

## 名詞解釋

### ● 粗在學率

各該級教育學生人數(不論年齡)÷各該相當學齡人口數之百分比。

### ● 總淨在學率 (UNESCO)

相當學齡學生人數÷各該相當學齡人口數之百分比。

### ● 淨在學率

OECD 的在學率為淨在學率，指各級教育的特定年齡或年齡組之學生總數 ÷ 各該年齡或年齡組人口數之百分比。

### ● 國小學齡前一年組織學習參與率

本指標係衡量目標年齡人口參與組織學習的比率。學前教育及初等教育的參與者均包含在內，目標年齡取決於各國家之正式初等教育學齡。我國係衡量 5 歲就讀幼兒園、國小及特教學校。

組織學習課程係指一系列連續並有既定順序的教育活動，旨在實現預定的學習成果或完成特定的教育任務。

### ● 預期受教育年數

預期受教育年數係指個人預期接受教育的年數，為所有接受正規教育的時間，包含非連續及不完整的在學期間均採計。

### ● 公、私立學校

教育機構可分為公立及私立，私立學校又可進一步分為政府補助與獨立經營。

教育機構為公立或私立，係以具有整體控制權之機構劃分，整體控制權係指有權決定學校一般政策與活動者，並可任命其負責人；整體控制權通常也包含決定該校之營運權。學校之營運也會受理事會控制，因此理事會的組成也會影響其分類。若學校由以下單位控制和管理，即視為公立學校：

- ◆ 由國家之公立教育機關或機構直接控管。
- ◆ 政府機關或理事單位 (如理事會或委員會) 直接控管，且成員多由政府當局任命或經選舉產生。

若學校符合以下條件，即視為私立學校：

- ◆ 由非政府組織 (如教會、工會、企業、外國或國際機構) 主導整體控制與管理權。
- ◆ 理事會成員多數不是由公立機關任命。

### ● 普通教育

普通教育旨在培養學生的一般知識、技能與能力，以及識字與計算技巧，通常是為

學生提供於國際教育標準分類(ISCED)相同或更高等級之教育方案，並奠定終身學習之基礎。此類課程通常以學校或學院為主。普通教育課程包含協助學生準備進入專業教育之課程，但未包含特定職業之就業準備，也不會直接賦予勞動市場要求之相關資格證書。

### ● 專業教育

專業教育旨在培養學生獲得特定職業之知識、技能與能力，該課程為可能包含以工作為基礎的部分(如學徒計畫或雙軌教育課程)，完成該課程後即可獲得由國家或勞動市場認證之相關資格。

### ● 學科標準分類

學科標準分類係以教學課程之科目劃分。教學課程依據聯合國教科文組織(UNESCO)之「2013 國際教育標準分類—教育培訓學科」(簡稱 ISCED-F 2013)之領域進行分類。

根據定義可劃分為以下領域：

- 01 教育
- 02 藝術及人文
- 03 社會科學、新聞學及圖書資訊
- 04 商業、管理及法律
- 05 自然科學、數學及統計
- 06 資訊通訊科技
- 07 工程、製造及營建
- 08 農業、林業、漁業及獸醫
- 09 醫藥衛生及社會福利
- 10 服務

### ● 高等教育國際學生人數占高等教育學生人數比率

國際學生人數占該國高等教育總學生數之比率。

### ● 高等教育出國留學生人數占高等教育學生人數比率

出國留學之學生數占該國之高等教育總學生數之比率。

### ● 學生超齡率

指國中、小學生比就讀年級學齡至少大 2 歲的比率。

### ● 平均每位教師教導學生數

係以特定教育階段之全職學生數，除以該教育階段中之全職教師數。高等教育階段係以學術教職員計算，非僅有計算教師。

## ● 平均每班學生人數

每班學生人數即為同一個班級中一起接受教學之學生數。一般而言，平均每班學生人數，即為總學生人數除以總班級數。資料蒐集不採計參與特殊教育方案之學生，以確保與其他國家資料進行比較時基準一致。

## ● 教師性別結構

該指標是在特定之國際教育標準分類(ISCED)等級中，依性別劃分之教師占總教師數之占比。

## ● 教師薪資

法定年度工資總額包含根據現行薪級基準支付之教師薪資，含所有教師均可享有、構成年度基本工資之額外福利，如年終獎金或節日獎金。

實際工資總額，為合格全職專任教師每年因提供勞務而獲得之稅前報酬。

多數國家報告之法定薪資，必須區分政府實際薪資支出及實際平均薪資，實際平均薪資的影響因素包括勞動力的經驗水準以及薪酬系統中紅利與津貼普遍性。

## ● 教師年齡結構

該指標係於特定之國際教育標準分類(ISCED)等級中，某特定年齡之教師數占全體教師數之占比。

## ● 教育指標性別平衡指數

平衡指數係兩個比較群體數據的比例，較可能居於弱勢的群體為分子，對照群體為分母。教育指標平衡指數係使用前述概念，衡量其他 SDG 4 統計指標於各面向平衡的狀況。如性別、所得、城鄉等構面。配合我國及聯合國教科文組織資料取得範圍，編製之教育指標性別平衡指數，即其他 SDG 4 統計指標之女性數據與男性數據之比例，指數越接近 1 表示性別越平衡，指數介於 0.97 至 1.03 之間視為性別平衡。

## ● 提供基礎設施服務之學校比率

指中等以下各教育階段之學校，提供以下基礎環境或設施服務學校之比率。

(a)電力：指經常性、可充裕提供運用於教育之資通訊科技(ICT)基礎設備之電源。

(b)教學用網路：係以學生為使用主體，提供運用於教學之網際網路，含有線及無線網路。

(c)教學用網路：係指支援教師授課或提供學生自主學習之電腦，包含桌上型電腦、筆記型電腦及平板電腦。

(d)基本飲用水：指為全校所有師生提供於學校內或其附近功能完善之飲用水源。完善的飲用水源是供水處在設計本質上具有保護水質免受外部污染，例如：自來水、瓶裝水、受保護之水井、受保護之泉水及雨水集蓄，而不完善的水源包含未受保護的水井、泉水及地表水(如河流、湖泊等)。

(e)兩性基本衛生設施：指學校內或附近提供功能完善，男、女性分開使用之衛生設施。

(f)基本洗手設施：指具有洗手功能之設施，且提供肥皂或洗手乳等具清潔手部功能之清潔用品。

### ● 人口教育程度結構

教育程度是人力資本存量，即人口所具備的技能/知識的常用替代指標，資格認證可證明並提供資訊以瞭解畢業生於正規教育中所獲得的知識與技能類型。

相較於參考年的畢業生流量 (flow)，畢業生存量 (stock) 代表任何時期的畢業生人數，可用以分析人口的教育程度結構。人口教育程度結構是根據人口中每個人的最高教育程度計算而得。

### ● 平均就學年數

25 歲以上人口接受教育之平均年數，係以政府機關公布之各級教育修業年限及教育程度轉換而得。

### ● 中等以下教育完成率

中等以下各教育等級最高年級延遲 3 至 5 年之年齡 ( 國小、國中及高級中等分別設定為 14 至 16 歲、17 至 19 歲及 20 至 22 歲 ) 人口中，符合各該等級教育程度 ( 含畢業及肄業 ) 之比率。

### ● 就業者占民間人口之比率

就業者係指於調查標準週：1) 至少有一小時的時間從事有酬工作 ( 受雇者 ) 或獲利 ( 自營作業者或無酬家屬工作者 )；或 2) 擁有一份工作，但暫時不在崗位上 ( 因受傷、病痛、假日、罷工或停工、教育或訓練公假、產假或育兒假等 )。

就業者占民間人口之比率指特定年齡組、性別及教育程度的就業者占人口的百分比。

### ● 失業率

失業者係指於調查標準週內未從事任何工作 ( 無業或未從事至少一小時的有酬工作或為自營作業者 )，且正在積極求職 ( 即在調查標準週前的四週內，採取具體行動應徵有酬工作，或追求自營作業 )，且目前隨時可以開始工作 ( 即在調查標準週後的兩週內，隨時可投入有酬工作或成為自營作業者 )。

勞動力係指特定年齡、性別與教育程度群體內，就業者與失業者的總數。

失業率指特定年齡組、性別及教育程度的失業者占勞動力的百分比。

### ● 受僱員工薪資結構

受僱員工的支薪資結構為特定年齡組、性別與教育程度的個人，其平均年收入相對於基線值的百分比，然而不同分析可能計算出不同薪資結構。

常用教育程度分析薪資結構時，基線值通常被認定為於同年齡與性別群體中且最

高教育程度為高中之個人收入平均值，而選擇高中教育程度為適當基線值，係因此階段是學生決定追求更高教育程度的關鍵轉捩點。

- **教育經費占國內生產毛額比率**

教育經費指公、私及國際教育機構，對個人及其他教育機構（學校、大學和其他公共和私人機構）提供教育及其相關服務的支出。包括用於人員薪酬、資本投資、附帶服務和研發。不包括用於償還教育目的借款的利息支付和本金還款等債務支付，以及家庭直接支付給地方政府，而非直接支付給教育機構的學費。

本指標係教育經費與國內生產毛額之比值。

- **公部門教育經費占國內生產毛額比率**

本指標係公部門教育經費與國內生產毛額之比值。

- **政府教育經費占政府歲出比率**

公部門教育經費占政府歲出的百分比，顯示教育支出相對於醫療保健、社會保障、國防和安全等其他公共投資之比值。

- **平均每生使用教育經費**

指教育經費與全職學生人數之比值。

- **平均每生使用教育經費占平均每人國內生產毛額之比率**

平均每生使用教育經費亦可以占平均每人國內生產毛額之比率呈現，藉以衡量平均每人國內生產毛額投入於教育機構之比率。

- **教育機構經費結構—按經常與資本門別分**

資本支出是指對持續使用時間超過一年的資產進行的支出，包括對建築物的建造、翻新和重大修復等支出。

經常支出涵蓋每年用於運營教育機構的資源支出，包括教師和機構人員的薪酬支出、建築物的維護費用、學校膳食費用以及建築物和其他設施的租金支出等。

## Glossary

- **Gross Enrolment Rate**

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

- **Total Net Enrolment Rate (UNESCO)**

Total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population.

- **Enrolment Rate (OECD)**

The enrolment rates (OECD) are net enrolment rates and are calculated by dividing the number of students of a particular age or age group enrolled in all levels of education by the number of people in the population in that age or age group.

- **Participation Rate in Organized Learning (One Year Before the Official Primary Entry Age)**

The number of children at the target age who participate in an organized learning programme expressed as a percentage of the total population of the same age. Participants in early childhood education and primary education are both included. The target age varies by country depending on the official age for entry to primary education. For R.O.C., the value is calculated by 5-years-old students who study in preschool, primary schools and special education schools.

An organized learning programme is one which consists of a coherent set or sequence of educational activities designed with the intention of achieving pre-determined learning outcomes or the accomplishment of a specific set of educational tasks.

- **Expected Years in Education**

Expected years in education is an estimate of the number of years an individual may expect to be in education. This comprises enrolment in all forms of formal education, including non-continuous and incomplete participation.

## ● Public and Private Institutions

Educational institutions are classified as either public or private. Private institutions are further divided into government-dependent and independent private institutions.

An institution is classified as public or private depending on whether a public agency or a private entity has overall control over it. Overall control is decided with reference to who has the power to determine the general policies and activities of the institution and to appoint the officers managing it. Overall control will usually also extend to the decision to open or close the institution. As many institutions are under the operational control of a governing body, the constitution of that body will also have a bearing on the classification. An institution is classified as public if it is controlled and managed:

- ◆ Directly by a public education authority or agency of the country where it is located.
- ◆ Directly by a government agency or by a governing body (such as a council or committee), most of whose members are appointed by a public authority or elected by public franchise.

An institution is classified as private if:

- ◆ Overall control and management rest with a non-governmental organization (e.g. a church, trade union, business enterprise or foreign or international agency)
- ◆ The governing board consists mostly of members not selected by a public agency.

## ● General Education Programme

General education programmes are designed to develop learners' general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare participants for more advanced education programmes at the same or a higher ISCED level and to lay the foundation for lifelong learning. Such programmes are typically school- or college-based. General education includes education programmes that are designed to prepare participants for entry into vocational education but do not prepare for employment in a particular occupation, trade or class of occupations or trades, nor lead directly to a labour-market relevant qualification.



## ● Vocational Education Programme

Vocational education programmes are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade or class of occupations or trades. Such programmes may have work-based components (for example apprenticeships or dual-system education programmes). Successful completion of such programmes leads to labour-market relevant, vocational qualifications acknowledged as occupationally oriented by the relevant national authorities and/or the labor market.

## ● Field of Education of Programmes

Fields of education and training are defined as the subject matter taught in an education programme.

Programmes are classified into fields of education as defined in UNESCO's ISCED Fields of Education and Training 2013 (UNESCO-UIS, 2014).

In summary, the classification distinguishes the following fields:

01 Education

02 Arts and humanities

03 Social sciences, journalism and information

04 Business, administration and law

05 Natural sciences, mathematics and statistics

06 Information and communication technologies

07 Engineering, manufacturing and construction

08 Agriculture, forestry, fisheries and veterinary

09 Health and welfare

10 Services

## ● Inbound Mobility Rate

Number of students from abroad studying in a given country, expressed as a percentage of total tertiary enrolment in that country.

## ● Outbound Mobility Ratio

Number of students from a given country studying abroad, expressed as a percentage of total tertiary enrolment in that country.



- **Percentage of children over-age for grade**

Percentage of pupils in each level of education (primary and lower secondary general education) who are at least 2 years above the intended age for their grade.

- **Ratio of Student to Teacher**

The ratio of students to teaching staff is obtained by dividing the number of full-time equivalent students at a given level of education by the number of full-time equivalent teachers at that level and in similar types of institutions. At tertiary level, the student-teacher ratio is calculated using data on academic staff instead of teachers.

- **Average Class Size**

Class size is simply the number of students in the group who receive tuition together. In general, the calculation of average class size is simply the total number of students divided by the total number of classes. Students attending special-needs programmes are excluded from this data collection to ensure comparability between countries.

- **Gender Distribution of Teachers**

This gender distribution indicator measures the share of teachers by gender out of the total teaching workforce at a given ISCED level.

- **Teachers' Salaries**

The annual gross statutory salary consists of teachers' pay according to existing salary scales including any additional benefits that all teachers receive and that constitute a regular part of the annual base salary, such as a thirteenth month or holiday bonus.

The actual gross salary is the annual money earnings actually received by qualified fulltime teachers as direct payment for labor services provided, before taxes.

Statutory salaries as reported by most of the countries must be distinguished from actual expenditures on wages by governments and from actual average salaries, which are influenced by factors such as the level of experience of the workforce and the prevalence of bonuses and allowances in the compensation system.

- **Age Distribution of Teachers**

The age distribution indicator measures the share of teachers of a given age out of the total teaching workforce at a given ISCED level.

- **Gender Parity Indices for Education Indicators**

Parity indices require data for specific groups of interest. They represent the ratio of the indicator value for one group to the value for another group. Typically, the group more likely to be disadvantaged is in the numerator. The Parity Indices for education indicators use the concept mentioned above to assess the parity of other SDG 4 indicators across various dimensions. Such as gender, income, rural-urban, and so on. In accordance with the data availability of our country and UNESCO, the Gender Parity Index (GPI) for education indicators was compiled. The GPI is calculated by comparing the data of females to males for other SDG 4 indicators. A parity index of exactly 1 means that the indicator values of the two groups are identical, values between 0.97 and 1.03 are interpreted to reflect parity between the two groups.

- **Proportion of Schools Offering Basic Services**

Percent of schools by level of education with each specified infrastructure or service.

Electricity: Regularly and readily available sources of power that enable the adequate and sustainable use of ICT infrastructure for educational purposes.

Internet for pedagogical purposes: Internet that is available for enhancing teaching and learning and is accessible by pupils. Access can be via a fixed narrowband, fixed broadband, or via mobile network.

Computers for pedagogical use: Use of computers to support course delivery or independent teaching and learning needs. Computers include the following types: desktop computer, laptop computer and tablet.

Basic drinking water is defined as a functional improved drinking water source on or near the premises and water points accessible to all users during school hours. An improved drinking water source is a water delivery point that by the nature of its design protects the water from external contamination, particularly of fecal origin. Examples of improved drinking water facilities include piped water, protected wells, tube wells and boreholes, protected springs and

rainwater, purchased bottled water and tanker-trucks. Unimproved water sources include unprotected wells and springs and surface water (e.g. rivers, lakes).

Basic sanitation facilities are defined as functional improved sanitation facilities separated for males and females on or near the premises.

Basic handwashing facilities are defined as functional handwashing facilities, with soap and water available to all girls and boys.

- **Educational Attainment of the Population**

Educational attainment is a commonly used proxy for the stock of human capital – that is, the skills/knowledge available in the population. Qualifications certify and offer information about the type of knowledge and skills that graduates have acquired in formal education.

The stock of graduates, in contrast to the flow of graduates in a given reference year, reports the number of graduates at any point in time and is used to analyze the educational attainment of the population. The educational attainment of the population is calculated based on the highest level of education completed by each individual member of the population.

- **Mean Years of Schooling**

Average number of years of education received by people ages 25 and older, converted from education attainment levels using official durations of each level.

- **Completion Rate - Primary Education, Lower Secondary Education, Upper Secondary Education**

The ratio of individuals, aged between 3 to 5 years older than the typical age for the last grade of each education level below senior secondary education (primary, junior high, and senior high schools, as at 14 to 16 years, 17 to 19 years, and 20 to 22 years respectively), who have attained the corresponding educational qualifications (including graduated and ungraduated individuals), among the population.

- **Employment as a Percentage of the Population**

Employed individuals are those who, during the survey reference week: 1) have worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or 2) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).

The employment as a percentage of the population for a particular age group, gender and level of educational attainment is employed individuals divide by population.

- **Unemployment Rate**

Unemployed individuals are those who are, during the survey reference week, without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment) and who were actively seeking employment (i.e. had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and currently available to start work (i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week).

Where Labor force is the total number of employed and unemployed people within the same age group, gender and educational attainment level.

The unemployment rate for a particular age group, gender and level of educational attainment, is equal to the percentage of the labour force of the same age group, gender and level of educational attainment who are unemployed.

- **Relative Earnings of the Population with Income from Employment**

Relative earnings from employment are equal to the percentage of the mean annual earnings of an individual within a certain age group, gender and educational attainment relative to a baseline. Different relative earnings may be calculated for different analysis.

When analysing relative earnings from employment by educational attainment, the baseline usually considered is the mean earnings of individuals of the same age group and gender whose highest level of attainment is upper secondary education. Upper secondary attainment is an appropriate baseline as this is considered as a pivotal point in students' decisions to pursue higher education.

- **Expenditure on Educational Institutions as a Percentage of GDP**

Expenditure on educational institutions refers to public, private and international expenditure on entities that provide instructional services to individuals or education-related services to individuals and other educational institutions (schools, universities, and other public and private institutions). It includes expenditure on staff compensation, and expenditure designated for capital investment, ancillary services and R&D, from public, private and

international sources. It excludes expenditure on servicing debts (i.e. payments of interests on the amounts borrowed for educational purposes and repayments of the principal) and tuition fees paid by households to regional or local government rather than directly to educational institutions.

This indicator represents expenditures on educational institutions in relation to the wealth of nations as measured by GDP.

- **Public Expenditure on Education as a Percentage of GDP**

This indicator represents public expenditures on educational institutions in relation to the wealth of nations as measured by GDP.

- **Government Expenditure on Education as a Percentage of Total Public Expenditure**

Public expenditure on education as a percentage of total public expenditure indicates the value of education spending relative to that of other public investments such as health care, social security, and defense and security.

- **Expenditure on Educational Institutions per Student**

Total expenditure on educational institutions in relation to the number of full-time equivalent students enrolled in these institutions.

- **Expenditure on Educational Institutions per Student Relative to GDP per Capita**

Expenditure on educational institutions per student can also be expressed relative to GDP per capita to measure the relative proportion of a nation's wealth per capita that is invested in educational institutions.

- **Expenditure on Educational Institutions -Share of current and capital expenditure**

Capital expenditure refers to spending on assets that last more than one year. It includes spending on construction, renovation and major repairs of buildings.

Current expenditure covers spending on resources used each year to operate the educational institution. It includes such spending as the pay of teachers and institution staff, maintenance of buildings, school meals, and the rental of buildings and other facilities.