obtain further qualifications in the form of degrees/diplomas are compensated by an annual allowance ranging from EUR 349 per year (in case of a diploma) to EUR 932 per year (for a doctorate).

Table II.4.68 (columns 10, 20, 30): Heads of school receive an additional allowance based on the number of pupils enrolled in their school. This allowance ranges from EUR 2 500 per year (less than 500 pupils) to EUR 4 000 (more than 900 pupils).

Montenegro

General comment: Data are based on documents issued by the Ministry of Education and the Bureau for Education Services.

Table II.4.58 (columns 2, 5, 8): Official Journal, 26/12, 24/05/2012, Guidance on conducting school evaluation.

Peru

General comment: The data reported comes from the Ministry of Education (2015), "Directiva para el desarrollo del año escolar 2015 en las instituciones educativas de Educación Básica y Técnico Productiva".

Table II.4.68 (columns 1, 11, 21): This applies to teachers and school principals.

Table II.4.68 (columns 4, 14, 24): This is the case when first assigned to the school and then to obtain a permanent position in the school.

Qatar

Tables II.4.59-61 (column 2): School leaders are appraised, but the frequency is unknown.

Singapore

Table II.4.58 (columns 2, 5, 8) and Tables II.4.59-61 (column 2): School leader appraisal is a mandated policy practiced in all public schools in Singapore, but it is not governed by legislation.

Table II.4.58 (columns 3, 6, 9): School leaders in all public schools are appraised.

Tables II.4.59-61 (column 18): The school principal/director evaluates the Heads of Department.

Tables II.4.59-61 (column 19): The deputy school principal/director evaluates the Heads of Department.

Chinese Taipei

General comment: There are no government-dependent private schools in Chinese Taipei.

Thailand

Tables II.4.62-64 (column 10), Table II.4.68 (columns 5, 15, 25): Work ethics are also considered.

Uruguay

Table II.4.58 (columns 1, 4, 7): The legislation regulating teacher appraisals includes a section regarding the appraisal of school leaders.

Table II.4.68 (columns 6, 16, 26): A minimum of 16 years of service is required for the post of school principal.

Table II.4.68 (columns 7, 17, 27): Teachers that have a degree earn 7,5% more than the ones without a professional degree (the teacher degree is a tertiary degree, ISCED 5-level).

Table II.4.68 (columns 10, 20, 30): The size of the school (enrolment) has an impact on the salaries of school leaders.

Chapter 5: Selecting students for different programmes (Table II.5.27)

Argentina

School types or educational programmes: Educación Secundaria Orientada, Educación Secundaria Modalidad Técnico Profesional and Educación Secundaria Modalidad Artística.

Bulgaria

School types or educational programmes: General “profiled”, General “non-profiled” and vocational programmes.

Additional comments: In addition to general education, specialised programmes – referred to as “profiled education” - are offered in certain classes within general secondary schools or in some specialised high schools, such as foreign language secondary schools or math-science secondary schools. The non-specialised track corresponds to the general education. Admission to the “profiled schools” and to some vocational schools occurs after grade 7, thus the upper secondary stage in the “profiled schools” and in some vocational schools starts when their students are 14-years old. The newly adopted Pre-school and School Education Act (effective since August 1st, 2016) introduced a new school structure according to which the upper secondary stage in all schools starts when the students are 14-years old.

Costa Rica

School types or educational programmes: Academic programmes, technical programmes and “Open Education” education (free-attendance).

Croatia

School types or educational programmes: Gymnasium, four-year vocational programme, arts programme, vocational programme for industry and vocational programme for crafts.

Cyprus⁴

School types or educational programmes: Upper Secondary – Lyceum and vocational or technical school.

Additional comments: The latest available data refers to school year 2013/2014

(http://www.moec.gov.cy/etisia-ekthesi/pdf/annual_report_2014_gr.pdf).

Dominican Republic

School types or educational programmes: General, technical/professional and arts programme. The first age of selection into different programmes is 16. Students below this age might be found, but it would be an exception.

Former Yugoslav Republic of Macedonia (FYROM)

School types or educational programmes: Gymnasium (4 years), Secondary Arts Education (4 years), Vocational Technical Education (4 years), Vocational Education for Occupations (3 years), and Vocational Training (2 years).

Georgia

School types or educational programmes: General education (secondary level) and professional training.

Additional comments: Data reported come from the Georgian Law on General Education, National Curriculum years 2011-2016.

Hong Kong (China)

School types or educational programmes: Vocational and Professional Education and Training (since 2015), Vocational Development Programme (since 2004), Apprenticeship and Traineeship Scheme (Mar 2012), Pre-employment and on-the-job training (“YETP” of the Labour Department, since Sept 1999) and Grammar schools.

Kazakhstan

School types or educational programmes: secondary school, gymnasium, lyceum, college, specialized school, specialized educational programme providing in-depth learning of specific subjects, experimental educational programme, and integrated educational programme (Nazarbayev Intellectual Schools).

Additional comments: Educational curricula are based on the state standards of education (State Law “On education”). General, specialized and integrated programmes are implemented in different types of educational organizations (schools, lyceums, gymnasiums, specialized school for gifted children). Vocational education is offered in colleges. Nazarbayev Intellectual Schools (NIS) have been functioning since 2008. They offer integrated educational programs developed by a collaboration of experts from Kazakhstan and from Cambridge University. The state standards for primary education approved in 2014 reflect a curriculum reform based on the NIS experience. Those standards were tested this academic year in the first grades of 30 schools across the country. The new standards for basic (lower) secondary and general (upper) secondary school will be tested in the 2016/17 academic year.

⁴ Footnote by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Lithuania

School types or educational programmes: Basic school, youth school, secondary school, gymnasium and professional school.

Macao (China)

School types or educational programmes: General and vocational or technical programmes.

Malta

School types or educational programmes: Secondary education, vocational education and training offered by the Malta College of Arts, Science and Technology (MCAST; <http://www.mcast.edu.mt/>) and vocational education and training offered by the Institute for Tourism Studies (ITS; <http://its.edu.mt/>).

Additional comments: The secondary general education cycle is a 7-year cycle. The first five years are part of compulsory education, which has a general orientation. However, as from school year 2010-2011, students in the third year of this cycle have the option of choosing one or two VET subjects from the five that are on offer (and which are planned to be increased by additional six subjects). Students who do so have four lessons per VET subject per week from a total of 40 lessons. Vocational education is offered to students following the end of compulsory education. Only basic information on post-compulsory VET education is included in this report. The first three years of this seven-year cycle are classified as ISCED 2 while the remaining four years fall within ISCED 3. Thus the first two years of ISCED 3 fall within compulsory education. Prior to this reform, students used to sit for high-stakes examinations at the end of the primary cycle. The results of those examinations determined the type of school providing general education they would attend throughout the five-year-long secondary cycle. Following the launch of this reform, these examinations were replaced by an end-of-primary benchmark assessment intended to assess student attainment and act as a diagnostic tool to assist secondary schools in providing targeted assistance to low performing students. In Malta, the great majority of students in the PISA Modal Grade (Year 11) would still be attending a general education programme provided as part of compulsory education. Only a very small number of 15-year-old students would be following other educational programmes, which are part of post-compulsory education. For post-compulsory education VET courses, students enrol at the Malta College of Arts, Science and Technology (MCAST). The Institute of Tourism Studies (ITS) offers courses to cater for the tourism industry to students in post-compulsory education. Students who successfully complete the Higher National Diploma in Hospitality Management or the Higher National Diploma in Tourism Studies awarded by the Institute of Tourism Studies (Malta) may be admitted to Year 2 of the three-year Bachelor of Arts in Tourism Studies programme offered by the University of Malta.

Montenegro

School types or educational programmes: Gimnazija (general upper secondary school), four-year vocational upper secondary school, three-year vocational upper secondary school, and primary school. Primary school (Osnovna škola; ISCED 1 and 2) lasts for nine years and is for students from the age of 6 to 14. Secondary school (Srednja škola; ISCED 3) is for students from the age of 15 to 18. Most of our PISA students are in grade 1 of this level of education.

Additional comments: The Law on vocational education contemplates the possibility of a two-year programme which has not yet become available in schools.

Peru

School types or educational programmes: Educación secundaria (Secondary education), Educación Básica Alternativa (Alternative Basic Education-Advanced cycle) and Educación Técnico Productiva (Technical Productive Education-Middle cycle).

Additional comments: The data reported comes from the Ministry of Education (2015) "Directiva para el desarrollo del año escolar 2015 en las instituciones educativas de Educación Básica y Técnico Productiva".

Qatar

School types or educational programmes: Basic (foundation), advanced and vocational programmes.

Singapore

School types or educational programmes: Integrated, express, normal (academic) and normal (technical) programme.

Additional comments: Singapore has only one programme type of orientation (i.e. all different tracks offer general programmes) at both the lower and upper secondary levels.

Chinese Taipei

School types or educational programmes: Senior high-school, vocational high-school and junior college.

Thailand

School types or educational programmes: General and vocational or technical programmes.

Additional comments: All vocational programmes are at upper secondary level (ISCED 3; theoretical starting age is 16 years old).

United Arab Emirates

School types or educational programmes: Public MOE schools, public MAG schools, applied technology Institutes, private Schools and public model schools.

Uruguay

School types or educational programmes: Upper secondary (general) and upper technical programmes.

Chapter 6: Cumulative expenditure by educational institutions per student aged 6 to 15 (Tables II.6.58)

Algeria

General Comments: The source for the data reported is the official newspaper "Direction of management of financial resources".

Argentina

General Comments: Private spending cannot be disaggregated between government-dependent private institutions and independent private institutions because no information is available on government subsidies by type of institutions. Therefore, private expenditure reported includes the total amount of government subsidies to all private institutions (government-dependent and independent private schools) plus household expenditure. Education spending by households, which is fraction of private spending, corresponds to an estimate from the National Economic Census 2004.

Average theoretical duration (columns 1-4): In some Argentinean provinces primary school lasts 7 years, while in others the duration is 6 years. The data reported is based on the 6-year-long programmes, which are the most prevalent.

Costa Rica

General Comments: The source for the data reported is the Statistics Department at the Ministry of Public Education. Data on private institutions are not available since they are totally independent from the

Ministry of Public Education. The expenditure in ISCED 2 and 3 covers both general and vocational education. The school year starts in February and ends in December each year. The financial year starts in October and ends in September each year.

Croatia

General Comments: The data reported was obtained directly from the department of finance in the Ministry of Science, Education and Sport (MSES).

Cyprus⁵

General Comments: The source of the data reported is the Statistical Service, Ministry of Finance: Statistics of Education 2012/2013 (<http://www.cystat.gov.cy/mof/cystat/statistics.nsf>). Data for expenditure in public institutions from private sources are not available. Enrolment data reported is for all private institutions (independent and government-dependent private schools; there is only one government-dependent private school in Cyprus).

Dominican Republic

General Comments: Expenditure by level of education is estimated from enrolment data. No information is collected from the private sector. Enrolment data comes from a web platform (SGCE) where school principals record data regarding the number of students enrolled in their schools. To align enrolment data to the 2013 financial year, the following weight were applied to full-time equivalent enrolment: 5/12 (2012/13 school year) and 7/12 (2013/14 school year).

Georgia

General Comments: Expenditure in private institutions is an estimate based on per capita financing in private institutions and the number of students. The reference year for enrolment data is 2013, except for ISCED 3 vocational program data, which is based on weighted data for 2013/2014 and 2014/2015 academic years. Also, ISCED 3 vocational programs in private institutions are not financed by the government.

Kazakhstan

General Comments: The data reported was extracted from <http://www.stat.gov.kz>. There are no vocational programmes at the lower secondary level. No pre-primary or vocational education is provided by government-dependent private institutions.

Lithuania

General Comments: Since 2011, the new principle of financing pre-primary education (so called "money follows the pupil") started to be used. As a result, there has been an increase in the establishment of private pre-primary institutions.

Macao (China)

General Comments: Public expenditure data comes from the Finance Services Bureau. The accounting system adopted is the national government finance statistical calculation established by the International

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Monetary Fund. Enrolment data comes from information provided by schools at the beginning of the academic year.

Malta

General Comments: The source of expenditure data for independent schools is a postal survey sent to all institutions operating as independent schools. Data on government-dependent private institutions was submitted by the Diocesan Curia. Enrolment data comes from administrative data from the Minister of Education (MEDE) and paper/electronic survey from institutions.

Average theoretical duration (columns 1-4): A total of four years includes two years as part of compulsory education and another two years in post-compulsory education.

Montenegro

General Comments: Data for private institutions were not available. Primary education comprises levels ISCED1 and ISCED2. Enrolment data comes from educational institutions.

Peru

General Comments: Expenditure data reported comes from the national administrative data system of public spending (Sistema Integrado de Administración Financiera del Ministerio de Economía y Finanzas: SIAF). The various operations of public spending at national, departmental, provincial and district levels are recorded and aggregated in this system, which include information about the amount of spending, funding sources, level of implementation of spending and activity or project to which it is intended, among other information. Enrolment data was obtained from an annual school census data (on enrolment, teachers, infrastructure, etc.) declared by the principal of each school. Increases in the private sector enrolment in recent years, particularly at the pre-primary level, may be related to a number of factors, such as recent economic growth in Peru, the expansion of early childhood programs in the country, population migration to urban areas where private schools are available, among others.

Singapore

General Comments: Enrolment data are adjusted to align to the 2013 financial year by taking the weighted average of the student enrolments in 2013 and 2014. This is obtained by using the formula: $0.75 \times (\text{enrolment for school year 2013}) + 0.25 \times (\text{enrolment for school year 2014})$.

Chinese Taipei

General Comments: The data reported comes from the national budget accounts. In Chinese Taipei, there are no vocational programmes at lower secondary level and there are no government dependent private institutions. The Ministry of Education has merged the educational expenditure of ISCED 1 and ISCED 2 since 2011. To align enrolment data to the 2013 financial year, the following weight were applied to full-time equivalent enrolment: 7/12 (2012 school year) and 5/12 (2013 school year). Before 2011, the number of students enrolled at the pre-primary level included only children who enrolled in Kindergartens. Due to the implementation of the Early Childhood Education and Care Act in 2011, the number of students enrolled at the pre-primary level now includes children between the ages of 2 and their last year prior to entering elementary school.

Thailand

General Comments: Enrolment reported in the private sector includes only those students enrolled in private institutions which are not classified as independent private school types. To align enrolment data to the 2013 financial year, the following weights were applied to full-time equivalent enrolment: 3/12 (2012 school year) and 9/12 (2013 school year).

Uruguay

General Comments: The source for the data reported is the National Integrated Financial Information System Balance (ANEP-CODICEN). Government dependent private schools exist only at pre-primary level. Enrolment data comes from administrative sources of national authorities. The starting of 2014 school year was March 1st, 2014.

Chapter 6: Teachers' salaries (Tables II.6.54)

Argentina

General comments: The data reported come from the “Coordinación General de Estudio de Costos del Sistema Educativo (CGECSE) - Ministerio de Educación y Deportes”. No distinction is made between "All educational programmes" and "General programmes". Salaries data for vocational programmes are not available.

Typical qualification for teachers with 15 years of experience: Most teachers have a degree in teaching (i.e. they are a qualified teacher at their specific level of education). Only years of experience are recognised (no additional payments exist based on teachers' qualifications)

Bulgaria

General comments: The data reported come from: the National Statistical Institute, www.nsi.bg; 2013 OECD Teaching and Learning International Survey (TALIS); Regulation No. 1/04.01.2010 about salaries in the education system.

Typical qualification for teachers with 15 years of experience: Bachelor's or master's degree.

Croatia

General comments: The data reported come from the Ministry of Science, Education and Sports, Croatian National Unit of Eurydice Network. Within the lower secondary level, there is no distinction between general and vocational programmes.

Typical qualification for teachers with 15 years of experience: Masters' degree (ISCED level 7).

Outstanding performance (column 28): Based on the appraisal conducted by subject area advisors, teachers can be promoted to the status of a mentor or a counsellor, which makes them entitled to salaries' increases in the range of 10% to 15%.

Cyprus⁶

General comments: The source for the data reported is the EURYDICE Report on "Teachers' and School Heads' Salaries and Allowances in Europe, 2013/14."

(http://eacea.ec.europa.eu/education/eurydice/documents/facts_and_figures/salaries.pdf). The typical qualification corresponds to the minimum level of teachers' qualification. Therefore, the salaries of teachers with minimum and typical qualifications are the same.

Dominican Republic

General comments: The data reported come from the Statistics Department (MINERD). The gross annual salaries consist of 13 months. The exchange rate used (USD-Dominican Peso) was 45.3.

⁶ Footnote by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Typical qualification for teachers with 15 years of experience: Typically, a teacher with 15 years of experience would have a bachelor's degree (ISCED 6). Some teachers have a specialised degree or a master's degree (ISCED 7).

Former Yugoslav Republic of Macedonia (FYROM)

General comments: The data reported come from the Ministry of Education and Science. Estimates assume a base salary + 0,5 % for each additional year of service with a maximum of 20 % salary growth. There are three categories of base salary: base salary for teacher, base salary for teacher mentor and base salary for teacher advisor. When referring to the salaries of teachers with typical qualifications at the top of the salary scale, the estimated salaries correspond to the base salary for a teacher advisor with the maximum number of working years.

Typical qualification for teachers with 15 years of experience: A teacher with a higher education diploma, which is the case of more than 95% of the teachers at the lower and upper secondary levels.

Outstanding performance (columns 27-29): This may affect teachers' pay levels in special circumstances (teaching students with special needs or classes with different age groups; working in rural areas; advancing the teaching process and the achievement of students; being a head class teacher).

Georgia

General comments: The data reported come from the Ministry of Education and Science, decree on teachers' salaries (2005-2015), Education Management Information Systems.

Typical qualification for teachers with 15 years of experience: Master's level (six years of education) or equivalent (diplomas awarded at the end of five years prior to the introduction of three-cycle system).

Outstanding performance (column 27): Certified teachers (those who pass teacher certification exams) receive an additional monthly payment (75 Georgian Lari) as a part of their base salary.

Hong Kong (China)

General comments: For the sections related to vocational programmes, the following interpretations apply: (a) Unlike what happens in civil service, a pay range instead of a pay scale approach is adopted. Teaching staff do not necessarily start at the minimum of the pay range. In addition, the progression along this range varies among staff members concerned. (b) The gross annual salary includes base pay, employer's contribution to retirement schemes and a performance bonus (a certain percentage of the base pay for budget purposes. The actual allocation depends on staff performance as well as the distribution among all staff members concerned). All other fringe benefits are excluded. (c) Staff of the same rank may teach at different levels depending on work assignments. Therefore, the annual statutory salaries for both the lower and upper levels are the same. For general programmes, the salaries of teachers include base pay and employers' contribution to mandatory retirement fund. There is no performance bonus for these teachers. "CM grade untrained" and "GM grade untrained" refer to teachers who have not acquired recognised teacher training qualifications, e.g. teachers' certificate (for a Certified Master grade) and a certificate/diploma in education (for a Graduate Master grade). For the lower secondary level, teachers' salaries are estimated based on the starting salary of teachers who are "CM grade untrained" (starting salary: Pt 12). For the upper secondary level, estimates are based on the starting salary of teachers who are "GM grade untrained" (starting salary: Pt 13). Further, the estimations are based on the assumption that teacher has not been promoted to a higher rank. The top salary scale for "CM" and "GM" teachers are, respectively, Pt. 24 and 33. This means that when comparing the salary of teachers with minimum level of qualification and 15 years of experience to that of teachers with minimum level of qualification, the assumption is that the teacher remained at the same basic rank ("CM" for lower secondary and "GM" for senior secondary) after 15 years of service. Under these circumstances, a "CM" teacher and a "GM" teacher will progress along the salary range of their respective basic ranks and reach their top salary points (respectively at Pt. 24 and 33) after 15 years. If the "CM"/"GM" teacher has been promoted to a

higher rank during this time period, his/her salary will follow a higher rank scale and progress along the salary range of that rank instead of the basic rank. The updated Master Pay Scale (MPS) is available at the Civil Service Bureau, HKSARG website (<http://www.csb.gov.hk/english/admin/pay/42.html>). For the sections related to vocational programmes, the following assumptions apply: (a) teachers with minimum level of qualification are Teaching Associates (holders of relevant degree); (b) teachers with typical level of qualification are Lecturers (holders of relevant degree with at least 3 years of relevant experience). **Typical qualification for teachers with 15 years of experience:** At the lower secondary level, the typical qualification corresponds to a Certified Master (CM), i.e. teachers holding a teachers' certificate/certificate in secondary education. They are remunerated at the CM top salary (Pt. 24). At the upper secondary level, the typical qualification corresponds to a Graduate Master (GM), i.e. teachers holding a bachelor's degree and a certificate/diploma in education. They are remunerated at the GM top salary (Pt. 33).

Kazakhstan

General comments: The data reported come from the Governmental Decree № 1193 of 31.12.2015 "On the system of wages for civil servants, employees of organizations financed by the state budget and state enterprises employees." According to the Labour Code of Kazakhstan, teaching staff are categorized as civil servants. The gross statutory salaries of teachers consist of the basic salary, additional payment and extra bonuses. However, additional payments and bonuses are not included in the salaries reported as they vary widely depending on teacher's responsibilities and type of school.

Typical qualification for teachers with 15 years of experience: In general programmes, this means a teacher who has higher teacher education, the first qualification category, certificates on completion of teacher development courses, was confirmed for a permanent position or have had an upgrade in the qualification category for at least 3 times (at the lower secondary level, 22, 5% of teachers meet these criteria; at the upper secondary level, 25,9% do). In the upper secondary vocational programmes, the typical qualification refers to a teacher who has a higher teacher education, was confirmed for a permanent position or have had an upgrade in the qualification category for at least 3 times (15,2% meet these criteria). The typical qualification for teachers with 15 years of experience differs for teachers at different stages of their career: The salary of teachers with standard qualifications is 8% lower than the salary of teachers with 10 years of experience who also reached the highest qualification category.

Outstanding performance (columns 28, ,29): The Governmental Decree № 1193 establishes following types of payments in addition to the basic salary of teachers: class management (30%); checking of copybooks and written student work (25%); supervision of subject rooms (20%); in-depth teaching of specific subjects (20%). Teachers who finished the teacher development courses receive the following additional payments according to their level of qualification: for the third (basic) level, 30% of the base salary; for the second (main) level, 70% of the base salary; for the first (advanced) level, 100 % of the base salary. According to the regulations, public schools have the right to award additional cash bonuses to the best teachers (for example, to teachers whose students win competitions in the Olympic games or scientific competitions or who demonstrate outstanding educational achievements).

Lithuania

Typical qualification for teachers with 15 years of experience: Teachers who obtained the "senior teacher" qualification category. Qualifications categories are: "teacher", "senior teacher", "teacher-supervisor" and "teacher-expert" (40% of teachers in general programmes at lower and upper secondary levels satisfy this condition). The salaries of teachers with the typical qualification vary depending on years of experience.

Outstanding performance (column 29): Supplemental incidents may apply to teachers in special circumstances (e.g. if they perform especially important tasks or at retirement or jubilee occasions).

Macao (China)

General comments: The data reported come from the Education and Youth Affairs Bureau. Teachers' salaries reported are established by the Macao regulation: Law no. 12/2010.

Typical qualification for teachers with 15 years of experience: A teacher with typical qualification is required to have a Bachelor's degree and a major corresponding to their main teaching subject areas. In addition, the teacher must have received teacher training in the areas of secondary education (96,5% of teachers meet these conditions).

Montenegro

General comments: The data reported come from "The primary and secondary schools, General Collective Agreement, Official Journal of Montenegro 14/2014."

Typical qualification for teachers with 15 years of experience: A Bachelor's degree (ISCED level 6). At the lower secondary level, teachers with more than 25 years of experience may have completed a two-year level of tertiary education.

Outstanding performance (columns 27-29): This may affect teachers' pay level as follows: in case of promotion to the level of mentor, advisor, senior advisor or researcher (column 27); for teaching extra classes (column 28); for teachers whose students win national competitions.

Peru

General comments: The data reported come from the "Ministry of Education: General direction of teacher development (Dirección General de Desarrollo Docente - DIGEDD); Law of magisterial reform (Ley de reforma magisterial N° 29944, in effect since 2012). Research in official data sources and interviews with data specialists were also used.

Typical qualification for teachers with 15 years of experience: A teacher in public schools who have reached the step 4 in a career scale that ranges from 1 to 8 (Carrera pública magisterial). The typical qualification for teachers with 15 years of experience differs for teachers at different stages of their career with respect to the teachers standing in the career scale and the time of service in public schools. For instance, the top salary requires a teacher to have reached the maximum step in the career scale (step 8) with at least 30 years of experience.

Outstanding performance (column 29): There is a school bonus for good performance in evaluations as well as in administrative and managerial achievements.

Qatar

General comments: The source for the data reported is the Payroll System of Ministry of Education and Higher Education. There are distinctions in salaries and grade between starting teachers and those with 15 years on the job; the salary for the same qualification varies according to teachers' experience. The "minimum qualification" for teachers is a Bachelor's degree (approximately 90% of teachers). The salaries reported are based on the total salary per teacher (which includes basic salary, accommodations, transportation, and other monthly allowances).

Typical qualification for teachers with 15 years of experience: Bachelor's degree.

Singapore

General comments: The source for the data reported is the Ministry of Education. Salaries of lower and upper secondary teachers are not differentiated as the salary of Singapore teachers is based on the individual's qualification at the point of recruitment and subsequent career progression, and on the level they teach. Singapore has only one programme orientation type (i.e. the different tracks are all general programmes) at both the lower and upper secondary levels. In addition to the monthly salary, teachers in Singapore receive a 13th month bonus. Therefore, the gross annual salary is calculated by multiplying the gross monthly salary by 13. The gross annual salary reported excludes performance-related bonuses and retention bonuses that most teachers receive. The "gross annual salary of teachers with minimum/typical

level of qualification and 15 years of experience" is what teachers with 15 years of service are currently receiving and not a 15-year projection using current salary scales. There are three career tracks – leadership, teaching and senior specialist – to cater to the different aspirations of teachers. There is flexibility in the system to allow teachers to make lateral movements across the three tracks based on teachers' interests and organisational needs. This allows teachers to have continuous professional growth opportunities. It is thus not possible to provide a reasonable estimate on the number of years to grow from minimum to maximum salary as there is wide variation in the progression pathways of individual teachers.

Typical qualification for teachers with 15 years of experience: It refers to holders of a Bachelor's Degree without Honours; this single group accounts for the largest proportion of teachers with 15 years of experience. About 60% of all teachers with 15 years of experience fall into one of two other groups: they either have an honours degree and above or they did not attain a "pass" degree.

Outstanding performance (columns 27-29): Teachers are appraised for performance using the Enhanced Performance Management System (EPMS), which is a holistic competency-based tool to facilitate planning, review, coaching and appraisal between a teacher and his/her supervisor. The appraisal parameters include: holistic development of students through quality learning and character education, pastoral care and well-being of students, co-curricular activities, collaboration in teams and with parents, contributions to school and professional development.

Chinese Taipei

General comments: Teachers' salaries were estimated according to the regulations of the Ministry of Education listed in <http://edu.law.moe.gov.tw/LawContent.aspx?id=FL009434>. Teachers' salaries are paid based on teachers' educational degree and it increases every year based on teaching experience. The salary was calculated by adding the base salary and 2.5 months of bonus.

Typical qualification for teachers with 15 years of experience: It corresponds to a Bachelor's degree in all educational programmes.

Outstanding performance (column 28, 29): According to the Civil Service Performance Rating Act (column 28); Incentive payment at Teachers' Day (column 29).

Thailand

General comments: Since PISA 2012, new policies have been implemented regarding the starting salaries of teachers.

Typical qualification for teachers with 15 years of experience: The qualification of teachers is divided into five levels as follows: Practitioner (K 1 Teachers), Professional Level Teachers (K 2 Teachers), Senior Professional Level Teachers (K 3 Teachers), Expert Level Teachers (K 4 Teachers) and Advisory Level Teachers (K 5 Teachers). The typical qualification for teacher with 15 years of experience is the Professional Level Teachers (K 2 Teachers).

United Arab Emirates

General comments: Salaries vary depending on the marital status of the teachers. Salaries are open and there is no limit to the amount of yearly salaries' increases (columns 7-12; 20-26).

Typical qualification for teachers with 15 years of experience: Bachelors' degree.

Uruguay

General comments: Salaries reported refer to salaries of part-time teachers (20 hours per week).

Typical qualification for teachers with 15 years of experience: A teacher who has reached step 4 in a career scale that goes from 1 to 7.

Chapter 6: Teachers' actual teaching time (Tables II.6.55)

Argentina

General comments: Schools with extended hours (6 hours per day) and double time (8 hours per day) are not included.

Bulgaria

General comments: The teaching time depends on the subject matter. For example, the minimal annual teaching time for teachers of Bulgarian language and literature or foreign languages is 486 hours; for the science teachers, 513 school hours; for music, sports and art teachers, 540 school hours.

Cyprus⁷

General comments: The teaching time reported is based on teachers working full-time who do not have other duties, such as management responsibilities.

Dominican Republic

General comments: The number of sessions was calculated considering a regular school schedule (5 hours a day), but since 2012, a policy is in place that extends the school day. As a result, several schools are working 8 hours a day (1,592 teaching hours per year for both lower and upper secondary levels). More schools are adopting this policy. The number of hours is established in the official calendar. In practice this may differ.

Georgia

General comments: The 2013 OECD Teaching and Learning International Survey (TALIS) data was used for this report. In Georgia, TALIS was administered in the Spring of 2014.

Kazakhstan

General comments: The duration of working hours during the week shall not exceed 40 hours according to the Labour Code of Kazakhstan dated of January 1, 2016.

Malta

General comments: Upper secondary education refers to the two years of upper secondary education during compulsory education.

Montenegro

General comments: An average teacher teaches 20 hours per week.

Peru

General comments: The source for the data reported is the "Directiva para el desarrollo del año escolar 2015 en las instituciones educativas de Educación Básica", Ministry of Education (2015). Research in official data sources and interviews with data specialists were also used. In official documents, the average actual time of teaching is measured in "academic/pedagogic hours" (i.e 45 minutes per hour).

⁷ Footnote by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Officially, there is an average of 960 academic/pedagogic hours, which is equivalent to 720 hours (60-minute hours).

Singapore

General comments: Teaching time cannot be differentiated by lower and upper secondary teachers as teachers generally teach both lower and upper secondary classes.

Thailand

General comments: There has been no change in teaching time since 2010. The teaching time reported corresponds to the minimum number of hours required: According to the Ministry of Education requirements, a teacher has to teach a minimum of 18 teaching hours/week. The school year in Thailand has 36 weeks; therefore the teaching time equals 648 hours/year.

Chapter 6: Requirements for pre-service teacher training, for entry into the teaching profession and for professional development in public institutions (Tables II.6.56-57)

Hong Kong (China)

Table II.6.56 (columns 6-8): Five years is the duration of studies for a Bachelor's in Education degree (B.Ed.). However, there are candidates pursuing a one-year full-time postgraduate diploma as their pre-service teacher training programme.

Table II.6.57 (columns 2-4): All degree holders candidates applying for civil servant posts (including graduate teachers in government schools) must attain level 2 in both Chinese and English in the Common Recruitment Examination (CRE) as a language proficiency requirement.

Croatia

Table II.6.56 (columns 5-8): Since the Bologna reform in 2005/2006, teacher-training programmes last five years instead of four. Therefore, teachers who started attending university in the academic year 2005/2006 graduated approximately in 2011 (normally, students need a few more months after the end of the fifth study year for last exams; that means they would normally have finished in the next academic year, i.e. October 2010 until September 2011, their actual graduation year). These teacher probably started working in schools in 2011/2012. However, teachers who graduated before that time (i.e. who completed teacher-training in four years) and those who completed 5-year studies are both considered to have a Master's degree (ISCED level 5A according to the 1997 ISCED classification).

Normally they do not graduate by the end of the fifth study year in September, mostly they need few months more for last exams and therefore it is already next study year – starting from October 2010 until September 2011 (graduation year)

Ireland

Table II.6.57 (columns 5-8): Teachers in Ireland are required to register with the Teaching Council before taking their first teaching position.

Kazakhstan

Table II.6.56: According to the State Law "On education" the requirements for initial teacher training (i.e. Bachelor's degree) are the same for all disciplines: candidates must pass the Unified National Testing or the Complex Testing (teaching practice). It is necessary to complete teacher development courses and to complete a Master's programme for further career growth.

Lithuania

Table II.6.56 (columns 5-8): The minimum duration is reported, but the training can continue up to five years for a Master's degree.

Malta

General Comments: The data reported comes from the Letter Circulars issued by the Ministry for Education and from the University of Malta's entry requirements to follow a Bachelor's degree (B.Ed.): <http://www.um.edu.mt/for/prospective>. In Malta, compulsory secondary education does not include any vocational tracks. Therefore vocational subjects are not included in initial teacher education programmes.

Table II.6.57 (columns 1-4): The competitive exam is in the form of a selective interview.

Table II.6.57 (columns 13-16): Professional development is compulsory for teachers, but not as a condition for maintaining employment.

Montenegro

General Comments: The source for the data reported is the Bureau of Education Service (MEIS - ME data base), University of Montenegro.

Table II.6.56 (columns 5-8): All teachers are required to have three years of pre-service training and one-year of specialisation.

Table II.6.57 (columns 1-4): New teachers take a professional exam at the end of the one-year probation period. After that they are eligible to enter the teaching profession.

Peru

General Comments: The data reported come from the "Ministry of Education: General direction of teacher development (Dirección General de Desarrollo Docente - DIGEDD). Major change took place since in 2012 as the Magisterial Reform Law 29944 was approved. Also, new teacher appraisals have been implemented since 2014.

Singapore

General Comments: Singapore does not have vocational programmes for lower and upper-secondary education.

Table II.6.56 (columns 5-8): Depending on the type of training programme, the length of pre-service training for pre-primary teachers ranges from 2 to 3 years. The duration reported refers to the Postgraduate Diploma in Education programme, which is the training received by most of the trainee teachers. This training is required for those whose Bachelor's degree is not specific to education. The duration of other full-time initial teacher preparation programmes offered at the National Institute of Education varies according to the programme: Bachelor of Arts/Science (Education) – 4 years; Diploma in Education – 1 to 2 years (depending on whether general or specialisation track); and Postgraduate Diploma in Education (Physical Education) – 2 years.

Table II.6.56 (columns 9-12): A teaching practicum is part of the professional diploma course that is required of all teachers.

Table II.6.57 (column 5): All pre-primary teachers need to be registered with a central agency.

Table II.6.57 (columns 13-20): As pre-schools in Singapore are mainly private organisations, this will be a decision made by the operators.