

INTRODUCTION: THE INDICATORS AND THEIR FRAMEWORK

■ The organising framework

Education at a Glance – OECD Indicators 2008 provides a rich, comparable and up-to-date array of indicators that reflect a consensus among professionals on how to measure the current state of education internationally. The indicators provide information on the human and financial resources invested in education, on how education and learning systems operate and evolve, and on the returns to educational investments. The indicators are organised thematically, and each is accompanied by information on the policy context and the interpretation of the data. The education indicators are presented within an organising framework that:

- Distinguishes between the actors in education systems: individual learners, instructional settings and learning environments, educational service providers, and the education system as a whole;
- Groups the indicators according to whether they speak to learning outcomes for individuals or countries, policy levers or circumstances that shape these outcomes, or to antecedents or constraints that set policy choices into context; and
- Identifies the policy issues to which the indicators relate, with three major categories distinguishing between the quality of educational outcomes and educational provision, issues of equity in educational outcomes and educational opportunities, and the adequacy and effectiveness of resource management.

The following matrix describes the first two dimensions:

	1. Education and learning outputs and outcomes	2. Policy levers and contexts shaping educational outcomes	3. Antecedents or constraints that contextualise policy
I. Individual participants in education and learning	1.I The quality and distribution of individual educational outcomes	2.I Individual attitudes, engagement, and behaviour	3.I Background characteristics of the individual learners
II. Instructional settings	1.II The quality of instructional delivery	2.II Pedagogy and learning practices and classroom climate	3.II Student learning conditions and teacher working conditions
III. Providers of educational services	1.III The output of educational institutions and institutional performance	2.III School environment and organisation	3.III Characteristics of the service providers and their communities
IV. The education system as a whole	1.IV The overall performance of the education system	2.IV System-wide institutional settings, resource allocations, and policies	3.IV The national educational, social, economic, and demographic contexts

The following sections discuss the matrix dimensions in more detail:

■ **Actors in education systems**

The OECD indicators of education systems (INES) programme seeks to gauge the performance of national education systems as a whole, rather than to compare individual institutional or other sub-national entities. However, there is increasing recognition that many important features of the development, functioning and impact of education systems can only be assessed through an understanding of learning outcomes and their relationships to inputs and processes at the level of individuals and institutions. To account for this, the indicator framework distinguishes between a macro level, two meso-levels and a micro-level of education systems. These relate to:

- The education system as a whole;
- The educational institutions and providers of educational services;
- The instructional setting and the learning environment within the institutions; and
- The individual participants in education and learning.

To some extent, these levels correspond to the entities from which data are being collected but their importance mainly centres on the fact that many features of the education system play out quite differently at various levels of the system, which needs to be taken into account when interpreting the indicators. For example, at the level of students within a classroom, the relationship between student achievement and class size may be negative if students in small classes benefit from improved contact with teachers. At the class or school level, however, students are often intentionally grouped such that weaker or disadvantaged students are placed in smaller classes so that they receive more individual attention. At the school level, therefore, the observed relationship between class size and student achievement is often positive (suggesting that students in larger classes perform better than students in smaller classes). At higher aggregated levels of education systems, the relationship between student achievement and class size is further confounded, *e.g.* by the socio-economic intake of schools, or by factors relating to the learning culture in different countries. Past analyses, which have relied on macro-level data alone, have therefore sometimes led to misleading conclusions.

■ **Outcomes, policy levers and antecedents**

The second dimension in the organising framework further groups the indicators at each of the above levels:

- Indicators on observed outputs of education systems, as well as indicators related to the impact of knowledge and skills for individuals, societies and economies, are grouped under the sub-heading *output and outcomes of education and learning*;
- The sub-heading *policy levers and contexts* groups activities seeking information on the policy levers or circumstances which shape the outputs and outcomes at each level; and
- These policy levers and contexts typically have *antecedents* – factors that define or constrain policy. These are represented by the sub-heading *antecedents and constraints*. It should be noted that the antecedents or constraints are usually specific for a given level of the education system and that antecedents at a lower level of the system may well be policy levers at a higher level. For teachers and students in a school, for example, teacher qualifications are a given constraint while, at the level of the education system, professional development of teachers is a key policy lever.

■ Policy issues

Each of the resulting cells in the framework can then be used to address a variety of issues from different policy perspectives. For the purpose of this framework, policy perspectives are grouped into three classes that constitute the third dimension in the organising framework for INES:

- Quality of educational outcomes and educational provision;
- Equality of educational outcomes and equity in educational opportunities; and
- Adequacy, effectiveness and efficiency of resource management.

In addition to the dimensions mentioned above, the time perspective as a fourth dimension in the framework allows dynamic aspects in the development of education systems to be modelled also.

The indicators that are published in *Education at a Glance 2008* fit within this framework, though often they speak to more than one cell.

Most of the indicators in **Chapter A** *The output of educational institutions and the impact of learning* relate to the first column of the matrix describing outputs and outcomes of education. Even so, indicators in **Chapter A** measuring educational attainment for different generations, for instance, not only give a measure of the output of the educational system, but also provide context for current educational policies, helping to shape policies on, for example, lifelong learning.

Chapter B *Financial and human resources invested in education* provides indicators that are either policy levers or antecedents to policy, or sometimes both. For example, expenditure per student is a key policy measure which most directly impacts on the individual learner as it acts as a constraint on the learning environment in schools and student learning conditions in the classroom.

Chapter C *Access to education, participation and progression* provides indicators that are a mixture of outcome indicators, policy levers and context indicators. Entry rates and progression rates are, for instance, outcomes measures to the extent that they indicate the results of policies and practices in the classroom, school and system levels. But they can also provide contexts for establishing policy by identifying areas where policy intervention is necessary to, for instance, address issues of inequity.

Chapter D *The learning environment and organisation of schools* provides indicators on instruction time, teachers' working time and teachers' salaries not only represent policy levers which can be manipulated but also provide contexts for the quality of instruction in instructional settings and for the outcomes of learners at the individual level.

READER'S GUIDE

Coverage of the statistics

Although a lack of data still limits the scope of the indicators in many countries, the coverage extends, in principle, to the entire national education system (within the national territory) regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms. With one exception described below, all types of students and all age groups are meant to be included: children (including students with special needs), adults, nationals, foreigners, as well as students in open distance learning, in special education programmes or in educational programmes organised by ministries other than the Ministry of Education, provided the main aim of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school and work-based programmes that are explicitly deemed to be parts of the education system, is not included in the basic education expenditure and enrolment data.

Educational activities classified as “adult” or “non-regular” are covered, provided that the activities involve studies or have a subject matter content similar to “regular” education studies or that the underlying programmes lead to potential qualifications similar to corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

Calculation of international means

For many indicators an OECD average is presented and for some an OECD total.

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable (code “a”) in a country or where the data value is negligible (code “n”) for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable (code “a”) for a certain country, this country is not included in the OECD average.

For financial tables using 1995 and 2000 data, both the OECD average and OECD total are calculated for countries providing 1995, 2000 and 2005 data. This allows comparison of the OECD average and OECD total over time with no distortion due to the exclusion of certain countries in the different years.

For many indicators an EU19 average is also presented. It is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated. These 19 countries are Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

■ Classification of levels of education

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). The biggest change between the revised ISCED and the former ISCED (ISCED-76) is the introduction of a multi-dimensional classification framework, allowing for the alignment of the educational content of programmes using multiple classification criteria. ISCED is an instrument for compiling statistics on education internationally and distinguishes among six levels of education. The glossary available at www.oecd.org/edu/eag2008 describes in detail the ISCED levels of education, and Annex 1 shows corresponding typical graduation ages of the main educational programmes by ISCED level.

■ Symbols for missing data

Six symbols are employed in the tables and charts to denote missing data:

- a* Data is not applicable because the category does not apply.
- c* There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m* Data is not available.
- n* Magnitude is either negligible or zero.
- w* Data has been withdrawn at the request of the country concerned.
- x* Data included in another category or column of the table (*e.g.* *x*(2) means that data are included in column 2 of the table).
- ~ Average is not comparable with other levels of education

■ Further resources

The website www.oecd.org/edu/eag2008 provides a rich source of information on the methods employed for the calculation of the indicators, the interpretation of the indicators in the respective national contexts and the data sources involved. The website also provides access to the data underlying the indicators as well as to a comprehensive glossary for technical terms used in this publication.

Any post-production changes to this publication are listed at www.oecd.org/edu/eag2008.

The website www.pisa.oecd.org provides information on the OECD Programme for International Student Assessment (PISA), on which many of the indicators in this publication draw.

Education at a Glance uses the OECD's StatLinks service. Below each table and chart in *Education at a Glance 2008* is a url which leads to a corresponding Excel workbook containing the underlying data for the indicator. These urls are stable and will remain unchanged over time. In addition, readers of the *Education at a Glance* e-book will be able to click directly on these links and the workbook will open in a separate window.

Codes used for territorial entities

These codes are used in certain charts. Country or territorial entity names are used in the text. Note that in the text the Flemish Community of Belgium is referred to as "Belgium (Fl.," and the French Community of Belgium as "Belgium (Fr.)."

AUS Australia	ITA Italy
AUT Austria	JPN Japan
BEL Belgium	KOR Korea
BFL Belgium (Flemish Community)	LUX Luxembourg
BFR Belgium (French Community)	MEX Mexico
BRA Brazil	NLD Netherlands
CAN Canada	NZL New Zealand
CHL Chile	NOR Norway
CZE Czech Republic	POL Poland
DNK Denmark	PRT Portugal
ENG England	RUS Russian Federation
EST Estonia	SCO Scotland
FIN Finland	SVK Slovak Republic
FRA France	SVN Slovenia
DEU Germany	ESP Spain
GRC Greece	SWE Sweden
HUN Hungary	CHE Switzerland
ISL Iceland	TUR Turkey
IRL Ireland	UKM United Kingdom
ISR Israel	USA United States

TABLE OF CONTENTS

	Name of the indicator in the 2007 edition
Foreword	3
Editorial	13
Introduction	19
Reader's Guide	23
CHAPTER A THE OUTPUT OF EDUCATIONAL INSTITUTIONS AND THE IMPACT OF LEARNING	27
Indicator A1 To what level have adults studied?	28
Table A1.1a. Educational attainment: adult population (2006)	42
Table A1.2a. Population that has attained at least upper secondary education (2006)	43
Table A1.3a. Population that has attained tertiary education (2006)	44
Table A1.4. Fields of education (2004)	45
Table A1.5. Ratio of 25-to-34-year-olds with ISCED 5A and 30-to-39-year-olds with ISCED 6 levels of education to 55-to-64-year-olds with ISCED 5A and 6 levels of education, by field of education (2004)	46
Table A1.6. Proportion of the working age population in different occupations (ISCO) (1998, 2006)	47
Table A1.7. Proportion of the working age population in different occupations by destination of tertiary education (2006)	49
Indicator A2 How many students finish secondary education and access tertiary education?	52
Table A2.1. Upper secondary graduation rates (2006)	65
Table A2.2. Trends in graduation rates at upper secondary level (1995-2006)	66
Table A2.3. Post secondary non-tertiary graduation rates (2006)	67
Table A2.4. Entry rates to tertiary education and age distribution of new entrants (2006)	68
Table A2.5. Trends in entry rates at tertiary level (1995-2006)	69
Table A2.6. Percentage of new entrants in tertiary education and proportion of females, by field of education (2006)	70
Indicator A3 How many students finish tertiary education ?	72
Table A3.1. Graduation rates in tertiary education (2006)	86
Table A3.2. Trends in tertiary graduation rates (1995-2006)	87
Table A3.3. Graduation rates at different tertiary levels and proportion of international and foreign graduates in total graduate output (2006)	88
Table A3.4a. Percentage of tertiary-type A and advanced research programmes graduates, by field of education (2000, 2006)	89
Table A3.5a. Percentage of tertiary qualifications awarded to females in tertiary-type A and advanced research programmes, by field of education (2000, 2006)	90
Table A3.6. Science graduates, by gender (2006)	91

Indicator A4	How many students complete and drop out of tertiary education?	92	A3
Table A4.1.	Completion rates in tertiary education (2005)	98	
Table A4.2.	Completion rates in tertiary-type A education by mode of study (2005)...	99	
Indicator A5	What can 15-year-olds do in science?	100	
Table A5.1.	Mean score, variation and gender differences in student performance on the PISA science scale (2006)	114	
Table A5.2.	Percentage of students at each proficiency level on the PISA science scale (2006).....	116	
Table A5.3.	Mean score, variation and gender differences in student performance on the PISA science competency scales (2006).....	117	
Indicator A6	What are the parents' perceptions related to school and science learning?	120	
Table A6.1.	Parents' reports of child's past science reading and student performance on the PISA science scale (2006)	128	
Table A6.2a.	Parents' view of the standards of achievement of their child's school and socio-economic background (PISA 2006)	129	
Table A6.2b.	Parents' view of the disciplinary atmosphere in their child's school and socio-economic background (PISA 2006)	130	
Table A6.2c.	Parents' view of the good job in educating students done by their child's school and socio-economic background (PISA 2006).....	131	
Table A6.3a.	Parents' perceptions of competence and dedication of their child's teachers (PISA 2006).....	132	
Table A6.3b.	Parents' perceptions of the content taught and the instructional methods used in their child's school (PISA 2006).....	133	
Table A6.3c.	Parents' perceptions of the school's monitoring of their child's progress (PISA 2006).....	134	
Table A6.3d.	Parents' perceptions of the regularity and usefulness of the information provided by the school on their child's progress (PISA 2006)	135	
Indicator A7	Does their parents' socio-economic status affect students' participation in higher education?	136	A7
Indicator A8	How does participation in education affect participation in the labour market?	142	A8
Table A8.1a.	Employment rates and educational attainment, by gender (2006)	151	
Table A8.2a.	Unemployment rates and educational attainment, by gender (2006)	153	
Table A8.3a.	Trends in employment rates, by educational attainment (1997-2006).....	155	
Table A8.4.	Trends in employment rates among 55-to-64-year-olds, by educational attainment (1997-2006)	157	
Table A8.5a.	Trends in unemployment rates by educational attainment (1997-2006) ...	159	
Indicator A9	What are the economic benefits of education?	162	A9
Table A9.1a.	Relative earnings of the population with income from employment (2006 or latest available year)	173	
Table A9.1b.	Differences in earnings between females and males (2006 or latest available year)	175	

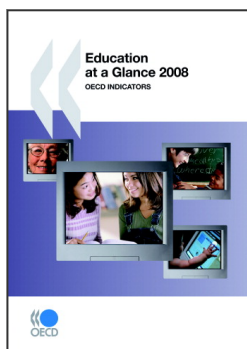
		Name of the indicator in the 2007 edition
Table A9.2a.	Trends in relative earnings: adult population (1997-2006).....	176
Table A9.3.	Trends in differences in earnings between females and males (1997-2006).....	177
Table A9.4a.	Distribution of the 25-to-64-year-old population by level of earnings and educational attainment (2006 or latest available year).....	179
Indicator A10	What are the incentives to invest in education?	182
Table A10.1.	Private internal rates of return (IRR) for an individual obtaining upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2004).....	196
Table A10.2.	Private internal rates of return (IRR) for an individual obtaining tertiary education, ISCED 5/6 (2004).....	196
Table A10.3.	Private internal rates of return for an individual obtaining upper secondary education at age 40 (2004).....	197
Table A10.4.	Private internal rates of return for an individual obtaining tertiary education at age 40 (2004).....	197
Table A10.5.	Public internal rates of return for an individual obtaining higher education as part of initial education (2004).....	198
Table A10.6.	Public internal rates of return for an individual obtaining higher education at age 40 (2004).....	198
CHAPTER B	FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION	199
Indicator B1	How much is spent per student?	202
Table B1.1a.	Annual expenditure on educational institutions per student for all services (2005).....	218
Table B1.1b.	Annual expenditure per student on core services, ancillary services and R&D (2005).....	219
Table B1.2.	Distribution of expenditure (as a percentage) on educational institutions compared to the number of students enrolled at each level of education (2005).....	220
Table B1.3a.	Cumulative expenditure on educational institutions per student for all services over the theoretical duration of primary and secondary studies (2005).....	221
Table B1.3b.	Cumulative expenditure on educational institutions per student for all services over the average duration of tertiary studies (2005).....	222
Table B1.4.	Annual expenditure on educational institutions per student for all services relative to GDP per capita (2005).....	223
Table B1.5.	Change in expenditure on educational institutions for all services per student relative to different factors, by level of education (1995, 2000, 2005).....	224
Indicator B2	What proportion of national wealth is spent on education?	226
Table B2.1.	Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2005).....	237
Table B2.2.	Expenditure on educational institutions as a percentage of GDP, by level of education (2005).....	238

Table B2.3.	Change in expenditure on educational institutions and in GDP (1995, 2000, 2005).....	239
Table B2.4.	Expenditure on educational institutions as a percentage of GDP, by source of funds and level of education (2005).....	240
Indicator B3	How much public and private investment is there in education?	242
Table B3.1.	Relative proportions of public and private expenditure on educational institutions for all levels of education (2000, 2005).....	251
Table B3.2a.	Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (2000, 2005).....	252
Table B3.2b.	Relative proportions of public and private expenditure on educational institutions, as a percentage, for tertiary education (2000, 2005).....	253
Table B3.3.	Trends in relative proportions of public expenditure on educational institutions and index of change between 1995 and 2005 (2000=100), for tertiary education (1995, 2000, 2001, 2002, 2003, 2004, 2005)....	254
Indicator B4	What is the total public spending on education?	256
Table B4.1.	Total public expenditure on education (1995, 2000, 2005).....	262
Table B4.2.	Distribution of total public expenditure on education (2005).....	263
Indicator B5	How much do tertiary students pay and what public subsidies do they receive?	264
Table B5.1a.	Estimated annual average tuition fees charged by tertiary-type A educational institutions for national students (academic year 2004/05).....	279
Table B5.1b.	Estimated annual average tuition fees charged by tertiary-type B educational institutions for national students (academic year 2004/05).....	281
Table B5.1c.	Distribution of financial aid to students compared to amount of tuition fees charged in tertiary-type A education (academic year 2004/05).....	283
Table B5.1d.	Governance of tertiary institutions (academic year 2004/05).....	284
Table B5.1e.	Financial support to students through public loans in tertiary-type A education (academic year 2004/05).....	288
Table B5.2.	Public subsidies for households and other private entities as a percentage of total public expenditure on education and GDP, for tertiary education (2005).....	290
Indicator B6	On what resources and services is education funding spent?	292
Table B6.1.	Expenditure on educational institutions by service category as a percentage of GDP (2005).....	300
Table B6.2a.	Expenditure on educational institutions by resource category in primary and secondary education (2005).....	301
Table B6.2b.	Expenditure on educational institutions by resource category and level of education (2005).....	302
Indicator B7	How efficiently are resources used in education?	304
Table B7.1.	Economic and social indicators and the relationship with performance in science (2005, 2006).....	316

		Name of the indicator in the 2007 edition
Table B7.2.	Contribution of various factors to salary cost per student at the upper secondary level of education (2004)	317
Table B7.3.	Relationships between expenditure per student as a percentage of GDP per capita and 10 explanatory variables, at the upper secondary level of education (2005, 25 OECD countries)	319
CHAPTER C ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION		321
Indicator C1	How prevalent are vocational programmes?	322
Table C1.1.	Upper secondary enrolment patterns (2006)	331
Table C1.2.	Percentage of upper secondary and post-secondary non-tertiary pre-vocational/vocational graduates, by field of education (2006)	332
Table C1.3.	Annual expenditure on educational institutions per student for all services, by programme orientation (2005)	334
Table C1.4.	Performance of 15-year-old students on the PISA science scale by programme orientation (2006)	335
Indicator C2	Who participates in education?	336
Table C2.1.	Enrolment rates, by age (2006)	343
Table C2.2.	Trends in enrolment rates (1995-2006)	344
Table C2.3.	Transition characteristics from age 15 to 20, by level of education (2006)	345
Table C2.4.	Students in primary and secondary education by type of institution or mode of study (2006)	346
Table C2.5.	Students in tertiary education by type of institution or mode of study (2006)	347
Indicator C3	Who studies abroad and where?	348
Table C3.1.	Student mobility and foreign students in tertiary education (2000, 2006)	366
Table C3.2.	Distribution of international and foreign students in tertiary education, by country of origin (2006)	367
Table C3.3.	Citizens studying abroad in tertiary education, by country of destination (2006)	369
Table C3.4.	Distribution of international and foreign students in tertiary education, by level and type of tertiary education (2006)	371
Table C3.5.	Distribution of international and foreign students in tertiary education, by field of education (2006)	372
Table C3.6.	Trends in the number of foreign students enrolled outside their country of origin (2000 to 2006)	373
Indicator C4	How successful are students in moving from education to work?	374
Table C4.1a.	Expected years in education and not in education for 15-to-29-year-olds (2006)	385
Table C4.1b.	Trends in expected years in education and not in education for 15-to-29-year-olds (1998-2006)	387

Table C4.2a.	Percentage of the youth population in education and not in education (2006)	389	
Table C4.3.	Percentage of the cohort population not in education and unemployed (2006).....	391	
Table C4.4a.	Trends in the percentage of the youth population in education and not in education (1995, 1998-2006)	393	
Indicator C5	Do adults participate in training and education at work?	398	C5
Table C5.1a.	Participation rate and expected number of hours in non-formal job-related education and training, by level of educational attainment (2003).....	407	
Table C5.1b.	Expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)	409	
 CHAPTER D THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS..... 411			
Indicator D1	How much time do students spend in the classroom?	412	D1
Table D1.1.	Compulsory and intended instruction time in public institutions (2006).....	420	
Table D1.2a.	Instruction time per subject as a percentage of total compulsory instruction time for 9-to-11-year-olds (2006)	421	
Table D1.2b.	Instruction time per subject as a percentage of total compulsory instruction time for 12-to-14-year-olds (2006).....	422	
Indicator D2	What is the student-teacher ratio and how big are classes?	424	D2
Table D2.1.	Average class size, by type of institution and level of education (2006).....	436	
Table D2.2.	Ratio of students to teaching staff in educational institutions (2006).....	437	
Table D2.3.	Ratio of students to teaching staff, by type of institution (2006)	438	
Indicator D3	How much are teachers paid?	440	D3
Table D3.1.	Teachers' salaries (2006)	452	
Table D3.2.	Change in teachers' salaries (1996 and 2006)	454	
Table D3.3a.	Decisions on payments for teachers in public institutions (2006).....	455	
Indicator D4	How much time do teachers spend teaching?	458	D4
Table D4.1.	Organisation of teachers' working time (2006).....	466	
Indicator D5	How are evaluations and assessments used in education systems?	468	
Table D5.1.	National examinations in general education programmes (lower secondary education, 2006).....	475	
Table D5.2.	National periodical assessments in general education programmes (lower secondary education, 2006).....	476	
Table D5.3.	Possible influence of national examinations (lower secondary education, 2006).....	477	
Table D5.4.	Possible influence of national periodical assessments (lower secondary education, 2006).....	478	
Table D5.5.	Possible influence of school evaluations by an inspectorate (lower secondary education, 2006).....	479	
Table D5.6.	Possible influence of school self-evaluations (lower secondary education, 2006).....	480	

Indicator D6	What is the level of decision making in education systems?	482
Table D6.1.	Percentage of decisions taken at each level of government in public lower secondary education (2007)	488
Table D6.2a.	Percentage of decisions taken at each level of government in public lower secondary education, by domain (2007)	489
Table D6.2b.	Percentage of decisions taken at each level of government in public lower secondary education, by domain (2007)	490
Table D6.3.	Percentage of decisions taken at the school level in public lower secondary education by mode of decision making (2007)	491
Table D6.4a.	Percentage of decisions taken at the school level in public lower secondary education, by mode of decision making and domain (2007)	492
Table D6.4b.	Percentage of decisions taken at the school level in public lower secondary education, by mode of decision making and domain (2007)	493
Table D6.5.	Level of government at which different types of decisions about curriculum are taken in public lower secondary education (2007)	494
Table D6.6.	Percentage of decisions taken at each level of government in public lower secondary education (2007, 2003 and difference)	496
ANNEX 1	Characteristics of Educational Systems	497
Table X1.1a.	Typical age of graduation in upper secondary education (2006)	498
Table X1.1b.	Typical age of graduation in post-secondary non-tertiary education (2006)	499
Table X1.1c.	Typical age of graduation in tertiary education (2006)	500
Table X1.2a.	School year and financial year used for the calculation of indicators, OECD countries	501
Table X1.2b.	School year and financial year used for the calculation of indicators, partner countries	502
Table X1.3.	Summary of completion requirements for upper secondary programmes	503
ANNEX 2	Reference Statistics	505
Table X2.1.	Overview of the economic context using basic variables (reference period: calendar year 2005, 2005 current prices)	506
Table X2.2.	Basic reference statistics (reference period: calendar year 2005, 2005 current prices)	507
Table X2.3a.	Reference statistics used in the calculation of teachers' salaries, by level of education (1996, 2006)	508
Table X2.3b.	Reference statistics used in the calculation of teachers' salaries (1996, 2006)	510
Table X2.3c.	Teachers' salaries (2006)	511
ANNEX 3	Sources, Methods and Technical Notes	513
References		515
Contributors to this Publication		517
Related OECD Publications		521



From:
Education at a Glance 2008
OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2008-en>

Please cite this chapter as:

OECD (2009), "Introduction: The Indicators and their Framework", in *Education at a Glance 2008: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2008-3-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.