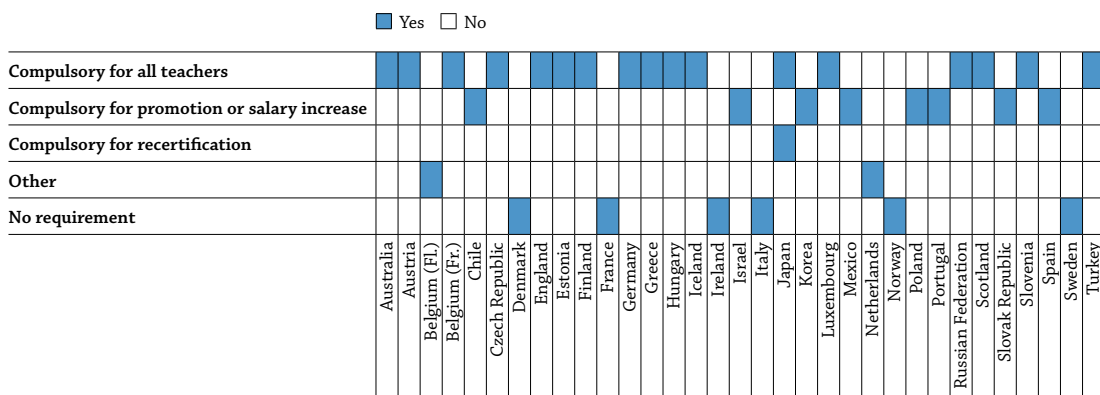


HOW EXTENSIVE ARE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS?

- Professional development for teachers is compulsory at every level in about three-quarters of OECD and partner countries with available data. While it is required of all lower secondary teachers in 17 countries and for promotion or salary increase in 8 countries, it is not required in 6 countries.
- In most countries, decisions about the compulsory and non-compulsory professional development activities to be undertaken by individual teachers are most commonly made by teachers and school management.

Chart D7.1. Requirements for teachers' professional development (2013)
For teachers teaching general subjects in public institutions, lower secondary education



Source: OECD. Table D7.1.c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).
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Context

Teacher training is increasingly seen as a process of lifelong learning. While initial teacher education provides the foundations, continuous professional development provides a means for improving the quality of the workforce and retaining effective staff over time. These kinds of activities allow teachers to refresh, develop and broaden their knowledge and understanding of teaching and to improve their skills and practices. They can help smooth new teachers' transition into their job and compensate for shortcomings in teachers' initial preparation. A lifelong learning approach to teacher development is essential, considering that expectations of staff may change over time. For example, the growing diversity of learners, the greater integration of children and students with special needs, and the increasing use of information and communication technologies all demand that teachers continuously upgrade their skills. In vocational education and training, teachers and trainers need to remain up-to-date with the changing requirements of the modern workplace (OECD, 2005).

Several studies correlate sustained professional development for teachers with significant learning gains for students (Yoon et al., 2007). With more teachers entering the profession through alternative pathways – as either mid-career professionals making a lateral move or university graduates taking fast-track paths to fill vacancies in high-need areas – the need for relevant and accessible professional development is increasingly imperative (Clotfelter, Ladd and Vigdor, 2007; Mueller, 2012; Headden, 2014). Research shows that, in addition to formal workshops, mentoring by veteran teachers can significantly improve the quality of instruction and is thus particularly useful for teachers entering the profession through alternative pathways (Rockoff, 2008).

High-quality professional development also has a significant impact on teacher retention (Allensworth, Ponisciak and Mazzeo, 2009). With turnover of the teaching force being a serious problem, particularly in schools serving marginalised communities (Ewing and Smith, 2003; OECD, 2005; Headden, 2014), professional development should be made a high priority.

■ Other findings

- **Required professional development activities are planned in the context of individual school development priorities** in most countries. At the lower secondary level, in 20 countries, these activities are planned either exclusively or not exclusively in this context; in 4 countries, they are not planned in this context.
- **Countries have funding and support strategies in place for compulsory professional development.** At the lower secondary level, in 14 OECD and partner countries the cost is fully subsidised or shared by the government; in 8 countries, it is partially subsidised.
- In addition to compulsory professional development, all countries reported that they make **non-compulsory professional development activities available** to their teachers. However, funding for these activities is rarely fully covered by the government.
- **Professional development activities for lower secondary teachers are most commonly provided by higher education institutions** (34 countries), institutions for initial teacher education (30 countries), schools (31 countries) and private companies (30 countries). The next most common providers are public agencies for teachers' professional development and teachers' professional organisations (22 countries each), teachers' unions (20 countries), and local education authorities (18 countries). The inspectorate provides these activities in only six countries.
- **School management plays the largest role in circulating information about professional development activities.** In about two-thirds of countries, central or state education authorities are also responsible for circulating information about professional development activities.

Analysis

Requirements for compulsory teachers' professional development

A lifelong learning approach to teacher training requires opportunities and incentives for professional development throughout a teacher's career. Professional development can encompass a whole range of activities: formal courses, seminars, conferences and workshops, online training, and mentoring and supervision. The benefits of professional development, however, depend on the quality of the programmes and the feedback and follow-up support they provide.

D7

The requirement for professional development covers all levels of teaching. Professional development is compulsory for teachers in all levels of education in 25 of the 33 countries with available data. While 16 of those 25 countries indicated that it is compulsory for all teachers, it is required for promotion or salary increases in Chile, Israel, Korea, Mexico (for pre-primary, primary and lower secondary teachers of general programmes), Poland, Portugal, the Slovak Republic and Spain. Iceland indicated that while it is compulsory for all primary and lower secondary teachers, it is required for pre-primary and upper secondary teachers as part of a contractual obligation relating to a wage agreement between teachers' unions and employers. In Japan, professional development is required for all teachers during their tenth year of experience and for recertification as well. In Belgium (Flemish Community) and the Netherlands, although professional development is common among teachers and may be imposed by the school or the organising body (depending on the school), there is no law stating that it is compulsory. In Austria (upper secondary vocational), France, Ireland (primary and secondary) and Mexico (lower secondary vocational and upper secondary), there is no requirement for professional development activities. In Denmark, Norway and Sweden, although there is no requirement, education authorities or school organisers are responsible for providing and allowing teachers to participate in professional development activities. In Italy, the National Teachers' Contract refers to providing professional development opportunities as a direct obligation for schools and education authorities, and a professional right for teachers (Table D7.1c and Tables D7.1a, b and d, available on line).

Minimum duration of required professional development

The duration of compulsory professional development varies widely across countries. While some countries (for example, England, Germany and the Russian Federation) do not set a minimum requirement for teachers to engage in professional development, other countries do. In those countries with a minimum annual requirement for all teachers, this ranges from 8 hours per year in Luxembourg, to 150 hours per year in Iceland (primary and lower secondary teachers). In Estonia, teachers are required to have a minimum of 160 hours of professional development over 5 years, while in Hungary, teachers are required to have a minimum of 120 hours over 7 years. In Japan, all teachers with ten years of experience are required to complete a professional development programme. This includes, on average, 123 hours of professional development activities for pre-primary teachers and 231 hours for primary and secondary teachers. In addition, Japanese teachers are required to complete 30 hours of professional development every 10 years for recertification (Table D7.1c and Tables D7.1a, b and d, available on line).

In Spain, teachers are required to complete 250 to 300 hours of professional development activities every 6 years for promotion or salary increases, while in Mexico, pre-primary, primary and lower secondary teachers are required to complete 78 hours per year. In Israel, pre-primary, primary and lower secondary teachers are required to complete 180 to 210 hours every three years and upper secondary teachers are required to complete 112 hours every year. In Korea, teachers must complete at least 90 hours of professional development activities to upgrade their teaching certificate (usually after 3-4 years of teaching) or to be qualified as teachers with advanced skills (*Su-seok Gyo-sa*), while in Portugal, teachers must complete 25 hours every two years. In the Slovak Republic, teachers have to complete 300 hours' worth of credits in professional development to obtain a salary increase. However, these credits are only valid for seven years from graduation from given professional development activities, and teachers must continuously engage in professional development activities and maintain the minimum amount of credit in order to retain their salary increases.

Professional development planning

Of the 23 countries that require professional development and with available data on its planning, 10 countries require teacher and school plans. Only school plans are required in the Czech Republic, Greece, Hungary, Iceland and the Russian Federation, while only teacher plans are required in Estonia (primary and secondary), Scotland and Turkey. In contrast, no plans are required in Austria, Estonia (pre-primary), Finland, Germany, Luxembourg and Spain (Table D7.2c and Tables D7.2a, b and d, available on line).

In 20 of the 24 countries with available data, compulsory professional development activities for lower secondary teachers are planned in the context of individual school development priorities. While these activities are planned

exclusively in the context of individual school development priorities in the Czech Republic, Japan, the Russian Federation and the Slovak Republic, 16 of 20 countries reported that this is not exclusive. In contrast, compulsory professional development activities are not planned in the context of individual school development priorities in Korea, Luxembourg, Mexico and Spain.

Among the 32 OECD and partner countries with available data, in 24 countries non-compulsory professional development activities for lower secondary teachers are planned in the context of individual school development priorities; in 8 countries they are not. Twenty-two of the 24 countries reported that these activities are not exclusively planned in the context of individual school development priorities, while the Czech Republic and Japan reported that they are planned exclusively in this context. Similar professional development planning requirements are reported for pre-primary, primary and upper secondary teachers (Table D7.3c and Tables D7.3a, b and d, available on line).

Content of professional development activities

The content of compulsory professional development activities for lower secondary teachers is not mandated in 17 of the 24 OECD and partner countries with available data. However, although the content is not specified, these activities still have to be aligned with established standards in six of these 17 countries. These standards are set exclusively by the central education authorities in Belgium (French Community) and England, while they are set by both the central and regional education authorities in Korea. In Greece, the central and regional education authorities, as well as the inspectorate and the Institute of Educational Policy are involved in establishing these standards. In the Russian Federation, this is the responsibility of the central and regional education authorities together with universities and schools.

In contrast, the content of compulsory professional development activities is mandated in Israel, Mexico, Portugal, the Slovak Republic, Slovenia, Spain and Turkey. In Mexico, the Slovak Republic and Spain, the content is specified exclusively by the central education authorities. In contrast, in Slovenia, the content is specified jointly by the central education authorities, universities and schools and in Turkey it is specified by central and regional education authorities, universities and the inspectorate. In Portugal, the content is specified collectively by the central education authorities, teachers' professional organisations, teachers' unions, universities and schools and in Israel, it is specified by the central education authorities, the inspectorate, teachers' professional organisations, teachers' unions, universities, schools and other education providers. A similar picture can be seen at the pre-primary, primary and upper secondary level (Table D7.2c and Tables D7.2a, b and d, available on line).

Box D7.1. In what areas do teachers report having a high level of need for professional development?

According to the 2013 OECD Teaching and Learning International Survey (TALIS), across all participating countries, the aspect most frequently cited by teachers as an area of high development need is that of teaching students with special needs. About 22% of teachers, on average, report that they need more professional development regarding this specific aspect of teaching, reaching a high of 60% of teachers in Brazil and 47% in Mexico. On average, the second and third most important professional development needs teachers report involve teaching with information and communication technologies (19% of teachers) and using new technologies in the workplace (18% of teachers). Teachers from all TALIS countries identify these as important areas for development, particularly teachers in Brazil (27% and 37%, respectively), Italy (36% and 32%, respectively) and Malaysia (38% and 31%, respectively). This suggests that teachers feel ill-equipped to make the best use of these technologies for teaching and learning.

Other areas for improvement are identified by a large proportion of teachers in some countries. For example, in Japan and Korea, more than 40% of teachers report a need for professional development on student career guidance and counseling. Japanese teachers specify a need for training in knowledge and understanding of the subject field(s) (51%), pedagogical competencies in teaching subject field(s) (57%), student behaviour and classroom management (43%), student evaluation (40%), and how to approach individualised learning (40%). Teaching in a multicultural or multilingual setting seems not to be an important issue in most European countries but it is a large concern in Latin American countries and in Italy: 46% of Brazilian teachers, 24% of Chilean teachers, 27% of Italian teachers and 33% of Mexican teachers cite a need for professional development in this area.

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Chart D7.a. Teachers' needs for professional development (2013)
 Percentage of lower secondary education teachers indicating they have a high level of need for professional development in the following areas



1. Special needs students are not well defined internationally but usually cover those for whom a special learning need has been formally identified because they are mentally, physically or emotionally disadvantaged. Often, special needs students will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education. "Gifted students" are not considered to have special needs under the definition used here and in other OECD work. Some teachers perceive all students as unique learners and thus having some special learning needs. For the purpose of this survey, it is important to ensure a more objective judgment of who is a special needs student and who is not. That is why a formal identification is stressed above.

Items are ranked in descending order, based on the percentage of teachers indicating they have a high level of need for professional development.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing.

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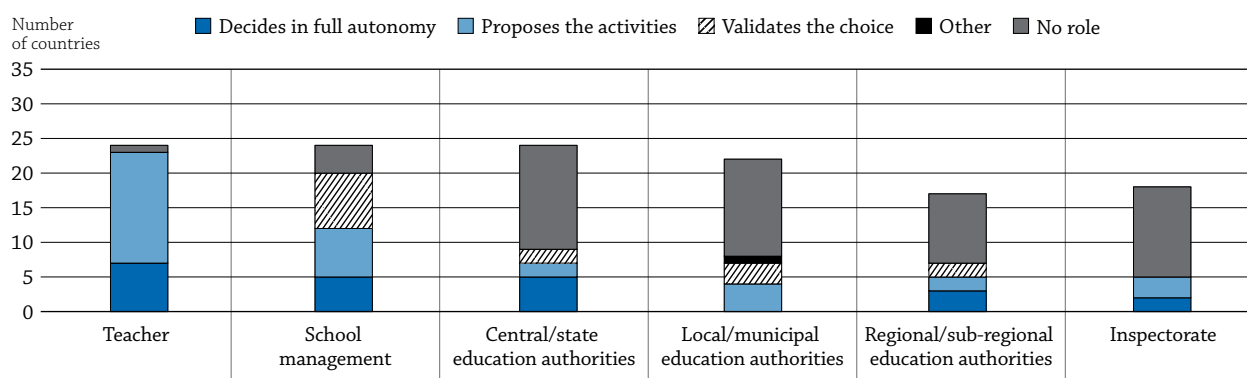
Deciding which professional development activities are undertaken by individual teachers

Teachers and school administrators play a major role in deciding the compulsory professional development activities undertaken by individual teachers. At the lower secondary level, two-third of countries with compulsory professional development reported that teachers propose the activities in which they want to participate, while seven countries reported that teachers decide which professional development activities they undertake. In Belgium (French Community), Estonia, Finland, Israel, Poland, Slovenia and Turkey, although teachers propose the activities, it is the school management that validates their choice of professional development activities. In around one-third of countries, the school management proposes the activities to be undertaken; only in Austria, the Czech Republic, Hungary, Portugal and the Russian Federation does school management decide on the activities to be undertaken.

In Japan, professional development activities are proposed by teachers and school management, but it is the education authorities that validate their choices. In Korea, teachers can be involved in deciding the content of their compulsory professional development by making a proposal, but education authorities ultimately make the decision about teachers' professional development. In Chile, school management and education authorities propose the activities, but the teacher decides whether to undertake them. Similarly, in Spain, it is the regional education authorities that propose the activities, and the teacher who makes the final decision. In Turkey, these activities are proposed by teachers, the inspectorate and local education authorities, validated by the school management, and the final decision is made jointly by the regional and central education authorities (Chart D7.2a and Table D7.1c).

Chart D7.2a. Who decides on the compulsory professional development activities undertaken by individual teachers? (2013)

For teachers teaching general subjects in public institutions, lower secondary education



Bodies are ranked in descending order of the number of countries reporting these bodies as having a role in deciding on the compulsory professional development activities undertaken by teachers.

Source: OECD, Table D7.1c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

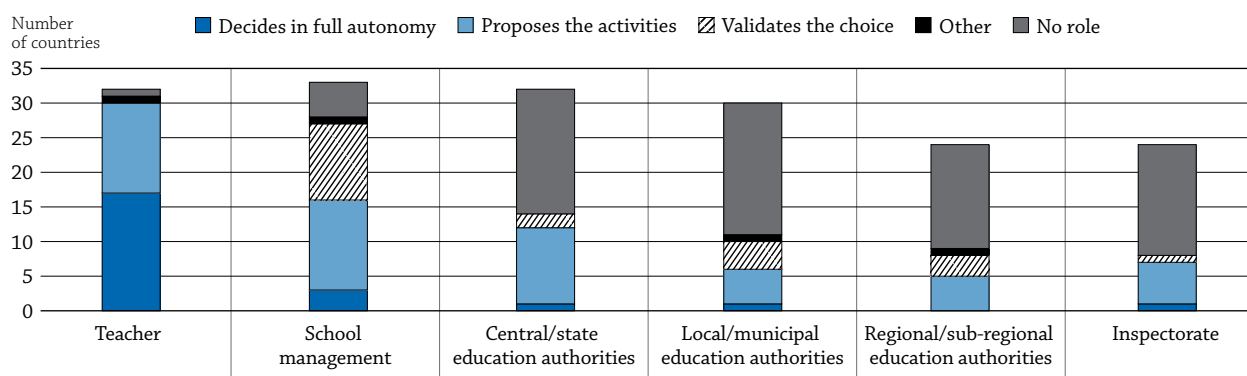
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A similar picture can be seen at the pre-primary, primary and upper secondary level. However, in Austria, while school management and the inspectorate propose compulsory professional development activities for pre-primary teachers, the pre-primary teacher makes the decision to undertake these activities. The opposite is seen at the primary and secondary levels. Here, teachers propose the activities, while school management and the inspectorate decide whether the teachers should undertake these activities (Tables D7.2a, b and d, available on line).

Teachers in half the countries decide themselves on the non-compulsory professional development activities they undertake; in the other half of countries, teachers can only propose these activities. However, in a third of countries, teachers' decisions or proposals have to be validated by school management; and in half of countries, school management proposes these activities for teachers (Chart D7.2b). In Sweden, teachers and school management can informally influence their own professional development, but it is the local and regional education authorities that are responsible for providing professional development for their teachers. In Denmark, only school management determines teachers' professional development activities.

Chart D7.2b. Who decides on the non-compulsory professional development activities undertaken by individual teachers? (2013)

For teachers teaching general subjects in public institutions, lower secondary education



Bodies are ranked in descending order of the number of countries reporting these bodies as having a role in deciding on the non-compulsory professional development activities undertaken by teachers.

Source: OECD, Table D7.3c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Only in eight countries does the inspectorate play a role in deciding on teachers' non-compulsory professional development activities. In six of these countries, the inspectorate can propose the activities; in Austria (for primary and secondary teachers) it decides on the activities; and in Israel, the inspectorate validates them. Similarly, in a third of countries with available data, the role of central, regional and local education authorities is mainly to propose or validate activities. Only in Turkey is the central education authority responsible for determining which non-compulsory professional activities are to be undertaken by teachers (Table D7.3c and Tables D7.3a, b and d, available on line).

D7

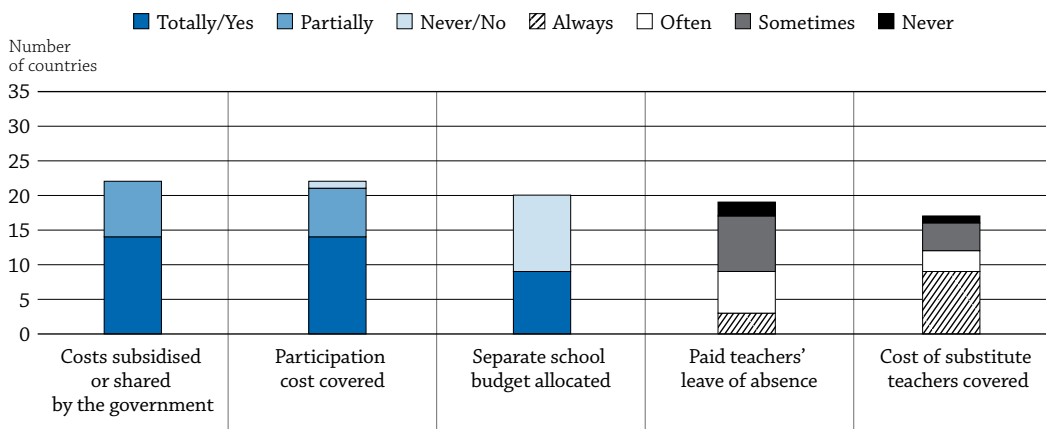
Funding and support strategies for professional development

Professional development can be financed solely by governments, employers or individuals, or in co-funding arrangements. Governments can provide certain funding and support strategies, where the costs of professional development activities are subsidised or shared by the government, to encourage staff to engage in professional development. These include providing funds to cover training costs, foregone earnings (i.e. paid leave of absence during training) and the cost of substitute teachers.

In all countries with mandatory professional development, there are funding and support strategies in place. The funding of mandated professional development is covered fully in about half of the countries with available data. In 11 countries, the cost for pre-primary teachers is fully covered; in another 10 countries, it is partially covered. In 14 countries, the cost for primary and lower-secondary teachers is fully covered; it is partially covered in 8 countries. In 12 countries, the cost for upper secondary teachers is fully covered; it is partially covered in 9 countries (Chart D7.3a and Tables D7.1a, b and d, available on line).

Chart D7.3a. Funding and support strategies for compulsory professional development (2013)

For teachers teaching general subjects in public institutions, lower secondary education



Source: OECD. Table D7.1c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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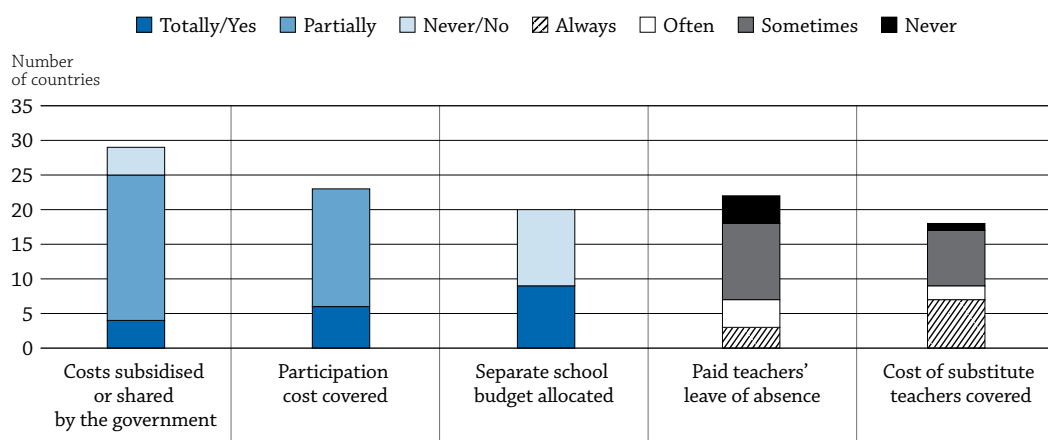
In general, the fees for participating in compulsory professional development courses are either fully or partially covered in all countries with mandatory compulsory professional development, with the exception of Chile and Japan (when it is for recertification), where participation costs are never covered. While teachers' foregone earnings (while in training) and the cost of substitute teachers are always covered in Germany, Slovenia and the Russian Federation, these are never covered in Japan (when professional development is for recertification) and in Spain. By contrast, in about half of the countries, the cost of substitute teachers is always covered. In the remaining countries, teachers' foregone earnings and the cost of substitute teachers are either often or sometimes covered. In half of the countries, schools are even allocated a separate budget for compulsory professional development activities for teachers (Table D7.1c and Tables D7.1a, b and d, available on line).

By contrast, the cost of non-compulsory professional development is rarely fully covered in OECD and partner countries with available data. For lower secondary teachers, the cost is fully covered in Germany, Greece, Israel and Mexico, partially covered in 21 countries, and never covered in the French Community of Belgium, Estonia, Portugal

and the Slovak Republic. Three-quarters of countries with available data reported that fees to participate in these activities are partially covered, while these fees are fully covered in the other countries. In addition, lower secondary teachers sometimes (11 countries), often (4 countries) or always (3 countries), get paid leave of absence while attending these courses. This never happens, however, for lower secondary teachers in Israel, Japan, Luxembourg and Spain. The cost of substitute teachers is always covered in 7 countries, and often or sometimes covered in 10 countries. However, these costs are never covered in Spain. In 9 countries, schools are also allocated a separate budget for non-compulsory professional development activities for teachers (Chart D7.3b and Table D7.3c). Similar funding and support strategies are available for pre-primary, primary and upper secondary teachers (Tables D7.3a, b and d, available on line).

Chart D7.3b. Funding and support strategies for non-compulsory professional development (2013)

For teachers teaching general subjects in public institutions, lower secondary education



Source: OECD. Table D7.3c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Providers of professional development activities

In a number of countries, the use of public funding for professional development activities is restricted to programmes provided by a few organisations (teacher education institutions or agencies specialising in professional development). Especially in those countries where participation in professional development is mandated, this can reduce the incentives for innovation and quality improvement. It is, therefore, important to encourage a range of professional development providers, ensure that quality standards are met, and disseminate good practice (OECD, 2005).

Professional development is provided in different institutional settings and can be made available within institutions or through external providers, such as training institutes and universities. For all levels of education, higher education institutions provide professional development activities for teachers in all OECD and partner countries, with the exception of Japan. These activities are also offered by institutions for initial teacher education in all countries, with the exception of Austria (pre-primary, academic secondary school, lower level, and general upper secondary), Belgium (French Community), Iceland, Japan and Luxembourg (pre-primary and primary). Schools also play a large role in providing professional development activities in all countries, with the exception of Austria (primary, lower and general upper secondary), the Czech Republic, Iceland and the Russian Federation.

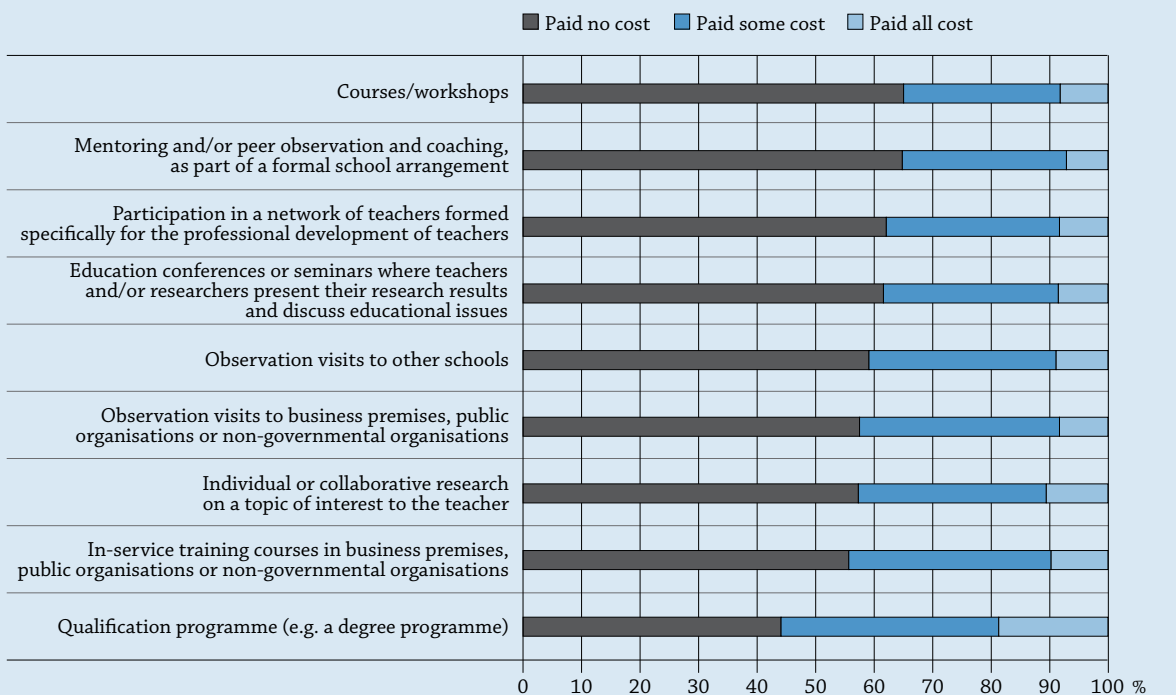
Apart from these different educational institutions, private companies are the most common provider of professional development activities: they provide these activities in four out of five countries, excluding Austria, the Czech Republic, Israel, Japan, Luxembourg (pre-primary, primary and upper secondary) and Spain.

Two-thirds of countries also reported that a public agency for teachers' professional development offers these activities, and/or that teachers' professional organisations do. In around half of the countries, teachers' unions and local education authorities also offer these activities. Only in Austria (upper secondary vocational), France, Greece, Israel (pre-primary), Italy, Luxembourg (pre-primary and primary), Poland, Scotland and Turkey are these activities provided for teachers by the inspectorate (Tables D7.4a, b, c and d, available on line).

Box D7.2. Do teachers have to pay to participate in professional development activities?

Different types of professional development activities require different levels of investment. According to the 2013 TALIS survey, more than half of the teachers who participated in professional development activities said that they paid nothing, regardless of the type of programme (with the exception of qualification programmes) and 10% of teachers or fewer said that they paid the full cost. Qualification programmes tend to require more involvement (both in time and money) and tend to be organised outside the school (i.e. at a university or college). It is therefore not surprising that these programmes are also those for which teachers are more likely to pay some or all of the cost.

Chart D7.b. Level of personal payment for teachers' professional development participation (2013)
Percentage of lower secondary education teachers who report having participated in the following professional development activities and who "paid no cost", "paid some cost" or "paid all cost" for the activities they participated in¹



1. Teachers can participate in more than one professional development activity at the same time. Teachers were not asked about the level of personal payment for each activity but rather for their general level of personal payment for all the professional development activities they participated in. Therefore, the percentages presented in this figure should be interpreted as the level of general personal payment reported by the teachers who participated in each type of professional development activity.

Professional development activities are ranked in descending order, based on the average percentage of teachers who reported paying no cost.

Source: OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, TALIS, OECD Publishing.

StatLink <http://dx.doi.org/10.1787/888933041535>

Dissemination of teachers' professional development activities

For all levels of education, school management plays the largest role in circulating information about professional development activities. Of the 34 OECD and partner countries, only Finland and Sweden reported that school management is not formally responsible for disseminating this type of information. In around two-thirds of countries, the central/state education authority is also responsible for circulating information about professional development activities. Slightly more than half of the countries also reported that the regional or local education authorities play a part in this dissemination process. The inspectorate also circulates this information to teachers in Austria (pre-primary and vocational upper secondary), France, Greece, Israel, Italy, Luxembourg (pre-primary, primary and lower secondary), Poland and Scotland (Tables D7.4a, b, c and d, available on line).

Participation in professional development activities

The proportion of teachers who participate in professional development activities varies widely across countries. In the 14 countries with available data, this ranges from all teachers in Austria (primary and new secondary school and lower secondary school), Belgium (French Community), Luxembourg, Scotland and Turkey (pre-primary and primary) and 90% or more in Estonia (primary and lower and general upper secondary), Israel (pre-primary, primary and lower secondary), the Netherlands and the United States (primary and secondary), to 24% of upper secondary teachers in Brazil (Tables D7.4a, b, c and d, available on line).

Box D7.3. In what types of professional development activities do teachers participate?

Findings from the 2013 TALIS survey suggest that the professional development activity in which teachers most often report participating are courses or workshops, with 71% of lower secondary teachers, on average, reporting that they had participated in this activity during the survey period. Indeed, in virtually all participating countries and economies, participating in courses or workshops was most frequently reported, with a participation rate of around 80% in several countries and greater than 90% in Malaysia, Mexico and Singapore.

After courses and workshops, the activities most frequently cited are attending education conferences or seminars (44%) and participating in a teacher network (37%). The least common types of professional development activities are observation visits to businesses or other organisations (13%) and in-service training courses at these organisations (14%).


Chart D7.c. Professional development recently undertaken by teachers, by type and intensity (2013)

Participation rates and average number of days for each type of professional development reported to be undertaken by lower secondary education teachers in the 12 months prior to the survey

	Percentage of teachers who participated in the following professional development activities in the 12 months prior to the survey	Average number of days of participation among those who participated
Courses/workshops	71%	8
Education conferences or seminars where teachers and/or researchers present their research results and discuss educational issues	44%	4
Observation visits to other schools	19%	3
In-service training courses in business premises, public organisations or non-governmental organisations	14%	7
Observation visits to business premises, public organisations or non-governmental organisations	13%	3
Participation in a network of teachers formed specifically for the professional development of teachers	37%	
Individual or collaborative research on a topic of interest to the teacher	31%	
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	29%	
Qualification programme (e.g. a degree programme)	18%	

Items are ranked in descending order for each block, based on the percentage of teachers who report having participated in professional development activities in the 12 months prior to the survey.

Source: OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, TALIS, OECD Publishing.

StatLink  <http://dx.doi.org/10.1787/888933041554>

Definitions

Professional development activities are those that are designed to develop an individual's skills, knowledge and expertise as a teacher (or more generally, a professional). These activities are formal and could refer to different activities such as courses and workshops, but also to formalised teacher collaboration and participation in professional networks. Thus, professional development activities do not refer to teachers daily practices which also are developing them professionally.

Methodology

Data are from the 2013 OECD-INES Survey on developing teachers' knowledge and skills and refer to the school year 2012/13.

Notes on definitions and methodologies for each country are provided in Annex 3, available at www.oecd.org/edu/eag.htm.


Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Tables of Indicator D7

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WEB Table D7.1a Requirements for teachers' professional development, pre-primary education (2013)

WEB Table D7.1b Requirements for teachers' professional development, primary education (2013)

Table D7.1c Requirements for teachers' professional development, lower secondary education (2013)

WEB Table D7.1d Requirements for teachers' professional development, upper secondary education (2013)

WEB Table D7.2a Content of compulsory teachers' professional development activities, pre-primary education (2013)

WEB Table D7.2b Content of compulsory teachers' professional development activities, primary education (2013)

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	Table D7.2c	Content of compulsory teachers' professional development activities, lower secondary education (2013)
WEB	Table D7.2d	Content of compulsory teachers' professional development activities, upper secondary education (2013)
WEB	Table D7.3a	Non-compulsory teachers' professional development, pre-primary education (2013)
WEB	Table D7.3b	Non-compulsory teachers' professional development, primary education (2013)
	Table D7.3c	Non-compulsory teachers' professional development, lower secondary education (2013)
WEB	Table D7.3d	Non-compulsory teachers' professional development, upper secondary education (2013)
WEB	Table D7.4a	Dissemination of teachers' professional development activities, pre-primary education (2013)
WEB	Table D7.4b	Dissemination of teachers' professional development activities, primary education (2013)
WEB	Table D7.4c	Dissemination of teachers' professional development activities, lower secondary education (2013)
WEB	Table D7.4d	Dissemination of teachers' professional development activities, upper secondary education (2013)

Table D7.1c. [1/2] **Requirements for teachers' professional development, lower secondary education (2013)***In public institutions*

	Type of subjects	Requirements for professional development	Year legislated	Breadth of policy implementation	Minimum duration of professional development required
		(1)	(2)	(3)	(4)
OECD					
Australia	All	Compulsory for all teachers	m	m	m
Austria	All (Academic) ¹	Compulsory for all teachers	2005	Country wide	a
	All (New and Lower) ²	Compulsory for all teachers	1984	Country wide	15 hours every year
Belgium (Fl.)	All	Other	a	a	a
Belgium (Fr.) ³	All	Compulsory for all teachers	2002	Country wide	18 hours every year
Canada	m	m	m	m	m
Chile	All	Compulsory for promotion or salary increase	m	Country wide	m
Czech Republic	All	Compulsory for all teachers	2005	Country wide	m
Denmark	All	No requirement	a	a	a
England	All	Compulsory for all teachers	1998	Country wide	a
Estonia	All	Compulsory for all teachers	2000	Country wide	160 hours every 5 years
Finland ³	All	Compulsory for all teachers	m	Country wide	30 hours every year
France	All	No requirement	a	a	a
Germany	All	Compulsory for all teachers	m	Country wide	a
Greece	All	Compulsory for all teachers	1985	Country wide	m
Hungary	All	Compulsory for all teachers	1997	Country wide	120 hours every 7 years
Iceland	All	Compulsory for all teachers	2008	Country wide	150 hours every year
Ireland	All	No requirement	a	a	a
Israel	All	Compulsory for promotion or salary increase	2008	Country wide	180-210 hours every 3 years
Italy	All	No requirement	a	a	a
Japan	All	Compulsory for all teachers	2002	Country wide	231 hours
		Compulsory for recertification	2009	Country wide	30 hours every 10 years
Korea	All	Compulsory for promotion or salary increase	1972	Country wide	90 hours
Luxembourg	All	Compulsory for all teachers	2007	Country wide	8 hours every year
Mexico	General	Compulsory for promotion or salary increase	1993	Country wide	78 hours every year
	Vocational	No requirement	a	a	a
Netherlands	All	Other	a	a	a
New Zealand	m	m	m	m	m
Norway	All	No requirement	a	a	a
Poland	All	Compulsory for promotion or salary increase	1999	Country wide	a
Portugal	All	Compulsory for promotion or salary increase	2012	Country wide	25 hours every 2 years
Scotland	All	Compulsory for all teachers	2000	Country wide	35 hours every year
Slovak Republic ³	All	Compulsory for promotion or salary increase	2009	Country wide	300 hours
Slovenia	All	Compulsory for all teachers	2004	Country wide	m
Spain ³	All	Compulsory for promotion or salary increase	2011	Country wide	250-300 hours every 6 years
Sweden	All	No requirement	a	a	a
Switzerland	All	m	m	m	m
Turkey	All	Compulsory for all teachers	1960	Country wide	30 hours every year
United States	All	m	m	m	m
Partners					
Brazil	All	m	m	m	m
Russian Federation	All	Compulsory for all teachers	m	Country wide	a

Role in deciding professional development activities

FA: Decides in full autonomy

PA: Proposes the activities

VC: Validates the choice

OT: Other

NR: No role

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

3. Minimum duration in hours is estimated based on requirements in a different unit, i.e. number of days, weeks or credits, for column 4. See Annex 3 for notes.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table D7.1c. [2/2] Requirements for teachers' professional development, lower secondary education (2013)

In public institutions

	Type of subjects	Who decides the professional development activities undertaken by individual teachers?						Funding and support strategies for professional development					
		Teacher	School management	Inspectorate	Local/municipal education authorities	Regional/sub-regional education authorities	Central/state education authorities	Costs subsidised or shared by the government	Participation cost covered	Paid teachers' leave of absence	Cost of substitute teachers covered	Separate school budget allocated	
		(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
OECD	Australia	All	m	m	a	a	m	m	m	m	m	m	m
	Austria	All (Academic) ¹	PA	FA	FA	NR	a	NR	Totally	Totally	Often	Always	No
		All (New and Lower) ²	PA	FA	FA	NR	a	NR	Totally	Totally	Often	Always	No
	Belgium (Fl.)	All	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fr.) ³	All	PA	VC	NR	NR	NR	NR	Totally	Totally	Sometimes	a	No
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	All	FA	PA	a	PA	a	PA	Partially	Never	Sometimes	m	Yes
	Czech Republic	All	PA	FA	NR	NR	NR	NR	Totally	Partially	Sometimes	Often	Yes
	Denmark	All	a	a	a	a	a	a	a	a	a	a	a
	England	All	PA	PA	PA	NR	a	NR	a	a	a	a	a
	Estonia	All	PA	VC	a	PA	a	NR	Totally	Totally	Often	Often	Yes
	Finland ³	All	PA	VC	a	a	NR	NR	Totally	Totally	m	m	m
	France	All	a	a	a	a	a	a	a	a	a	a	a
	Germany	All	FA	VC	NR	NR	NR	NR	Totally	Totally	Always	Always	Yes
	Greece	All	PA	PA	FA	NR	FA	FA	Totally	Totally	Often	Always	No
	Hungary	All	PA	FA	a	VC	NR	NR	Partially	Partially	Sometimes	a	m
	Iceland	All	FA	PA	a	NR	a	NR	Totally	Totally	Often	Always	Yes
	Ireland	All	a	a	a	a	a	a	a	a	a	a	a
	Israel	All	PA	VC	NR	OT	NR	NR	Totally	Totally	Sometimes	Always	No
	Italy	All	a	a	a	a	a	a	a	a	a	a	a
	Japan	All	PA	PA	a	VC	VC	VC	Partially	Partially	Never	Sometimes	Yes
			PA	PA	a	VC	VC	VC	Partially	Never	Never	Never	Yes
	Korea	All	PA	NR	NR	NR	FA	FA	Partially	Totally	Sometimes	Always	No
	Luxembourg	All	FA	NR	NR	NR	NR	VC	Totally	Totally	Often	Always	No
	Mexico	General	FA	NR	NR	NR	NR	FA	Totally	Totally	a	Often	No
		Vocational	a	a	a	a	a	a	a	a	a	a	a
	Netherlands	All	a	a	a	a	a	a	a	a	a	a	a
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	All	a	a	a	a	a	a	a	a	a	a	a
	Poland	All	PA	VC	PA	VC	PA	PA	Partially	Partially	Sometimes	Sometimes	No
	Portugal	All	NR	FA	NR	NR	NR	NR	Totally	Totally	a	a	No
	Scotland	All	PA	PA	NR	PA	a	NR	m	m	m	m	m
	Slovak Republic ³	All	FA	PA	NR	NR	NR	NR	Partially	Partially	Often	Sometimes	Yes
	Slovenia	All	PA	VC	NR	a	a	FA	Partially	Partially	Always	Always	Yes
	Spain ³	All	FA	NR	NR	NR	PA	NR	Totally	Totally	Never	Never	No
	Sweden	All	a	a	a	a	a	a	a	a	a	a	a
	Switzerland	All	m	m	m	m	m	m	m	m	m	m	m
	Turkey	All	PA	VC	PA	PA	FA	FA	Totally	Totally	a	a	No
	United States	All	m	m	m	m	m	m	m	m	Sometimes	Sometimes	m
Partners	Brazil	All	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	All	PA	FA	NR	NR	VC	NR	Partially	Partially	Always	Always	Yes

Role in deciding professional development activities

FA: Decides in full autonomy

PA: Proposes the activities

VC: Validates the choice

OT: Other

NR: No role

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1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

3. Minimum duration in hours is estimated based on requirements in a different unit, i.e. number of days, weeks or credits, for column 4. See Annex 3 for notes.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Table D7.2c. [1/2] **Content of compulsory teachers' professional development activities, lower secondary education (2013)***In public institutions*

	Type of subjects	Requirements for professional development		Requirements for professional development planning	Professional development activities planned in the context of individual school development priorities
		(1)	(2)	(2)	(3)
OECD	Australia	All	Compulsory for all teachers	m	m
	Austria	All (Academic) ¹	Compulsory for all teachers	No plan	Yes, but not exclusively
		All (New and Lower) ²	Compulsory for all teachers	No plan	Yes, but not exclusively
	Belgium (Fl.)	All	Other	a	a
	Belgium (Fr.)	All	Compulsory for all teachers	Teacher & school plan	Yes, but not exclusively
	Canada	m	m	m	m
	Chile	All	Compulsory for promotion or salary increase	m	Yes, but not exclusively
	Czech Republic	All	Compulsory for all teachers	School plan	Yes, exclusively
	Denmark	All	No requirement	a	a
	England	All	Compulsory for all teachers	Teacher & school plan	Yes, but not exclusively
	Estonia	All	Compulsory for all teachers	Teacher plan	Yes, but not exclusively
	Finland	All	Compulsory for all teachers	No plan	m
	France	All	No requirement	a	a
	Germany	All	Compulsory for all teachers	No plan	Yes, but not exclusively
	Greece	All	Compulsory for all teachers	School plan	Yes, but not exclusively
	Hungary	All	Compulsory for all teachers	School plan	Yes, but not exclusively
	Iceland	All	Compulsory for all teachers	School plan	Yes, but not exclusively
	Ireland	All	No requirement	a	a
	Israel	All	Compulsory for promotion or salary increase	Teacher & school plan	Yes, but not exclusively
	Italy	All	No requirement	a	a
	Japan	All	Compulsory for all teachers	Teacher & school plan	Yes, exclusively
			Compulsory for recertification	Teacher & school plan	Yes, exclusively
	Korea	All	Compulsory for promotion or salary increase	Teacher & school plan	No
	Luxembourg	All	Compulsory for all teachers	No plan	No
	Mexico	General	Compulsory for promotion or salary increase	Teacher & school plan	No
		Vocational	No requirement	a	a
	Netherlands	All	Other	a	a
	New Zealand	m	m	m	m
	Norway	All	No requirement	a	a
	Poland	All	Compulsory for promotion or salary increase	Teacher & school plan	Yes, but not exclusively
	Portugal	All	Compulsory for promotion or salary increase	Teacher & school plan	Yes, but not exclusively
	Scotland	All	Compulsory for all teachers	Teacher plan	Yes, but not exclusively
	Slovak Republic	All	Compulsory for promotion or salary increase	Teacher & school plan	Yes, exclusively
	Slovenia	All	Compulsory for all teachers	Teacher & school plan	Yes, but not exclusively
	Spain	All	Compulsory for promotion or salary increase	No plan	No
	Sweden	All	No requirement	a	a
	Switzerland	All	m	m	m
	Turkey	All	Compulsory for all teachers	Teacher plan	Yes, but not exclusively
	United States	All	m	m	Yes, but not exclusively
Partners	Brazil	All	m	m	m
	Russian Federation	All	Compulsory for all teachers	School plan	Yes, exclusively

Notes: Individual columns showing who sets standards/content areas of professional development, namely, Universities, Schools, Other education providers (i.e. columns 6-8), Teachers' professional organisations, Teachers' unions (i.e. columns 10-11), Local/municipal, Regional/sub-regional or Central/state education authorities (i.e. columns 13-15), Inspectorate or Other (i.e. columns 17-18) are available for consultation on line (see *StatLink* below).

Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table D7.2c. [2/2] **Content of compulsory teachers' professional development activities, lower secondary education (2013)***In public institutions*

	Type of subjects	Content of professional development activities specified	Who sets the standards and/or the content areas of professional development activities?			
			Universities (U) or Schools(S) or Other education providers (E)	Teachers' professional organisations (P) or Teachers' unions (T)	Local/municipal education authorities (L) or Regional/sub-regional education authorities (R) or Central/state education authorities (C)	Inspectorate (I) or Other (O)
			(4)	(5)	(9)	(12)
OECD						
Australia	All	m	m	m	m	m
Austria	All (Academic) ¹	Content not specified	a	a	a	a
	All (New and Lower) ²	Content not specified	a	a	a	a
Belgium (Fl.)	All	a	a	a	a	a
Belgium (Fr.)	All	Alignment with established standards required but content not specified	No	No	C	No
Canada	m	m	m	m	m	m
Chile	All	Alignment with established standards required but content not specified	No	No	No	O
Czech Republic	All	Content not specified	a	a	a	a
Denmark	All	a	a	a	a	a
England	All	Alignment with established standards required but content not specified	No	No	C	No
Estonia	All	Content not specified	a	a	a	a
Finland	All	Content not specified	a	a	a	a
France	All	a	a	a	a	a
Germany	All	Content not specified	a	a	a	a
Greece	All	Alignment with established standards required but content not specified	E	No	R, C	I
Hungary	All	Content not specified	a	a	a	a
Iceland	All	Content not specified	a	a	a	a
Ireland	All	a	a	a	a	a
Israel	All	Professional development in specific content area(s) required	U, S, E	P, T	C	I
Italy	All	a	a	a	a	a
Japan	All	Content not specified	a	a	a	a
		Content not specified	a	a	a	a
Korea	All	Alignment with established standards required but content not specified	No	No	R, C	No
Luxembourg	All	Content not specified	a	a	a	a
Mexico	General	Professional development in specific content area(s) required	No	No	C	No
	Vocational	a	a	a	a	a
Netherlands	All	a	a	a	a	a
New Zealand	m	m	m	m	m	m
Norway	All	a	a	a	a	a
Poland	All	Content not specified	a	a	a	a
Portugal	All	Professional development in specific content area(s) required	U, S	P, T	C	No
Scotland	All	Content not specified	a	a	a	a
Slovak Republic	All	Professional development in specific content area(s) required	No	No	C	No
Slovenia	All	Professional development in specific content area(s) required	U, S	No	C	No
Spain	All	Professional development in specific content area(s) required	No	No	C	No
Sweden	All	a	a	a	a	a
Switzerland	All	m	m	m	m	m
Turkey	All	Professional development in specific content area(s) required	U	No	R, C	I
United States	All	m	m	m	m	m
Partners						
Brazil	All	m	m	m	m	m
Russian Federation	All	Alignment with established standards required but content not specified	U, S	No	R, C	No

Notes: Individual columns showing who sets standards/content areas of professional development, namely, Universities, Schools, Other education providers (i.e. columns 6-8), Teachers' professional organisations, Teachers' unions (i.e. columns 10-11), Local/municipal, Regional/sub-regional or Central/state education authorities (i.e. columns 13-15), Inspectorate or Other (i.e. columns 17-18) are available for consultation on line (see *StatLink* below).

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1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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StatLink  <http://dx.doi.org/10.1787/888933120499>

Table D7.3c [1/2] **Non-compulsory teachers' professional development, lower secondary education (2013)***In public institutions*

	Type of subjects	Who decides the professional development activities undertaken by individual teachers?							
		Teacher	School management	Inspectorate	Local/municipal education authorities	Regional/sub-regional education authorities	Central/state education authorities	Other	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
OECD	Australia	All	m	m	a	a	m	m	m
	Austria	All (Academic) ¹	PA	FA	FA	NR	a	NR	a
		All (New and Lower) ²	PA	FA	FA	NR	a	NR	a
	Belgium (Fl.)	All	PA	PA	NR	NR	NR	PA	a
	Belgium (Fr.)	All	FA	VC	NR	NR	NR	PA	a
	Canada	m	m	m	m	m	m	m	m
	Chile	All	FA	VC	a	NR	a	PA	a
	Czech Republic	All	PA	FA	NR	NR	NR	NR	a
	Denmark	All	NR	FA	a	NR	NR	NR	a
	England	All	FA	PA	NR	NR	a	NR	a
	Estonia	All	FA	PA	a	PA	a	NR	a
	Finland	All	PA	VC	a	a	NR	NR	a
	France	All	PA	VC	PA	NR	NR	VC	PA
	Germany	All	FA	VC	NR	NR	NR	NR	a
	Greece	All	FA	PA	PA	NR	PA	PA	a
	Hungary	All	PA	NR	NR	NR	NR	NR	a
	Iceland	All	PA	PA	a	NR	a	NR	a
	Ireland	All	PA	PA	NR	a	a	PA	a
	Israel	All	FA	VC	VC	OT	OT	NR	a
	Italy	All	FA	PA	PA	PA	PA	PA	a
	Japan	All	PA	PA	a	VC	VC	PA	a
	Korea	All	FA	PA	PA	PA	PA	PA	a
	Luxembourg	All	FA	PA	NR	NR	NR	NR	NR
	Mexico	General	FA	NR	NR	NR	PA	PA	a
		Vocational	a	a	a	a	a	a	a
	Netherlands	All	PA	PA	NR	NR	NR	NR	NR
	New Zealand	m	m	m	m	m	m	m	m
	Norway	All	m	VC	m	VC	m	m	a
	Poland	All	FA	PA	PA	PA	PA	PA	a
	Portugal	All	FA	NR	NR	NR	NR	NR	NR
	Scotland	All	PA	PA	NR	PA	a	NR	m
	Slovak Republic	All	FA	NR	NR	NR	NR	NR	NR
	Slovenia	All	FA	VC	a	a	a	PA	a
	Spain	All	FA	NR	NR	NR	NR	VC	a
	Sweden	All	OT	OT	NR	FA	NR	NR	a
	Switzerland	All	m	m	m	m	m	m	m
	Turkey	All	PA	VC	PA	VC	VC	FA	a
	United States	All	m	m	m	m	m	m	m
Partners	Brazil	All	FA	VC	a	VC	VC	NR	m
	Russian Federation	All	PA	VC	NR	NR	NR	NR	a

Role in deciding professional development activities

FA: Decides in full autonomy

PA: Proposes the activities

VC: Validates the choice

OT: Other

NR: No role

Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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
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Table D7.3c [2/2] Non-compulsory teachers' professional development, lower secondary education (2013)*In public institutions*

	Type of subjects	Professional development activities planned in the context of individual school development priorities (8)	Funding and support strategies for professional development				
			Costs subsidised or shared by the government (9)	Participation cost covered (10)	Paid teachers' leave of absence (11)	Cost of substitute teachers covered (12)	Separate school budget allocated (13)
OECD							
Australia	All	m	m	m	m	m	m
Austria	All (Academic) ¹	Yes, but not exclusively	Partially	Partially	Often	Always	No
	All (New and Lower) ²	Yes, but not exclusively	Partially	Partially	Often	Always	No
Belgium (Fl.)	All	Yes, but not exclusively	Partially	Partially	Often	a	Yes
Belgium (Fr.)	All	No	Never	a	a	a	a
Canada	m	m	m	m	m	m	m
Chile	All	Yes, but not exclusively	Partially	m	m	m	m
Czech Republic	All	Yes, exclusively	Partially	Partially	Sometimes	Often	Yes
Denmark	All	Yes, but not exclusively	Partially	m	m	m	m
England	All	Yes, but not exclusively	Partially	Partially	Sometimes	Sometimes	No
Estonia	All	No	Never	a	a	a	a
Finland	All	m	m	m	m	m	m
France	All	Yes, but not exclusively	Partially	Partially	Always	Sometimes	No
Germany	All	Yes, but not exclusively	Totally	Totally	Always	Always	Yes
Greece	All	Yes, but not exclusively	Totally	Totally	Sometimes	Sometimes	No
Hungary	All	Yes, but not exclusively	m	m	m	m	m
Iceland	All	Yes, but not exclusively	Partially	Totally	Sometimes	Always	m
Ireland	All	Yes, but not exclusively	Partially	Partially	Often	Often	No
Israel	All	Yes, but not exclusively	Totally	Totally	Never	Always	Yes
Italy	All	Yes, but not exclusively	Partially	Totally	Sometimes	Sometimes	Yes
Japan	All	Yes, exclusively	Partially	Partially	Never	m	Yes
Korea	All	Yes, but not exclusively	Partially	Partially	Sometimes	Sometimes	Yes
Luxembourg	All	Yes, but not exclusively	Partially	Partially	Never	Always	No
Mexico	General	No	Totally	Totally	a	a	No
	Vocational	a	a	a	a	a	a
Netherlands	All	m	Partially	Partially	Sometimes	Sometimes	Yes
New Zealand	m	m	m	m	m	m	m
Norway	All	Yes, but not exclusively	Partially	Partially	Often	Sometimes	m
Poland	All	No	Partially	Partially	Sometimes	Sometimes	No
Portugal	All	Yes, but not exclusively	Never	a	a	a	a
Scotland	All	Yes, but not exclusively	m	m	m	m	m
Slovak Republic	All	No	Never	a	a	a	a
Slovenia	All	Yes, but not exclusively	Partially	Partially	Always	Always	Yes
Spain	All	No	Partially	Partially	Never	Never	No
Sweden	All	Yes, but not exclusively	Partially	Partially	Sometimes	m	No
Switzerland	All	m	m	m	m	m	m
Turkey	All	Yes, but not exclusively	Partially	Partially	Sometimes	a	No
United States	All	Yes, but not exclusively	m	m	m	m	m
Partners							
Brazil	All	No	Partially	Partially	Sometimes	Always	m
Russian Federation	All	No	m	m	m	m	m

Role in deciding professional development activities

FA: Decides in full autonomy

PA: Proposes the activities

VC: Validates the choice

OT: Other

NR: No role


Notes: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

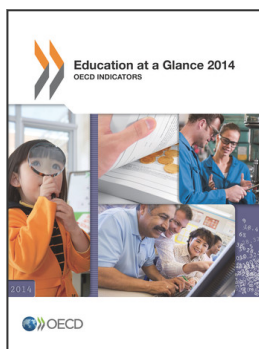
1. "All (Academic)" refers to "Academic secondary school, lower level".

2. "All (New and Lower)" refers to "New secondary school and lower secondary school".

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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