

Annex

2

REFERENCE STATISTICS

Table X2.1.

Overview of the economic context using basic variables (reference period: calendar year 2003, 2003 current prices)

	Total public expenditure as a percentage of GDP	GDP per capita (in equivalent US dollars converted using PPPs)	GDP deflator (1995=100)	Final consumption expenditure of households on the territory deflator (1995=100)	
OECD countries	Australia	m	31 100	119.95	117.59
	Austria	50.6	30 797	108.38	112.10
	Belgium	51.1	30 089	111.93	113.39
	Canada	38.0	30 403	114.41	114.44
	Czech Republic	53.5	17 284	150.83	142.09
	Denmark	55.2	30 677	117.31	116.47
	Finland	50.8	28 334	112.64	117.69
	France	53.6	28 373	110.49	108.68
	Germany	48.4	27 619	104.80	108.66
	Greece	49.9	20 479	143.26	139.86
	Hungary	m	15 112	241.87	229.21
	Iceland	46.2	30 774	135.05	128.22
	Ireland	m	34 171	140.17	132.98
	Italy	49.0	26 561	125.13	124.46
	Japan	34.2	28 071	92.88	96.91
	Korea	30.9	19 317	128.07	144.63
	Luxembourg	45.5	55 571	120.38	116.04
	Mexico	24.3	9 585	281.46	279.08
	Netherlands	m	31 792	124.11	122.27
	New Zealand	29.9	23 551	117.03	114.07
	Norway	48.4	37 237	134.16	118.57
	Poland	m	11 583	181.11	188.80
	Portugal	47.6	17 617	132.38	128.24
	Slovak Republic	39.2	13 114	153.34	165.87
	Spain	m	24 812	130.33	125.32
	Sweden	58.2	29 522	111.93	111.41
	Switzerland	46.6	33 217	104.49	104.49
	Turkey	m	6 762	3 615.87	3 626.27
	United Kingdom	43.4	29 609	122.82	117.80
	United States	36.7	37 510	115.45	115.22
Partner countries	Brazil	38.8	7 932	180.57	m
	Chile	20.2	11 696	155.65	m
	Israel	51.3	23 019	149.00	m
	Russian Federation	30.0	8 986	722.47	m

Source: OECD.

Table X2.2.
Basic reference statistics (reference period: calendar year 2003, 2003 current prices)¹

	Gross Domestic Product (in millions of local currency) ²	Gross Domestic Product (in millions of local currency) ³	Total public expenditure (in millions of local currency)	Total population in thousand (mid-year estimates)	Purchasing Power Parity for GDP (PPP) (US dollars=1)	Purchasing Power Parity for GDP (PPP) (Euro Zone=1)	Purchasing Power Parity for private consumption (PPP) (US dollars=1)	
OECD countries	Australia	838 251	810 525	m	19 984	1.34877	1.5344	1.41788
	Austria	226 968		114 762	8 118	0.90785	1.0328	0.92891
	Belgium	274 582		140 417	10 374	0.87968	1.0008	0.91393
	Canada	1 197 494	1 151 872	455 492	31 660	1.24404	1.4153	1.27656
	Czech Republic	2 555 783		1 366 222	10 202	14.49497	16.4903	15.52777
	Denmark	1 401 891		773 880	5 390	8.4784	9.6455	9.0596
	Finland	143 807		73 020	5 213	0.97362	1.1076	1.10592
	France	1 585 172		849 509	61 800	0.90404	1.0285	0.92925
	Germany	2 163 400		1 046 810	82 520	0.94922	1.0799	0.95457
	Greece	154 153		76 864	11 024	0.68284	0.7768	0.7424
	Hungary	18 650 788		m	10 130	121.83572	138.6072	131.45904
	Iceland	827 863		382 465	289	92.99603	105.7975	102.94153
	Ireland	139 097		m	3 991	1.01993	1.1603	1.1121
	Italy	1 300 929		637 186	58 054	0.84368	0.9598	0.89851
	Japan ⁴	497 485 000	497 793 850	170 259 300	127 619	138.87055	157.9870	157.75213
	Korea	724 675 000		223 648 900	47 849	784.03339	891.9606	882.2208
	Luxembourg	23 956		10 894	450	0.95797	1.0898	0.92486
	Mexico	6 891 434		1 675 798	102 708	6.99996	7.9635	7.604
	Netherlands	476 349		m	16 224	0.92353	1.0507	0.93674
	New Zealand	139 225		41 608	4 039	1.46351	1.6650	1.52647
Norway	1 576 745		763 734	4 565	9.27572	10.5526	10.21135	
Poland	814 922		m	38 195	1.842	2.0956	2.06205	
Portugal	130 511		62 167	10 441	0.70954	0.8072	0.76683	
Slovak Republic	1 201 196		470 367	5 380	17.02628	19.3701	18.38823	
Spain	780 550		m	42 005	0.74892	0.8520	0.76044	
Sweden	2 459 413		1 430 602	8 958	9.29994	10.5801	9.94011	
Switzerland	434 562		202 579	7 405	1.76671	2.0099	1.89279	
Turkey	359 763		m	70 712	0.75243	0.8560	0.82769	
United Kingdom	1 105 919	1 062 822	479 419	59 554	0.62718	0.7135	0.63074	
United States	10 918 500	10 793 275	4 006 627	291 085	1	1.1377	1	
Partner countries	Euro Zone				0.879	1.0000	m	
	Brazil	1 346 027		522 329	177 964	0.99	1.1263	m
	Chile	57 356 964		11 585 918	15 670	312.94	356.0182	m
	Israel	523 259		268 275	6 690	3.398	3.8658	m
	Russian Federation	13 201 100		3 964 872	144 169	10.19	11.5927	m

1. Data on GDP, PPPs and total public expenditure in countries in the Euro zone are provided in Euros.

2. GDP calculated for the fiscal year in Australia and GDP and total public expenditure calculated for the fiscal year in New Zealand.

3. For countries where GDP is not reported for the same reference period as data on educational finance, GDP is estimated as: $w_{t-1}(\text{GDPT} - 1) + w_t(\text{GDPT})$, where w_t and w_{t-1} are the weights for the respective portions of the two reference periods for GDP which fall within the educational financial year. Adjustments were made in Chapter B for Australia, Canada, Japan, the United Kingdom and the United States.

4. Total public expenditure adjusted to financial year.

Source: OECD.

Table X2.3.
Basic reference statistics (reference period: calendar year 1995, 1995 current prices)¹

	Gross Domestic Product (in millions of local currency) ²	Gross Domestic Product (in millions of local currency) ³	Gross Domestic Product (2003 constant prices, base year=1995) ²	Total public expenditure (in millions of local currency)	Total population in thousand (mid-year estimates)	Purchasing Power Parity for GDP (PPP) (US dollars=1)	Purchasing Power Parity for private consumption (PPP) (US dollars=1)	
OECD countries	Australia	518 158	502 368	698 862	184 270	18 192	1.31 684	1.37 969
	Austria	175 526		209 419	98 374	7 948	0.94 936	0.98 335
	Belgium	207 782		245 321	107 927	10 137	0.92 135	0.95 232
	Canada	798 300	768 883	1 046 630	381 542	29 302	1.21 572	1.27 027
	Czech Republic	1 466 681		1 694 532	783 678	10 331	11.01 945	12.26 405
	Denmark	1 019 545		1 195 033	606 983	5 230	8.58 466	8.91 466
	Finland	96 145		127 669	56 778	5 108	0.97 906	1.13 104
	France ⁴	1 168 124		1 383 316	625 707	58 020	0.95 643	1.02 936
	Germany	1 848 450		2 064 343	1 012 330	81 661	1.02 597	0.99 959
	Greece	79 927		107 604	40 783	10 634	0.57 855	0.64 704
	Hungary	5 656 608		7 711 212	2 327 299	10 329	59.26 325	61.86 322
	Iceland	453 709		613 013	186 845	267	75.1 302	87.62 692
	Ireland	53 147		99 237	21 838	3 601	0.81 683	0.89 372
	Italy	923 052		1 039 644	492 878	57 301	0.77 536	0.82 553
	Japan ⁵	496 922 200	491 734 450	535 633 626	157 520 900	125 570	175.48 731	197.74 651
	Korea	398 837 700		565 837 585	83 080 800	45 093	690.03 741	685.20 741
	Luxembourg	13 215		19 900	6 016	410	1.00 224	0.96 317
	Mexico	1 837 019		2 448 479	380 924	90 164	2.92 867	3.17 044
	Netherlands	315 176		383 809	170 327	15 460	0.90 27	0.91 699
	New Zealand	93 387		118 964	31 743	3 707	1.46 091	1.47 642
Norway	937 445		1 175 229	483 072	4 358	9.00 797	9.53 392	
Poland	329 567		449 955	147 561	38 588	1.13 221	1.25 985	
Portugal	80 827		98 589	36 403	10 030	0.61 197	0.63 843	
Slovak Republic	576 502		783 352	324 312	5 363	13.04 816	13.24 353	
Spain	447 206		598 889	192 633	39 388	0.70 822	0.75 011	
Sweden	1 787 889		2 197 224	1 199 338	8 827	9.41 585	10.211	
Switzerland	372 250		415 873	157 093	7 081	1.99 624	2.10 287	
Turkey	7 762		9 950	m	61 646	0.02 226	0.02 584	
United Kingdom	718 383	689 927	900 432	322 597	58 025	0.62 338	0.64 311	
United States	7 342 300	7 261 100	9 457 154	2 717 644	266 588	1	1	
Partner countries	Brazil	646 192		745 444	224 283	152 945	0.63	m
	Chile	25 875 699		36 850 056	5 265 291	14 210	247.49	m
	Israel	284 833		351 181	147 374	5 545	2.986	m
	Russian Federation	1 540 493		1 827 208	m	147 613	1.63	m

1. Data on GDP, PPPs and total public expenditure in countries in the Euro zone are provided in Euros.

2. Australia and New Zealand: GDP and total public expenditure calculated for the fiscal year.

3. For countries where GDP is not reported for the same reference period as data on educational finance, GDP is estimated as: $w_t - 1 (GDP_t - 1) + w_t (GDP_t)$, where w_t and $w_t - 1$ are the weights for the respective portions of the two reference periods for GDP which fall within the educational financial year. Adjustments were made in Chapter B for Canada, Japan, the United Kingdom and the United States.

4. Excluding Over Sea Departments (DOM).

5. Total public expenditure adjusted to financial year.

Source: OECD.

Table X2.4.

Annual expenditure on educational institutions per student for all services (2003)*In equivalent US dollars converted using PPPs for private consumption, by level of education, based on full-time equivalents*

OECD countries	Pre-primary education (for children 3 years and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education excluding R&D activities	Primary to tertiary education
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A & advanced research programmes	All tertiary education		
Australia	m	5 226	7 079	7 954	7 408	6 984	7 412	12 681	11 801	8 223	7 160
Austria	6 064	6 978	8 521	8 981	8 740	x(4)	10 147	12 223	12 064	7 932	8 857
Belgium	4 488	5 949	x(5)	x(5)	7 419	x(5)	x(9)	x(9)	11 381	7 834	7 538
Canada ^{1,2}	x(5)	x(5)	x(5)	x(5)	6 317	x(7)	23 174	18 094	19 483	16 506	8 421
Czech Republic	2 483	2 122	3 677	3 959	3 816	1 915	3 117	6 707	6 324	5 319	3 638
Denmark	4 515	7 313	7 448	7 862	7 658	x(4,9)	x(9)	x(9)	13 115	9 537	8 567
Finland	3 582	4 684	7 578	5 858	6 516	x(5)	3 509	10 617	10 606	6 608	6 671
France	4 615	4 805	7 396	9 721	8 419	5 054	8 683	10 996	10 414	7 131	7 595
Germany	4 838	4 599	5 596	10 175	7 133	10 040	6 264	12 387	11 529	7 242	7 327
Greece	x(2)	3 880	x(5)	x(5)	4 557	3 846	2 393	5 584	4 529	3 456	4 310
Hungary ¹	3 693	3 046	3 030	4 282	3 659	x(4)	7 810	7 955	7 948	6 381	4 103
Iceland	6 125	7 003	6 752	5 835	6 232	x(4,9)	m	7 248	7 248	5 248	6 720
Ireland	m	4 365	5 804	5 895	5 846	5 281	x(9)	x(9)	8 567	6 625	5 611
Italy ¹	5 743	6 916	7 219	7 614	7 453	m	6 989	8 242	8 229	5 313	7 477
Japan	3 316	5 590	6 154	6 648	6 411	x(4,9)	6 724	11 368	10 172	m	6 857
Korea	2 336	3 642	4 821	6 614	5 697	a	3 574	8 121	6 300	5 522	5 095
Luxembourg	x(2)	11 892	17 353	17 986	17 690	m	m	m	m	m	m
Mexico	1 905	1 525	1 377	2 569	1 765	a	x(9)	x(9)	5 315	4 601	1 929
Netherlands	5 419	5 754	7 460	6 182	6 898	5 642	m	13 346	13 255	8 220	7 395
New Zealand	4 147	4 641	4 605	6 453	5 458	7 685	5 813	9 336	8 468	m	5 717
Norway	3 538	7 246	8 364	11 246	9 919	x(5)	x(9)	x(9)	12 510	8 457	9 180
Poland ¹	2 920	2 554	2 406	2 844	2 637	6 133	m	4 157	4 099	3 538	2 878
Portugal ¹	4 154	4 167	5 698	5 572	5 638	a	x(9)	x(9)	6 662	m	5 192
Slovak Republic	2 445	1 870	1 950	2 534	2 223	x(4)	x(4)	4 332	4 332	3 980	2 410
Spain	4 088	4 755	x(5)	x(5)	6 321	x(5)	7 876	8 993	8 807	6 464	6 250
Sweden	3 828	6 821	6 967	7 343	7 168	2 682	x(9)	x(9)	15 038	7 745	8 226
Switzerland ¹	3 321	7 590	8 902	14 014	11 396	7 920	7 074	25 838	24 175	13 380	11 267
Turkey ¹	m	790	a	1 298	1 298	a	x(9)	x(9)	m	3 862	1 151
United Kingdom	7 112	5 818	x(5)	x(5)	7 249	x(5)	x(9)	x(9)	11 799	9 079	7 334
United States	7 755	8 305	9 156	10 105	9 590	m	x(9)	x(9)	24 074	21 566	12 023

1. Public institutions only.

2. Year of reference 2002.

Source: OECD.

Table X2.5.
Annual expenditure on educational institutions per student for all services (2003)
in equivalent Euros converted using PPPs for GDP, by level of education, based on full-time equivalents

	Pre-primary education (for children 3 years and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education excluding R&D activities	Primary to tertiary education	
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A & advanced research programmes	All tertiary education			
												(1)
OECD countries	Australia	m	4 245	5 750	6 461	6 017	5 672	6 020	10 300	9 585	6 679	5 816
	Austria	4 794	5 516	6 737	7 100	6 910	x(4)	8 022	9 663	9 538	6 271	7 002
	Belgium	3 602	4 775	x(5)	x(5)	5 955	x(5)	x(9)	x(9)	9 136	6 288	6 051
	Canada ^{1,2}	x(5)	x(5)	x(5)	x(5)	5 009	x(7)	18 374	14 346	15 447	13 087	6 676
	Czech Republic	2 055	1 756	3 044	3 277	3 158	1 585	2 580	5 552	5 234	4 403	3 011
	Denmark	3 727	6 037	6 149	6 491	6 323	x(4,9)	x(9)	x(9)	10 828	7 873	7 073
	Finland	3 144	4 111	6 651	5 141	5 719	x(5)	3 079	9 318	9 308	5 800	5 855
	France	3 665	3 816	5 874	7 720	6 686	4 014	6 896	8 733	8 270	5 663	6 032
	Germany	3 759	3 573	4 348	7 906	5 542	7 801	4 867	9 625	8 958	5 627	5 693
	Greece	x(2)	3 259	x(5)	x(5)	3 828	3 231	2 010	5 337	4 328	3 302	4 119
	Hungary ¹	3 079	2 539	2 526	3 569	3 050	x(4)	6 511	6 632	6 626	5 320	3 421
	Iceland	5 239	5 990	5 775	4 991	5 330	x(4,9)	m	6 199	6 199	4 488	5 747
	Ireland	m	3 678	4 890	4 967	4 925	4 449	x(9)	x(9)	7 217	5 581	4 727
	Italy ¹	4 726	5 691	5 940	6 265	6 133	m	5 751	6 782	6 771	4 372	6 153
	Japan	2 910	4 907	5 401	5 835	5 627	x(4,9)	5 902	9 977	8 928	m	6 018
	Korea	2 031	3 166	4 191	5 750	4 953	a	3 107	7 060	5 478	4 800	4 429
	Luxembourg	x(2)	8 871	12 945	13 417	13 195	m	m	m	m	m	m
	Mexico	1 599	1 280	1 155	2 156	1 482	a	x(9)	x(9)	4 461	3 862	1 619
	Netherlands	4 247	4 509	5 846	4 845	5 406	4 422	m	10 459	10 388	6 442	5 795
	New Zealand	3 342	3 740	3 711	5 200	4 399	6 194	4 685	7 524	6 824	m	4 607
	Norway	3 009	6 164	7 114	9 565	8 437	x(5)	x(9)	x(9)	10 641	7 193	7 808
	Poland ¹	2 525	2 209	2 081	2 460	2 280	5 305	m	3 595	3 545	3 060	2 489
	Portugal ¹	3 469	3 479	4 758	4 653	4 708	a	x(9)	x(9)	5 563	m	4 335
	Slovak Republic	2 040	1 560	1 627	2 114	1 855	x(4)	x(4)	3 614	3 614	3 321	2 011
	Spain	3 207	3 731	x(5)	x(5)	4 959	x(5)	6 179	7 055	6 910	5 071	4 903
	Sweden	3 161	5 633	5 753	6 064	5 920	2 215	x(9)	x(9)	12 419	6 396	6 793
Switzerland ¹	2 749	6 283	7 369	11 600	9 433	6 556	5 856	21 388	20 011	11 076	9 326	
Turkey ¹	m	671	a	1 103	1 103	a	x(9)	x(9)	m	3 282	978	
United Kingdom	5 527	4 520	x(5)	x(5)	5 633	x(5)	x(9)	x(9)	9 168	7 054	5 699	
United States	5 992	6 417	7 074	7 808	7 410	m	x(9)	x(9)	18 600	16 663	9 289	
OECD average	3 963	4 791	5 766	6 665	6 120	3 902	~	~	9 929	7 153	6 012	
OECD total	4 359	4 443	~	~	6 097	~	~	~	12 847	10 747	6 570	
Partner countries	Brazil ²	814	764	971	1 013	986	a	x(9)	x(9)	8 838	m	1 092
	Chile ³	2 172	1 880	1 867	2 005	1 955	a	2 750	7 367	6 163	m	2 528
	Israel	3 268	4 410	x(5)	x(5)	5 238	3 273	7 359	11 375	10 500	m	5 657
	Russian Federation ¹	m	x(5)	x(5)	x(5)	1 262	x(5)	1 524	2 409	2 154	m	1 406

1. Public institutions only.

2. Year of reference 2002.

3. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

Table X2.6a.

Reference statistics used in the calculation of teachers' salaries, by level of education (1996, 2004)

	Teachers' salaries in national currency (1996) ¹								
	Primary education			Lower secondary education			Upper secondary education, general programmes		
	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/ minimum training	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/ minimum training	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/ minimum training
OECD countries									
Australia	25 693	46 781	46 781	25 693	46 781	46 781	25 693	46 781	46 781
Austria	19 911	25 522	40 136	20 598	26 791	42 910	21 891	29 334	48 204
Belgium (Fl.) ²	20 479	27 542	32 721	20 950	29 346	35 781	25 998	37 534	45 119
Belgium (Fr.) ²	20 479	27 542	32 721	20 950	29 346	35 781	25 998	37 534	45 119
Czech Republic	w	w	w	w	w	w	w	w	w
Denmark	200 000	244 000	250 000	200 000	244 000	250 000	218 000	310 000	325 000
England	12 113	20 423	20 423	12 113	20 423	20 423	12 113	20 423	20 423
Finland	17 660	23 378	24 051	19 846	27 751	28 928	20 519	28 928	30 610
France	w	w	w	w	w	w	w	w	w
Germany	w	w	w	w	w	w	w	w	w
Greece	10 772	12 854	15 148	11 141	13 223	15 518	11 141	13 223	15 518
Hungary	341 289	462 618	597 402	341 289	462 618	597 402	435 279	574 067	717 756
Iceland	m	m	m	m	m	m	m	m	m
Ireland	18 235	28 189	33 362	19 141	29 872	33 679	19 141	29 872	33 679
Italy	14 939	18 030	21 864	16 213	19 796	24 233	16 213	20 412	25 442
Japan	3 462 000	5 917 000	8 475 000	3 462 000	5 917 000	8 475 000	3 462 000	5 917 000	8 733 000
Korea	w	w	w	w	w	w	w	w	w
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	29 105	38 606	63 264	37 092	47 174	76 196	m	m	m
Netherlands	21 772	26 537	32 627	22 925	28 847	35 840	23 120	40 273	47 756
New Zealand	23 000	39 220	39 220	23 000	39 220	39 220	23 000	39 220	39 220
Norway	165 228	201 446	204 211	165 228	201 446	204 211	178 752	207 309	222 078
Poland	m	m	m	m	m	m	m	m	m
Portugal	9 970	15 001	25 902	9 970	15 001	25 902	9 970	15 001	25 902
Scotland	12 510	20 796	20 796	12 510	20 796	20 796	12 510	20 796	20 796
Slovak Republic	m	m	m	m	m	m	m	m	m
Spain	18 609	21 823	27 940	m	m	m	21 582	25 327	31 780
Sweden	w	w	w	w	w	w	w	w	w
Switzerland	65 504	87 585	100 847	m	m	m	m	m	m
Turkey	w	w	w	a	a	a	w	w	w
United States	m	m	m	m	m	m	m	m	m
Partner country									
Israel	m	m	m	m	m	m	m	m	m

1. Data on salaries for countries now in the Euro zone are shown in Euros.

2. Data on teachers' salaries for 1996 refer to Belgium.

Source: OECD.

Table X2.6a. (continued)

Reference statistics used in the calculation of teachers' salaries, by level of education (1996, 2004)¹

	Teachers' salaries in national currency (2004) ²									GDP deflator 2004 (1996 = 100)
	Primary education			Lower secondary education			Upper secondary education, general programmes			
	Starting salary/minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/minimum training	Starting salary/minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/minimum training	Starting salary/minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/minimum training	
OECD countries										
Australia	41 041	60 764	60 764	41 524	60 969	60 969	41 524	60 969	60 969	119
Austria	22 895	30 271	45 691	23 797	32 391	47 821	24 114	33 322	50 662	107
Belgium (Fl.)	24 797	34 376	41 620	24 797	34 740	42 359	30 775	44 434	53 417	112
Belgium (Fr.)	23 183	32 258	39 174	23 370	32 986	40 409	29 124	42 431	51 182	112
Czech Republic	221 023	290 316	367 227	221 023	290 316	367 227	221 561	302 021	382 689	139
Denmark	287 438	323 539	323 539	287 438	323 539	323 539	282 304	396 695	396 695	115
England	18 105	26 460	26 460	18 105	26 460	26 460	18 105	26 460	26 460	119
Finland	27 020	31 490	31 490	31 360	37 080	37 080	33 700	42 120	42 120	113
France	21 014	28 268	41 708	23 249	30 503	44 053	23 574	30 828	44 411	110
Germany	35 479	44 149	46 034	36 810	45 308	47 299	39 809	48 804	50 994	106
Greece	16 100	19 460	23 464	16 100	19 460	23 464	16 100	19 460	23 464	133
Hungary	1 408 824	1 802 916	2 403 756	1 408 824	1 802 916	2 403 756	1 588 968	2 225 532	2 973 024	200
Iceland	1 799 424	2 082 660	2 319 972	1 799 424	2 082 660	2 319 972	2 320 000	2 846 000	2 990 000	131
Ireland	27 034	44 781	50 746	27 959	44 781	50 746	27 959	44 781	50 746	137
Italy	20 391	24 664	30 003	21 972	26 862	32 938	21 972	27 614	34 434	119
Japan	3 335 000	6 236 000	7 956 000	3 335 000	6 236 000	7 956 000	3 335 000	6 237 000	8 192 000	93
Korea	22 697 700	38 830 000	62 344 000	22 601 700	38 734 000	62 248 000	22 601 700	38 734 000	62 248 000	122
Luxembourg	44 022	60 623	89 723	63 421	79 276	110 181	63 421	79 276	110 181	118
Mexico	90 158	118 661	196 513	115 599	150 860	249 001	m	m	m	216
Netherlands	28 636	37 210	41 568	29 686	40 952	45 619	29 982	54 790	60 426	123
New Zealand	27 726	53 638	53 638	27 726	53 638	53 638	27 726	53 638	53 638	115
Norway	273 366	326 910	338 538	273 366	326 910	338 538	273 366	326 910	338 538	129
Poland	11 852	19 022	19 744	11 852	19 022	19 744	11 852	19 022	19 744	153
Portugal	13 612	22 441	35 216	13 612	22 441	35 216	13 612	22 441	35 216	128
Scotland	18 000	28 707	28 707	18 000	28 707	28 707	18 000	28 707	28 707	119
Slovak Republic	m	m	m	m	m	m	m	m	m	147
Spain	23 644	27 382	34 157	26 445	30 638	37 795	26 968	31 308	38 596	126
Sweden	232 500	272 900	312 900	240 000	281 200	318 700	249 500	293 700	338 100	110
Switzerland	68 426	90 497	108 443	73 930	95 999	115 287	92 906	120 290	141 890	105
Turkey	12887545000	14230765000	16048525000	a	a	a	12118720000	13461940000	15279700000	2032
United States	32 703	39 740	m	31 439	40 088	m	31 578	40 043	m	113
Partner country										
Israel ³	46 240	56 731	78 954	46 240	56 731	78 954	46 240	56 731	78 954	100

1. For the computation of teachers' salaries in equivalent US dollars shown in Indicator D3, teachers' salaries are converted from national currencies to US dollars using January 2003 PPPs for GDP and adjusted for inflation where necessary. Teachers' salaries in equivalent US dollars based on January 2003 PPPs for final consumption are shown in table X2.5a of Annex 2.

2. Data on salaries for countries now in the Euro zone are shown in Euros.

3. Reference year 2002.

Source: OECD.

Table X2.6b.
Reference statistics used in the calculation of teachers' salaries (1996, 2003)

	Purchasing power parity for GDP (PPP) (2003) ¹	Purchasing power parity for GDP (PPP) (2004) ¹	Purchasing power parity for GDP (PPP) (January 2004) ¹	Gross domestic product (in millions of local currency, calendar year 2004) ¹	Total population in thousands (calendar year 2004)	GDP per capita (in equivalent US dollars, calendar year 2004) ²	Reference year for 2004 salary data	Adjustments for inflation (2003)
OECD countries								
Australia	1.35	1.36	1.35	891 524	20 213	32 409	2004	0.98
Austria	0.91	0.89	0.90	237 039	8 175	32 520	2003/2004	1.00
Belgium (Fl.) ³	0.88	0.88	0.88	288 089	10 418	31 390	jan 2004	1.00
Belgium (Fr.) ³	0.88	0.88	0.88	288 089	10 418	31 390	2003/2004	1.00
Czech Republic	14.49	14.55	14.52	2 767 717	10 207	18 643	2003/2004	1.00
Denmark	8.48	8.41	8.44	1 460 450	5 403	32 141	2004	0.99
England ⁴	0.63	0.63	0.63	1 164 941	59 835	30 833	jan 2004	1.00
Finland	0.97	0.96	0.97	149 725	5 227	29 782	01 oct. 2004	1.00
France	0.90	0.91	0.91	1 648 369	62 177	28 992	2003/2004	1.00
Germany	0.95	0.93	0.94	2 215 650	82 501	28 813	2003/2004	1.00
Greece	0.68	0.70	0.69	167 169	11 057	21 596	2003	1.02
Hungary	121.84	126.64	124.24	20 413 478	10 107	15 948	2003/2004	1.00
Iceland	93.00	92.99	92.99	885 008	293	32 482	2003/2004	1.00
Ireland	1.02	1.01	1.01	148 556	4 059	36 341	2003/2004	1.00
Italy	0.84	0.85	0.85	1 351 328	58 130	27 311	2004	0.99
Japan	138.87	133.72	136.30	504 842 400	127 687	29 567	2003/2004	1.00
Korea	784.03	784.26	784.15	778 444 600	48 082	20 644	2004	0.99
Luxembourg	0.96	0.94	0.95	25 664	452	60 188	2003/2004	1.00
Mexico	7.00	7.24	7.12	7 630 985	104 000	10 139	2003/2004	1.00
Netherlands	0.92	0.91	0.92	488 642	16 273	32 996	2003/2004	1.00
New Zealand	1.46	1.48	1.47	148 558	4 084	24 608	2004	0.99
Norway	9.28	9.18	9.23	1 710 411	4 591	40 568	2003/2004	1.00
Poland	1.84	1.87	1.85	883 656	38 180	12 410	2003/2004	1.00
Portugal	0.71	0.71	0.71	135 079	10 524	18 098	2003/2004	1.00
Scotland ⁴	0.63	0.63	0.63	1 164 941	59 835	30 833	2003/2004	1.00
Slovak Republic	17.03	17.91	17.47	1 325 486	5 382	13 752	2002/2003	1.00
Spain	0.75	0.76	0.75	837 316	42 692	25 875	2003/2004	1.00
Sweden	9.30	9.19	9.24	2 573 176	8 994	31 139	2003	1.00
Switzerland	1.77	1.72	1.74	445 931	7 483	34 710	2003/2004	1.00
Turkey	752430.00	793050.00	772740	430 511	71 789	7 562	2003/2004	1.00
United States	1.00	1.00	1.00	11 679 200	293 951	39 732	2003/2004	1.00
Partner country								
Israel ⁵	3.40	3.40	3.40	523 259	6 690	23 018	2003/2004	1.00

1. Data on PPPs and GDP for countries now in the Euro zone are shown in Euros.

2. GDP per capita in national currencies (2003) has been calculated from total population (2003) and total GDP (2003), and has been converted to US dollars using PPPs for GDP (2003). These data are available in this table.

3. Data on gross domestic product and total population refer to Belgium.

4. Data on gross domestic product and total population refer to the United Kingdom.

5. Reference year 2002.

Source: OECD.

Table X2.6c.

Teachers' salaries (2004)

Annual statutory teachers' salaries in public institutions at starting salary, after 15 years of experience and at the top of the scale by level of education, in equivalent euros converted using PPPs

	Primary education				Lower secondary education				Upper secondary education			
	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale / minimum training	Ratio of salary after 15 years of experience to GDP per capita	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale /minimum training	Ratio of salary after 15 years of experience to GDP per capita	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale /minimum training	Ratio of salary after 15 years of experience to GDP per capita
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD countries												
Australia	26 087	38 624	38 624	1.36	26 395	38 754	38 754	1.36	26 395	38 754	38 754	1.36
Austria	22 342	29 539	44 586	1.03	23 222	31 608	46 665	1.11	23 531	32 516	49 437	1.14
Belgium (Fl.)	24 732	34 286	41 511	1.24	24 732	34 648	42 248	1.26	30 694	44 318	53 276	1.61
Belgium (Fr.)	23 122	32 173	39 071	1.17	23 308	32 900	40 303	1.19	29 048	42 320	51 047	1.54
Czech Republic	13 365	17 555	22 206	1.07	13 365	17 555	22 206	1.07	13 397	18 263	23 141	1.12
Denmark	29 583	33 298	33 298	1.18	29 583	33 298	33 298	1.18	29 054	40 827	40 827	1.45
England	25 260	36 916	36 916	1.36	25 260	36 916	36 916	1.36	25 260	36 916	36 916	1.36
Finland	24 516	28 571	28 571	1.09	28 453	33 643	33 643	1.29	30 577	38 216	38 216	1.46
France	20 292	27 297	40 276	1.07	22 451	29 455	42 540	1.16	22 764	29 769	42 886	1.17
Germany	33 116	41 209	42 968	1.63	34 358	42 290	44 149	1.67	37 158	45 554	47 598	1.80
Greece	20 809	25 151	30 326	1.33	20 809	25 151	30 326	1.33	20 809	25 151	30 326	1.33
Hungary	9 956	12 741	16 987	0.91	9 956	12 741	16 987	0.91	11 229	15 728	21 010	1.12
Iceland	16 989	19 664	21 904	0.69	16 989	19 664	21 904	0.69	21 905	26 871	28 230	0.94
Ireland	23 420	38 794	43 962	1.22	24 221	38 794	43 962	1.22	24 221	38 794	43 962	1.22
Italy	20 855	25 226	30 687	1.05	22 473	27 474	33 688	1.15	22 473	28 243	35 219	1.18
Japan	21 484	40 171	51 251	1.55	21 484	40 171	51 251	1.55	21 484	40 178	52 772	1.55
Korea	25 084	42 912	68 898	2.37	24 978	42 806	68 792	2.36	24 978	42 806	68 792	2.36
Luxembourg	40 657	55 990	82 865	1.06	58 574	73 217	101 760	1.39	58 574	73 217	101 760	1.39
Mexico	11 120	14 636	24 238	1.64	14 258	18 607	30 712	2.09	m	m	m	m
Netherlands	27 424	35 636	39 809	1.23	28 430	39 220	43 689	1.35	28 714	52 471	57 869	1.81
New Zealand	16 367	31 663	31 663	1.47	16 367	31 663	31 663	1.47	16 367	31 663	31 663	1.47
Norway	26 005	31 098	32 205	0.87	26 005	31 098	32 205	0.87	26 005	31 098	32 205	0.87
Poland	5 614	9 011	9 353	0.83	5 614	9 011	9 353	0.83	5 614	9 011	9 353	0.83
Portugal	16 848	27 776	43 588	1.75	16 848	27 776	43 588	1.75	16 848	27 776	43 588	1.75
Scotland	25 113	40 051	40 051	1.48	25 113	40 051	40 051	1.48	25 113	40 051	40 051	1.48
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
Spain	27 552	31 908	39 803	1.40	30 816	35 702	44 042	1.57	31 426	36 483	44 976	1.61
Sweden	22 083	25 920	29 720	0.95	22 796	26 709	30 271	0.98	23 698	27 896	32 113	1.02
Switzerland	34 492	45 618	54 664	1.50	37 267	48 391	58 114	1.59	46 832	60 636	71 524	1.99
Turkey	14 643	16 169	18 235	2.44	a	a	a	a	13 769	15 296	17 361	2.30
United States	28 713	34 892	m	1.00	27 603	35 197	m	1.01	27 725	35 158	m	1.01
OECD average	22 588	30 817	37 181	1.30	24 197	32 914	39 753	1.32	25 368	35 379	42 317	1.42
EU19 average	22 833	30 452	36 828	1.20	24 519	32 408	38 984	1.26	25 510	35 176	42 179	1.37
Partner countries												
Chile	9 589	11 393	15 365	1.11	9 589	11 393	15 365	1.11	9 589	11 922	16 086	1.16
Israel	11 948	14 659	20 401	0.73	11 948	14 659	20 401	0.73	11 948	14 659	20 401	0.73

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

General notes

Definitions

Gross domestic product (GDP) refers to the producers' value of the gross outputs of resident producers, including distributive trades and transport, less the value of purchasers' intermediate consumption plus import duties. GDP is expressed in local money (in millions). For countries which provide this information for a reference year that is different from the calendar year (such as Australia and New Zealand), adjustments are made by linearly weighting their GDP between two adjacent national reference years to match the calendar year.

The **GDP deflator** is obtained by dividing the GDP expressed at current prices by the GDP expressed at constant prices. This provides an indication of the relative price level in a country. Data are based on the year 1995.

GDP per capita is the gross domestic product (in equivalent US dollars converted using PPPs) divided by the population.

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

Total public expenditure as used for the calculation of the education indicators, corresponds to the non-repayable current and capital expenditure of all levels of government. Current expenditure includes final consumption expenditure (*e.g.* compensation of employees, consumption intermediate goods and services, consumption of fixed capital, and military expenditure), property income paid, subsidies, and other current transfers paid (*e.g.*, social security, social assistance, pensions and other welfare benefits). Capital expenditure is spending to acquire and/or improve fixed capital assets, land, intangible assets, government stocks, and non-military, non-financial assets, and spending to finance net capital transfers.

Sources

The 2006 edition of the *National Accounts of OECD Countries: Main Aggregates*, Volume I.

The theoretical framework underpinning national accounts has been provided for many years by the United Nations' publication *A System of National Accounts*, which was released in 1968. An updated version was released in 1993 (commonly referred to as SNA93).

OECD Analytical Data Base, January 2006.

REFERENCES

- Coulombe, S., J-F. Tremblay and S. Marchand** (2004), *Literacy Scores, Human Capital and Growth across Fourteen OECD Countries*, Statistics Canada/Human Resources and Skills Development Canada, Ottawa.
- Cosnefroy, O. and T. Rocher** (2004), “Le redoublement au cours de la scolarité obligatoire: nouvelles analyses, mêmes constats”, *Éducation & formations*, No. 70.
- De la Fuente, A. and A. Ciccone** (2003), *Human Capital in a Global and Knowledge-Based Economy: Final Report*, European Commission, DG Economic Affairs, Brussels.
- Feinstein, et al.** (2005), “The Effects of Education on Health: Concepts, Evidence and Policy Implications”, paper presented at the OECD/CERI Symposium on the Social Outcomes of Learning, Copenhagen, 23-24 March 2006.
- Friedman T.** (2005), *The World Is Flat – A Brief History of the Twenty-First Century*, Farrar, Straus & Giroux, New York.
- Garet, M.S. and B. Delaney** (1988), “Students’ Courses and Stratification”, *Sociology of Education*, Vol. 61, pp. 61-77.
- Groot, W. and H.M. van den Brink** (2004), “The Health Effects of Education: Survey and Meta-Analysis”, SCHOLAR Working Paper 50/04, Department of Economics, University of Amsterdam, Amsterdam.
- Grossman, M. and R. Kaestner** (1997), “Effects of Education on Health” in J.R. Behrman and N. Stacey (eds.), *The Social Benefits of Education*, The University of Michigan Press, Ann Arbor, Michigan.
- Hammond, C.** (2002), “Learning to be Healthy”, Brief No. RCB07, Institute of Education, London.
- Jackson, G.** (1975), “The Research Evidence on the Effects of Grade Retention”, *Review of Educational Research*, Vol. 45, pp. 613-635.
- Jimerson, S.R.** (2001), “Meta-Analysis of Grade Retention Research: Implications for Practice in the 21st century”, *School Psychological Review*, Vol. 30, No. 3, pp. 420-437.
- Kelo, M., U. Teichler and B. Wächter (eds.)** (2005), “EURODATA: Student Mobility in European Higher Education”, Verlags and Mediengesellschaft, Bonn, 2005.
- Krueger, A.B. and M. Lindhal** (2001), “Education and Growth: Why and for Whom?”, *Journal of Economic Literature*, Vol. 39, No. 4, American Economic Association, Nashville Tennessee, pp. 1101-1136.
- Lucas, S.R.** (2001), “Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects”, *American Journal of Sociology*, Vol. 106, pp. 1642-1690.
- Ministry of Education of China, Department of Planning** (2006), “Essential Statistics of Education in China”, Chinese Ministry of Education, Beijing.
- The Nuffield Foundation** (2004), “Time Trends in Adolescent Well-Being”, *2004 Seminars on Children and Families: Evidence and Implications*, The Nuffield Foundation, London.
- OECD (Organisation for Economic Co-operation and Development)** (2001a), *The New Economy: Beyond the Hype*, OECD, Paris.
- OECD** (2001b), *Education at Glance: OECD Indicators – 2001 Edition*, OECD, Paris.
- OECD** (2003a), *Education at Glance: OECD Indicators – 2003 Edition*, OECD, Paris.
- OECD** (2003b), *The Sources of Economic Growth in OECD Countries*, OECD, Paris.
- OECD** (2004a), *Learning for Tomorrow’s World – First Results from PISA 2003*, OECD, Paris.
- OECD** (2004b), *Problem Solving for Tomorrow’s World – First Measures of Cross-Curricular Competencies from PISA 2003*, OECD, Paris.

- OECD (2004c), *Education at Glance: OECD Indicators – 2004 Edition*, OECD, Paris.
- OECD (2004d), *Internationalisation and Trade in Higher Education: Opportunities and Challenges*, OECD, Paris.
- OECD (2005a), *Trends in International Migration – 2004 Edition*, OECD, Paris.
- OECD (2005b) *School Factors Related to Quality and Equity*, OECD, Paris.
- OECD (2005c), *PISA 2003 Technical Report*, OECD, Paris.
- OECD (2005d), *Education at Glance: OECD Indicators – 2005 Edition*, OECD, Paris.
- OECD (2005e), *Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us*, OECD, Paris.
- Ready, D.D., V.L. Lee and K.G. Welner (2004), “Educational Equity and School Structure: School Size, Overcrowding, and Schools-within-Schools”, *Teachers College Record*, Vol. 10, No. 106, pp. 1989-2014.
- Rudd, R.E., B.A. Moeykens and T.C. Colton (1999), “Health and Literacy: A Review of Medical and Public Health Literature”, in J. Comings., B. Garners and C. Smith. (eds.), *Annual Review of Adult Learning and Literacy*, Jossey-Bass, New York.
- Schleicher, A. (2006) “The Economics of Knowledge: Why Education Is Key for Europe’s Success”, Lisbon Council Policy Brief, The Lisbon Council absI, Brussels.
- Schleicher, A. and K. Tremblay (2006), “Dragons, Elephants and Tigers: Adjusting to the New Global reality”, in *Challenge Europe*, European Policy Centre, Brussels.
- Sianesi, B. and J. Van Reenan (2003), “The Returns to Education: Macroeconomics”, *The Journal of Economic Surveys*, Vol. 17, No. 2, Blackwell Publishing Ltd., Oxford, pp. 157-200.
- Tremblay, K. (2005) “Academic Mobility and Immigration”, *Journal of Studies in International Education*, Vol. 9, No. 3, Association for Studies in International Education, Thousands Oaks, pp. 1-34.
- United States National Science Board (2003), *The Science and Engineering Workforce – Realizing America’s Potential*, National Science Foundation, Washington, D.C.
- Wösmann, L. (2003), “Specifying Human Capital”, *Journal of Economic Surveys*, Vol. 17, No. 3, Blackwell Publishing Ltd., Oxford, pp. 239-270.
- Zhen G. (2006), “First Results from a Survey on Chinese Students’ Learning Time”, Shanghai Jiao Tong University mimeo.

CONTRIBUTORS TO THIS PUBLICATION

Many people have contributed to the development of this publication. The following lists the names of the country representatives, researchers and experts who have actively taken part in the preparatory work leading to the publication of *Education at a Glance – OECD Indicators 2006*.

The OECD wishes to thank them all for their valuable efforts.

National Co-ordinators

Mr. Brendan O'REILLY (Australia)	Mr. Kenji SAKUMA (Japan)
Mr. Mark NEMET (Austria)	Ms. Chun-Ran PARK (Korea)
M. Dominique BARTHÉLÉMY (Belgium)	M. Jérôme LEVY (Luxembourg)
Ms. Maddy BOLLEN (Belgium)	Mr. Rafael FREYRE MARTINEZ (Mexico)
Ms. Orosinda Maria GOULART (Brazil)	Mr. Marcel SMITS VAN WAESBERGHE (Netherlands)
Mr. Atilio PIZARRO (Chile)	Mr. David LAMBIE (New Zealand)
Mr. Lubomir MARTINEC (Czech Republic)	Mr. Kjetil MÅSEIDE (Norway)
Mr. Ken THOMASSEN (Denmark)	Mr. Jerzy WISNIEWSKI (Poland)
Ms. Sylvia KIMMEL (Estonia)	Mr. João Trocado MATA (Portugal)
Mr. Matti KYRÖ (Finland)	Mr. Mark AGRANOVITCH (Russian Federation)
M. Claude SAUVAGEOT (France)	Mr. Vladimír POKOJNY (Slovak Republic)
Ms. Barbara MEYER-WYK (Germany)	Mrs. Helga KOCEVAR (Slovenia)
Ms. Evelyn OBELE (Germany)	Mrs. Carmen MAESTRO MARTIN (Spain)
Mr. Gregory KAFETZOPOULOS (Greece)	Mr. Dan ANDERSSON (Sweden)
Ms. Judit KÁDÁR-FÜLÖP (Hungary)	Ms. Dominique Simone RYCHEN (Switzerland)
Ms. Margrét HARÐARDÓTTIR (Iceland)	Mr. Ibrahim Z. KARABIYIK (Turkey)
Mr. Pat MAC SITRIC (Ireland)	Ms. Janice ROSS (United Kingdom)
Mr. Yosef GIDANIAN (Israel)	Ms. Valena White PLISKO (United States)
Mr. Antonio Giunta LA SPADA (Italy)	

Technical Group on Education Statistics and Indicators

Mr. Brendan O'REILLY (Australia)	Mr. Vladimír HULIK (Czech Republic)
Mr. Adrian PAWSEY (Australia)	Ms. Michaela KLENHOVÁ (Czech Republic)
Ms. Sabine MARTINSCHITZ (Austria)	Mr. Felix KOSCHIN (Czech Republic)
Mr. Wolfgang PAULI (Austria)	Mr. Leo JENSEN (Denmark)
Ms. Ann VAN DRIESSCHE (Belgium)	Mr. Ken THOMASSEN (Denmark)
Mr. Philippe DIEU (Belgium)	Ms. Birgitta ANDRÉN (EUROSTAT)
Ms. Nathalie JAUNIAUX (Belgium)	Mr. Pascal SCHMIDT (EUROSTAT)
Mr. Liës FEYEN (Belgium)	Mr. Timo ERTOLA (Finland)
Mr. Guy STOFFELEN (Belgium)	Mr. Miikka PAAJAVUORI (Finland)
Mr. Raymond VAN DE SIJPE (Belgium)	Mr. Mika TUONONEN (Finland)
Mr. Johan VERMEIREN (Belgium)	Mr. Matti VAISANEN (Finland)
Ms. Carmilva FLORES (Brazil)	Mr. Jean-Michel DURR (France)
Ms. Vanessa NESPOLI DE OLIVEIRA (Brazil)	Ms. Michèle JACQUOT (France)
Ms. Lynn BARR-TELFORD (Canada)	Ms. Christine RAGOUCY (France)
Mr. Jean-Claude BOUSQUET (Canada)	Mr. Heinz-Werner HETMEIER (Germany)
Mr. Eduardo CORREA (Chile)	Ms. Kirsten OTTO (Germany)
Mr. Cesar MUÑOZ HERNANDEZ (Chile)	Mr. Alexander RENNEN (Germany)

- Mr. Ingo RUSS (Germany)
 Ms. Vassilia ANDREADAKI (Greece)
 Mr. Angelos KARAGIANNIS (Greece)
 Mr. Konstantinos STOUKAS (Greece)
 Ms. Judit KOZMA-LUKÁCS (Hungary)
 Mr. László LIMBACHER (Hungary)
 Ms. Judit LUKÁCS (Hungary)
 Ms. Ásta URBANCIC (Iceland)
 Ms. Mary DUNNE (Ireland)
 Mr. Muiris O'CONNOR (Ireland)
 Mr. Yosef GIDANIAN (Israel)
 Ms. Dalia SPRINZAK (Israel)
 Ms. Gemma DE SANCTIS (Italy)
 Ms. Giuliana MATTEOCCI (Italy)
 Ms. Maria Pia SORVILLO (Italy)
 Mr. Paolo TURCHETTI (Italy)
 Ms. Nozomi HARAGUCHI (Japan)
 Ms. Midori MIYATA (Japan)
 Mr. Tokuo OGATA (Japan)
 Mr. Satoshi TAKAHASHI (Japan)
 Mr. Jérôme LEVY (Luxembourg)
 Ms. Manon UNSEN (Luxembourg)
 Mr. David VALLADO (Luxembourg)
 Ms. Erika VALLE BUTZE (Mexico)
 Mr. Marcel A.M. SMITSVAN WAESBERGHE (Netherlands)
 Mr. Dick TAKKENBERG (Netherlands)
 Ms. Pauline THOOLEN (Netherlands)
 Mr. Paul GINI (New Zealand)
 Ms. Marie ARNEBERG (Norway)
 Ms. Birgitta BØHN (Norway)
 Mr. Kjetil DIGRE (Norway)
 Mr. Geir NYGARD (Norway)
 Mr. Terje RISBERG (Norway)
 Ms. Alina BARAN (Poland)
 Ms. Anna NOWOZYNSKA (Poland)
 Mr. Jose PAREDES (Portugal)
 Mr. João PEREIRA DE MATOS (Portugal)
 Ms. Natalia KOVALEVA (Russian Federation)
 Mr. Mark AGRANOVITCH (Russian Federation)
 Ms. Alzbeta FERENCICOVÁ (Slovak Republic)
 Mr. Vladimír POKJNY (Slovak Republic)
 Ms. Elena REBROSOVA (Slovak Republic)
 Ms. Helga KOCEVAR (Slovenia)
 Ms. Tatjana SKRBEC (Slovenia)
 Mr. Fernando CELESTINO REY (Spain)
 Mr. Eduardo DE LA FUENTE (Spain)
 Mr. Jesus IBANEZ MILLA (Spain)
 Ms. Karin ARVEMO-NOTSTRAND (Sweden)
 Mr. Henrik ENGSTROM (Sweden)
 Ms. Christina SANDSTROM (Sweden)
 Ms. Katrin HOLENSTEIN (Switzerland)
 Ms. Nilgün DURAN (Turkey)
 Ms. Alison KENNEDY (UNESCO)
 Mr. Steve HEWITT (United Kingdom)
 Mr. Steve LEMAN (United Kingdom)
 Ms. Mary Ann FOX (United States)
 Ms. Catherine FREEMAN (United States)
 Mr. Thomas SNYDER (United States)

Network A on Educational Outcomes

- Lead Country: United States
 Network Leader: Mr. Eugene OWEN
 Ms. Wendy WHITHAM (Australia)
 Mrs. Helene BABEL (Austria)
 Mr. Jürgen HORSCHINEGG (Austria)
 Mrs. Christiane BLONDIN (Belgium)
 Mr. Luc VAN DE POELE (Belgium)
 Ms. Orosinda Maria GOULART (Brazil)
 Mr. Don HOIUM (Canada)
 Ms. Tamara KNIGHTON (Canada)
 Mr. Jerry MUSSIO (Canada)
 Mr. Lubomir MARTINEC (Czech Republic)
 Ms. Pavla ZIELENIECOVA (Czech Republic)
 Mr. Joern SKOVSGAARD (Denmark)
 Mr. Aki TORNERG (Finland)
 Mr. Thierry ROCHER (France)
 Ms. Evelyn OBELE (Germany)
 Ms. Kirsten OTTO (Germany)
 Mr. Botho PRIEBE (Germany)
 Mr. Panyotis KAZANTZIS (Greece)
 Ms. Zsuzsa HAMORI-VACZY (Hungary)
 Mr. Julius K. BJORNSSON (Iceland)
 Mr. Gerry SHIEL (Ireland)
 Mrs. Anna Maria CAPUTO (Italy)
 Mr. Ryo WATANABE (Japan)
 Ms. Mee-Kyeong LEE (Korea)
 Ms. Iris BLANKE (Luxembourg)
 Mr. Felipe MARTINEZ RIZO (Mexico)
 Dr. Jules L. PESCHAR (Netherlands)
 Dr. Paul VAN OIJEN (Netherlands)
 Ms. Lynne WHITNEY (New Zealand)
 Ms. Anne-Berit KAVLI (Norway)
 Ms. Glória RAMALHO (Portugal)
 Mr. Vladislav ROSA (Slovak Republic)
 Ms. Mar GONZALEZ GARCIA (Spain)
 Mr. Ramon PAJARES BOX (Spain)
 Ms. Anna BARKLUND (Sweden)
 Ms. Anita WESTER (Sweden)
 Mr. Erich RAMSEIER (Switzerland)
 Mr. Sevki KARACA (Turkey)
 Mr. Jason TARSH (United Kingdom)
 Ms. Marit GRANHEIM (United States)
 Mr. Jay MOSKOWITZ (United States)
 Ms. Elois SCOTT (United States)
 Ms. Maria STEPHENS (United States)

Network B on Education and Socio-economic Outcomes

Lead country: Sweden	Ms. Jihee CHOI (Korea)
Network Leader: Mr. Dan ANDERSSON	Mr. Jérôme LEVY (Luxembourg)
Ms. Oon Ying CHIN (Australia)	Mme. Astrid SCHORN (Luxembourg)
Mr. Brendan O'REILLY (Australia)	Mr. Roy TJOA (Netherlands)
Mr. Mark NÉMET (Austria)	Mr. Johan VAN DER VALK (Netherlands)
Ms. Ariane BAYE (Belgium)	Mr. Marcel SMITS VAN WAESBERGHE (Netherlands)
Ms. Isabelle ERAUW (Belgium)	Ms. Cheryl REMINGTON (New Zealand)
Ms. Orosinda Maria GOULART (Brazil)	Mr. Erik Dahl (Norway)
Mr. Patrice DE BROUCKER (Canada)	Ms. Anne Brit UDAHL (Norway)
Ms. Shannon DELBRIDGE (Canada)	Mr. Terje RISBERG (Norway)
Ms. Zuzana POLAKOVA (Czech Republic)	Ms. Małgorzata CHOJNICKA (Poland)
Mr. Steffen BANG (Denmark)	Mr. Jorge BARATA (Portugal)
Ms. Irja BLOMQVIST (Finland)	Ms. Raquel ÁLVAREZ-ESTEBAN (Spain)
Ms. Aila REPO (Finland)	Mr. Dan ANDERSSON (Sweden)
Ms. Pascale POULET-COULIBANDO (France)	Ms. Anna JÖNSSON (Sweden)
Ms. Christiane KRÜGER-HEMMER (Germany)	Mr. Kenny PETERSSON (Sweden)
Mr. Nikolaos BILALIS (Greece)	Mr. Russell SCHMIEDER (Sweden)
Mr. Evangelos INTZIDIS (Greece)	Ms. Anna BORKOWSKY (Switzerland)
Ms. Éva TÓT (Hungary)	Mr. Ali PANAL (Turkey)
Ms. Asta URBANCIC (Iceland)	Mr. David MCPHEE (United Kingdom)
Mr. Philip O'CONNELL (Ireland)	Mr. Stephen LEMAN (United Kingdom)
Mrs. Paola UNGARO (Italy)	Ms. Lisa HUDSON (United States)
Ms. Ikuko ARIMATSU (Japan)	Mr. Dan SHERMAN (United States)

Network C on School Features and Processes

Lead Country: Netherlands	Mrs. Caterina VEGLIONE (Italy)
Network Leader: Mr. Jaap SCHEERENS	Ms. Sung Eun KIM (Korea)
Mr. Lars STAHR (Australia)	Mme Astrid SCHORN (Luxembourg)
Mr. Christian KRENTHALLER (Austria)	Mr. Jean-Claude FANDEL (Luxembourg)
Mr. Philippe DELOOZ (Belgium)	Ms. Erika VALLE BUTZE (Mexico)
Ms. Ann VAN DRIESSCHE (Belgium)	Ms. Maria HENDRIKS (Netherlands)
Mr. Peter VAN PETEGEM (Belgium)	Mr. Marcel SMITS VAN WAESBERGHE (Netherlands)
Ms. Maria Aparecida CHAGAS FERREIRA (Brazil)	Mr. Paul GINI (New Zealand)
Ms. Orosinda Maria GOULART (Brazil)	Ms. Bodhild BAASLAND (Norway)
Ms. Nelly MCEWEN (Canada)	Mr. Jerzy CHODNICKI (Poland)
Ms. Michaela KLENHOVA (Czech Republic)	Ms. Maria DO CARMO CLIMACO (Portugal)
Mr. Lubomir MARTINEC (Czech Republic)	Mr. Helder GUERREIRO (Portugal)
Ms. Pavlina STASTNOVA (Czech Republic)	Mr. Ignacio ÁLVAREZ PERALTA (Spain)
Mr. Jørgen Balling RASMUSSEN (Denmark)	Ms. Ulla LINDQVIST (Sweden)
Ms. Maria HRABINSKA (European Commission)	Mrs. Annika HAGLUND (Sweden)
Mr. Hannu-Pekka LAPPALAINEN (Finland)	Mr. Eugen STOCKER (Switzerland)
Mrs. Dominique ALLAIN (France)	Ms. Nilgün DURAN (Turkey)
Mr. Gerd MÖLLER (Germany)	Ms. Alison KENNEDY (UNESCO)
Mr. Vassilios CHARISMIADIS (Greece)	Mr. Jason TARSH (United Kingdom)
Ms. Anna IMRE (Hungary)	Mr. Joel SHERMAN (United States)
Mr. Pat MAC SITRIC (Ireland)	Mrs. Kerry GRUBER (United States)

Others contributors to this publication

Mr. Donald HIRSCH (Consultant)
Ms. Tracey STRANGE (Editor)
Ms. Fung-Kwan TAM (Layout)

RELATED OECD PUBLICATIONS

Where Immigrant Students Succeed: A Comparative Review of Performance and Engagement in PISA 2003
ISBN 92-64-02360-7

Are Students Ready for a Technology-Rich World?: What PISA Studies Tell Us
ISBN 92-64-03608-3

Learning for Tomorrow's World – First Results from PISA 2003 (2004)
ISBN 92-64-00724-5

Problem Solving for Tomorrow's World – First Measures of Cross-Curricular Competencies from PISA 2003 (2004)
ISBN 92-64-00642-7

From Education to Work: A Difficult Transition for Young Adults with Low Levels of Education (2005)
ISBN 92-64-00918-3

Education Policy Analysis 2005 (Forthcoming)
ISBN 92-64-02269-4

OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (2004)
ISBN 92-64-10410-0

Completing the Foundation for Lifelong Learning: An OECD Survey of Upper Secondary Schools (2004)
ISBN 92-64-10372-4

OECD Survey of Upper Secondary Schools: Technical Report (2004)
ISBN 92-64-10572-7

Internationalisation and Trade in Higher Education: Opportunities and Challenges (2004)
ISBN 96-64-01504-3

Classifying Educational Programmes: Manual for ISCED-97 Implementation in OECD Countries (1999)
ISBN 92-64-17037-5

OECD publications can be browsed or purchased at the OECD Online Bookshop (www.oecdbookshop.org).

TABLE OF CONTENTS

	Name of the indicator in the 2005 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 Educational attainment of the adult population	28 A1
Table A1.1a Educational attainment: adult population (2004)	37
Table A1.2a Population that has attained at least upper secondary education (2004)	38
Table A1.3a Population that has attained tertiary education (2004)	39
Table A1.4 Distribution of population aged 35-to-64 with tertiary type 5A/6 qualifications by country (2004 and projected to 2014)	40
Table A1.5 Educational attainment expressed in average number of years in formal education (2004)	41
Indicator A2 Current upper secondary graduation rates	42 A2
Table A2.1 Upper secondary graduation rates (2004)	48
Table A2.2 Post-secondary non-tertiary graduation rates (2004)	49
Indicator A3 Current tertiary graduation and survival rates	50 A3
Table A3.1 Tertiary graduation rates (2000, 2004)	58
Table A3.2 Survival rates in tertiary education (2004)	59
Indicator A4 What 15-year-olds can do in mathematics	60 A4
Table A4.1 Percentage of students at each level of proficiency on the OECD PISA mathematics scale (2003)	70
Table A4.2 Mean student performance and variation on different aspects of the OECD PISA mathematics scale (2003)	71
Table A4.3 Mean score and variation in student performance on the OECD PISA mathematics scale (2003)	72
Indicator A5 Between- and within-school variation in the mathematics performance of 15-year-olds	74 A6
Table A5.1 Between-school and within-school variance in student performance on the OECD PISA mathematics scale (2003)	80
Indicator A6 Fifteen-year-old students who perform at the lowest levels of proficiency in mathematics (2003)	82
Table A6.1 Odds ratios of the likelihood of students with the lowest socio-economic status to be lowest mathematics performers relative to the likelihood of students with the highest socio-economic status to be lowest mathematics performers (2003)	91

Table A6.2	Reading performance of lowest mathematics performers (2003)	92	
Table A6.3	Mathematics performance of lowest reading performers (2003)	93	
Indicator A7	Institutional differentiation, socio-economic status and 15-year-old students' mathematics performance (2003)	94	
Table A7.1	Institutional differentiation, variance in mathematics performance, and economic, social and cultural status (ESCS), (2003)	102	
Indicator A8	Labour force participation by level of educational attainment	104	A8
Table A8.1a	Employment rates and educational attainment, by gender (2004)	112	
Table A8.2a	Unemployment rates and educational attainment, by gender (2004)	114	
Table A8.3a	Trends in employment rates, by educational attainment (1991-2004)	116	
Table A8.4a	Trends in unemployment rates, by educational attainment (1991-2004)	118	
Indicator A9	The returns to education: education and earnings	120	A9
Table A9.1a	Relative earnings of the population with income from employment (2004 or latest available year)	135	
Table A9.1b	Differences in earnings between females and males (2004 or latest available year)	137	
Table A9.2a	Trends in relative earnings: adult population (1997-2004)	138	
Table A9.3	Trends in differences in earnings between females and males (1997-2004)	139	
Table A9.4a	Distribution of the 25-to-64-year-old population, by level of earnings and educational attainment (2004 or latest available year)	141	
Table A9.4b	Distribution of the 25-to-64-year-old males by level of earnings and educational attainment (2004 or latest available year)	144	
Table A9.4c	Distribution of the 25-to-64-year-old females by level of earnings and educational attainment (2004 or latest available year)	147	
Table A9.5	Private internal rates of return for an individual obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2003)	150	
Table A9.6	Private internal rates of return for an individual obtaining a university-level degree, ISCED 5/6 (2003)	150	
Table A9.7	Public internal rates of return for an individual obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2003)	151	
Table A9.8	Public internal rates of return for an individual obtaining a university-level degree, ISCED 5/6 (2003)	151	

		Name of the indicator in the 2005 edition
Indicator A10	The returns to education: links between education, economic growth and social outcomes	152
		A10
Indicator A11	Impact of demographic trends on education provision	160
Table A11.1	Demographic trends between 2005 and 2015 and indicative impact on educational expenditure, student enrolments and graduate numbers	166
CHAPTER B	FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION	167
Indicator B1	Educational expenditure per student	170
		B1
Table B1.1a	Annual expenditure on educational institutions per student for all services (2003).....	186
Table B1.1b	Annual expenditure on educational institutions per student for all services, by type of programme (2003).....	187
Table B1.1c	Annual expenditure per student on core services, ancillary services and R&D (2003)	188
Table B1.2	Distribution of expenditure (as a percentage) on educational institutions compared to number of students enrolled at each level of education (2003)	189
Table B1.3a	Cumulative expenditure on educational institutions per student over the theoretical duration of primary and secondary studies (2003)	190
Table B1.3b	Cumulative expenditure on educational institutions per student over the average duration of tertiary studies (2003)	191
Table B1.4	Annual expenditure on educational institutions per student for all services relative to GDP per capita (2003)	192
Table B1.5	Change in expenditure on educational institutions for all services per student relative to different factors, by level of education (1995, 2003)	193
Indicator B2	Expenditure on educational institutions relative to Gross Domestic Product	194
		B2
Table B2.1a	Expenditure on educational institutions as a percentage of GDP, for all levels of education (1995, 2000, 2003)	205
Table B2.1b	Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2003).....	206
Table B2.1c	Expenditure on educational institutions as a percentage of GDP, by level of education (2003).....	207
Table B2.2	Change in expenditure on educational institutions (1995, 2003).....	208
Table B2.3	Change in expenditure on educational institutions (1995, 2000, 2001, 2002, 2003).....	209
Indicator B3	Public and private investment in educational institutions	210
		B3
Table B3.1	Relative proportions of public and private expenditure on educational institutions for all levels of education (1995, 2003).....	218

Table B3.2a	Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (1995, 2003).....	219	
Table B3.2b	Relative proportions of public and private expenditure on educational institutions, as a percentage, for tertiary education (1995, 2003).....	220	
Table B3.3	Trends in relative proportions of public expenditure on educational institutions, for tertiary education (1995, 2000, 2001, 2002, 2003).....	221	
Indicator B4	Total public expenditure on education	222	B4
Table B4.1	Total public expenditure on education (1995, 2003).....	228	
Table B4.2	Distribution of total public expenditure on education (2003).....	229	
Indicator B5	Tuition fees charged by tertiary institutions and support for students and households through public subsidies	230	B5
Table B5.1	Estimated annual average tuition fees charged by tertiary-type A educational institutions (school year 2003-2004).....	240	
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 (2003).....	242	
Indicator B6	Expenditure in institutions by service category and by resource category	244	B6
Table B6.1	Expenditure on institutions by service category as a percentage of GDP (2003).....	252	
Table B6.2	Expenditure on educational institutions by resource category and level of education (2003).....	253	
CHAPTER C	ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION	255	
Indicator C1	Enrolment in education from primary education to adult life	256	C1
Table C1.1	Education expectancy (2004).....	265	
Table C1.2	Enrolment rates, by age (2004).....	266	
Table C1.3	Transition characteristics from age 15 to 20, by level of education (2004).....	267	
Indicator C2	Participation in secondary and tertiary education	268	C2
Table C2.1	Entry rates into tertiary education and age distribution of new entrants (2004).....	277	
Table C2.2	Expected years in tertiary education and changes in tertiary enrolment (2004).....	278	
Table C2.3	Students in tertiary education by type of institution or mode of study (2004).....	279	
Table C2.4	Students in primary and secondary education by type of institution or mode of study (2004).....	280	
Table C2.5	Upper secondary enrolment patterns (2004).....	281	

		Name of the indicator in the 2005 edition
Indicator C3	Student mobility and foreign students in tertiary education	282
	C3	
Table C3.1	Student mobility and foreign students in tertiary education (2000, 2004)	303
Table C3.2	Distribution of international and foreign students in tertiary education, by country of origin (2004)	304
Table C3.3	Citizens studying abroad in tertiary education, by country of destination (2004)	308
Table C3.4	Distribution of international and foreign students in tertiary education, by level and type of tertiary education (2004)	310
Table C3.5	Distribution of international and foreign students in tertiary education, by field of education (2004)	311
Table C3.6	Trends in the number of foreign students enrolled outside their country of origin (2000 to 2004)	312
Table C3.7	Percentage of tertiary qualifications awarded to international and foreign students, by type of tertiary education (2004)	313
Indicator C4	Education and work status of the youth population	314
	C4	
Table C4.1a	Expected years in education and not in education for 15-to-29-year-olds (2004)	323
Table C4.2a	Percentage of the youth population in education and not in education (2004)	325
Table C4.3	Percentage of the cohort population not in education and unemployed (2004)	327
Table C4.4a	Trends in the percentage of the youth population in education and not in education (1995-2004)	329
Indicator C5	Participation in adult learning	334
	C6	
Table C5.1a	Participation rate and expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)	341
Table C5.1b	Expected number of hours in non-formal job-related education and training, by age group and labour force status (2003)	343
Table C5.1c	Expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)	345
CHAPTER D	THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS	347
Indicator D1	Total intended instruction time for students in primary and secondary education	348
	D1	
Table D1.1	Compulsory and intended instruction time in public institutions (2004)	356
Table D1.2a	Instruction time per subject as a percentage of total compulsory instruction time for 9-to-11-year-olds (2004)	357
Table D1.2b	Instruction time per subject as a percentage of total compulsory instruction time for 12-to-14-year-olds (2004)	358

Indicator D2	Class size and ratio of students to teaching staff	360	D2
Table D2.1	Average class size, by type of institution and level of education (2004).....	370	
Table D2.2	Ratio of students to teaching staff in educational institutions (2004).....	371	
Table D2.3	Ratio of students to teaching staff by type of institution (2004).....	372	
Indicator D3	Teachers' salaries	374	D3
Table D3.1	Teachers' salaries (2004).....	384	
Table D3.2a	Adjustments to base salary for teachers in public institutions (2004).....	386	
Table D3.2b	Adjustments to base salary for teachers in public institutions made by school principal (2004).....	388	
Table D3.2c	Adjustments to base salary for teachers in public institutions made by local or regional authority (2004).....	390	
Table D3.2d	Adjustments to base salary for teachers in public institutions made by the national authority (2004).....	392	
Table D3.3	Change in teachers' salaries (1996 and 2004).....	394	
Indicator D4	Teaching time and teachers' working time	396	D4
Table D4.1	Organisation of teachers' working time (2004).....	405	
Indicator D5	Access to and use of ICT	406	
Table D5.1	Various ICT resources in secondary schools and percentage of various types of computers in schools (2003).....	414	
Table D5.2	Percentage of students in secondary schools whose principals report that instruction is hindered by a shortage of ICT resources (2003).....	415	
Table D5.3	Percentage of 15-year-old students using computers at home, school or other places, by frequency of use (2003).....	417	
ANNEX 1	Characteristics of Educational Systems	419	
Table X1.1a	Typical graduation ages in upper secondary education.....	420	
Table X1.1b	Typical graduation ages in post-secondary non-tertiary education.....	421	
Table X1.1c	Typical graduation ages in tertiary education.....	422	
Table X1.2a	School year and financial year used for the calculation of indicators.....	423	
Table X1.2b	School year and financial year used for the calculation of indicators.....	424	
Table X1.3	Summary of completion requirements for upper secondary (ISCED 3) programmes.....	425	
ANNEX 2	Reference Statistics	429	
Table X2.1	Overview of the economic context using basic variables (reference period: calendar year 2003, 2003 current prices).....	430	
Table X2.2	Basic reference statistics (reference period: calendar year 2003, 2003 current prices).....	431	

	Name of the indicator in the 2005 edition
Table X2.3 Basic reference statistics (reference period: calendar year 1995, 1995 current prices).....	432
Table X2.4 Annual expenditure on educational institutions per student for all services (2003).....	433
Table X2.5 Annual expenditure on educational institutions per student for all services (2003).....	434
Table X2.6a Reference statistics used in the calculation of teachers' salaries, by level of education (1996, 2004).....	435
Table X2.6b Reference statistics used in the calculation of teachers' salaries (1996, 2003).....	437
Table X2.6c Teachers' salaries (2004).....	438
ANNEX 3 (Sources, Methods and Technical Notes).....	441
References.....	443
Contributors to this Publication.....	445
Related OECD Publications.....	449