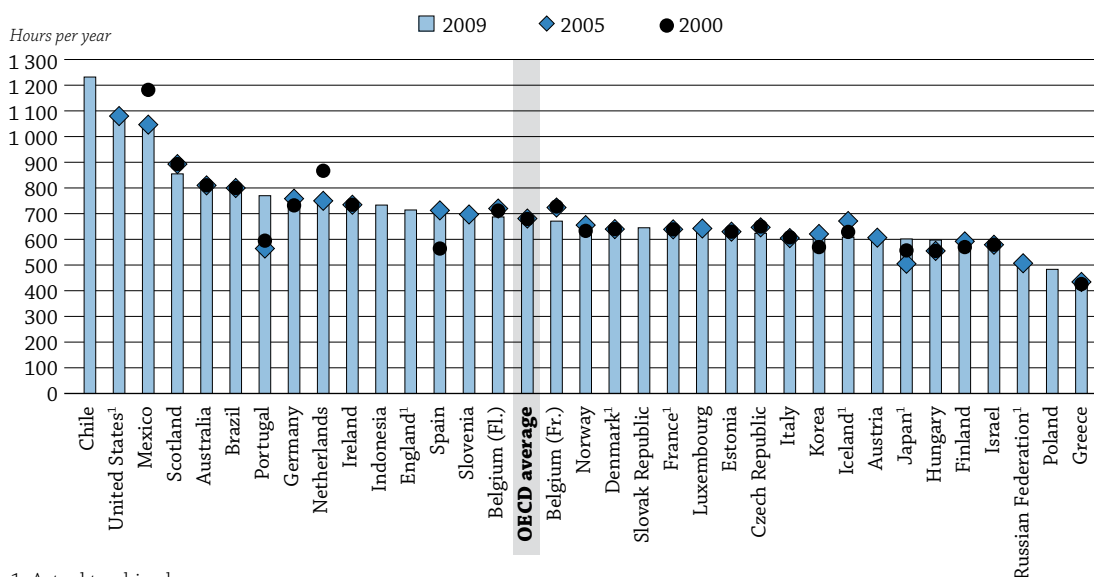


## HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- The number of teaching hours in public schools averages 779 hours per year in primary, 701 in lower secondary and 656 in upper secondary.
- The average teaching time remained largely unchanged between 2000 and 2009 at all levels of education.

**Chart D4.1. Number of teaching hours per year in lower secondary education in 2000, 2005 and 2009**


*Net statutory contact time in hours per year in public institutions*



1. Actual teaching hours.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education in 2009.

**Source:** OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table D4.2. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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### ■ Context

Although statutory working hours and teaching hours only partly determine teachers' actual workload, they do give valuable insight into the demands placed on teachers in different countries. Together with teachers' salaries (see Indicator D3) and average class size (see Indicator D2), this indicator presents some key measures regarding the working lives of teachers. Teaching hours and the extent of non-teaching duties may also affect the attractiveness of the teaching profession.

The proportion of working time spent teaching provides information on the amount of time available for activities such as lesson preparation, correction, in-service training and staff meetings. A large proportion of working time spent teaching may indicate that less time is devoted to tasks such as student assessment and lesson preparation.

In addition to class size and the ratio of students to teaching staff (see Indicator D2), students' hours of instruction (see Indicator D1) and teachers' salaries (see Indicator D3), the amount of time teachers spend teaching also affects the financial resources countries need to allocate to education (see Indicator B7).

### ■ Other findings

- **The average number of teaching hours in public primary schools is 779 per year**, but ranges from less than 600 in Greece, Hungary and Poland to over 1 000 hours in Chile, Indonesia and the United States.
- **The number of teaching hours in public lower secondary schools averages 701 hours per year**, but ranges from less than 500 hours in Greece and Poland to over 1 000 hours in Argentina, Chile, Mexico and the United States.
- **The average number of teaching hours in public upper secondary general education is 656 per year**, but ranges from 377 in Denmark to 1 368 in Argentina.
- **The composition of teachers' annual teaching time**, in terms of weeks and days of instruction and hours of teaching time, varies considerably. As a result, the average number of hours per day that teachers teach also varies widely, ranging, at the lower secondary level, from three hours or less per day in Greece, Japan, Korea, Poland and the Russian Federation, to more than five hours in Argentina, Chile, Mexico and the United States.
- **Regulations concerning teachers' required working time** vary significantly. In most countries, teachers are formally required to work a specific number of hours per year. In some, teaching time is only specified by the number of lessons per week and assumptions may be made about the amount of non-teaching time required per lesson, at school or elsewhere.

### ■ Trends

In most OECD countries with available data, teaching time remained largely unchanged between 2000 and 2009. However the number of teaching hours changed dramatically in a few countries. It decreased by more than 30% in Denmark at the upper secondary level, while it increased by more than 25% in the Czech Republic at the primary level and in Portugal and Spain at the secondary level.

## Analysis

### Teaching time in primary education

In both primary and secondary education, countries vary in terms of the number of teaching hours per year required of the average public school teacher. Teachers are usually required to teach more hours in primary education than in secondary education.

Annual teaching hours in primary schools range from less than 600 hours in Greece, Hungary and Poland to 900 or more in France, Ireland, the Netherlands and the United States, to over 1 200 in Chile and Indonesia (Chart D4.2 and Table D4.1).

There is no set rule on how teaching time is distributed throughout the year. In Spain, for example, teachers must teach 880 hours per year, 101 hours more than the OECD average, yet the teaching hours are spread over fewer days of instruction than the OECD average because teachers in Spain teach an average of five hours per day compared to the OECD average of 4.2 hours. In contrast, primary teachers in Korea must complete a very large number of days of instruction – more than five days a week, on average – but their average teaching time per day is only 3.8 hours. Chile and Indonesia also provide an interesting contrast. They have the highest net teaching times in hours, 1 232 and 1 255 respectively, but teachers in Indonesia must complete 60 days of instruction more than teachers in Chile. The difference between the two is explained by the number of hours taught per day of instruction. Primary school teachers in Chile complete fewer days of instruction than teachers in Indonesia, but each of these days includes an average of 6.5 hours of teaching compared to 5 hours in Indonesia. Chile's teachers must provide one-and-a-half hours more teaching time per day of instruction than Indonesia's teachers; and this difference is combined with a substantial difference in the number of days of instruction they must complete each year.

In most countries, teaching time in primary schools remained about the same between 2000 and 2009. However, in the Czech Republic, primary teachers were required to teach 28% more hours, and in Japan 11% more hours, in 2009 than in 2000. In Scotland, net teaching time in primary education dropped by 10% between 2000 and 2009 (Table D4.2).

### Teaching time in secondary education

Lower secondary school teachers teach an average of 701 hours per year. The teaching time ranges from less than 600 hours in Finland, Greece, Hungary, Israel, Poland and the Russian Federation to more than 1 000 hours in Argentina, Chile, Mexico and the United States (Chart D4.1 and Table D4.1).

The teaching time in upper secondary general education is usually lighter than that in lower secondary education. A teacher of general subjects has an average teaching load of 656 hours per year, ranging from 377 hours in Denmark to 800 or more in Brazil (800), Mexico (843) and Scotland (855) and over 1 000 hours in Argentina (1 368), Chile (1 232) and the United States (1 051) (Chart D4.2 and Table D4.1).

As is the case for primary school teachers, the number of hours of teaching time and the number of days of instruction for secondary school teachers vary. As a result, the average number of hours per day that teachers teach also varies widely, ranging, at the lower secondary level, from three hours or less per day in Greece, Japan, Korea, Poland and the Russian Federation, to more than five hours in Mexico and the United States and more than six hours in Argentina and Chile.

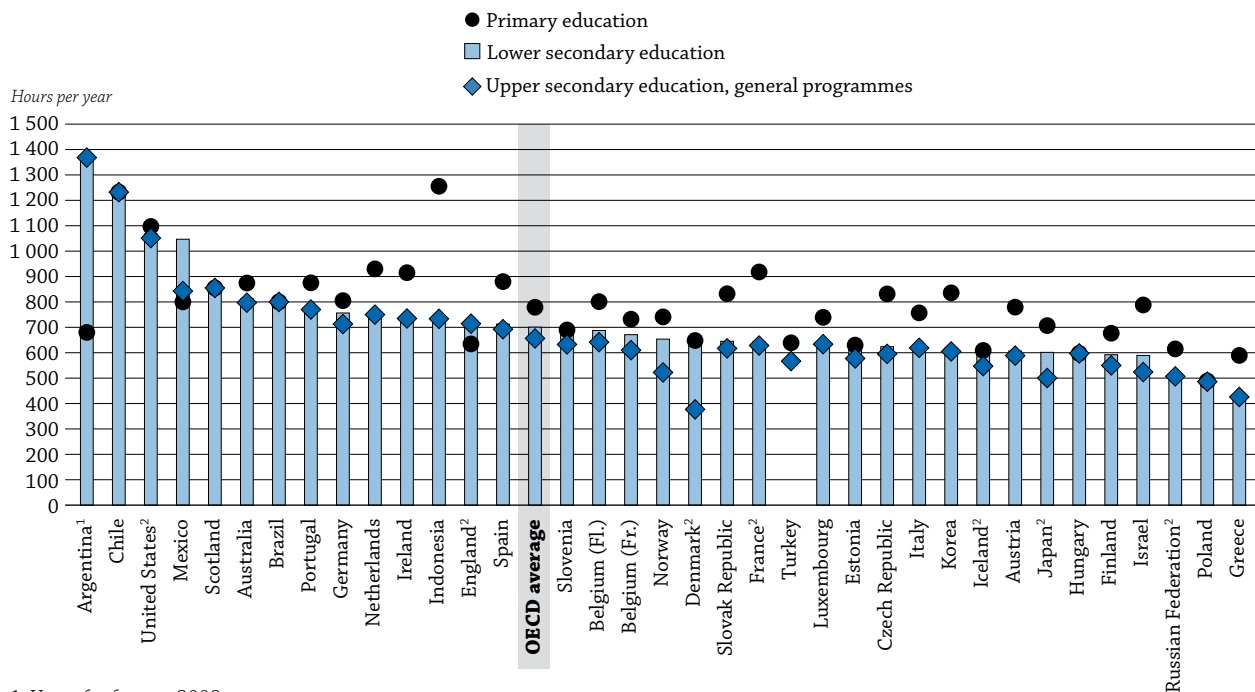
Similarly, at the upper secondary general level, teachers in Denmark, Finland, Greece, Israel, Japan, Korea, Norway, Poland and the Russian Federation teach for three hours or less per day, on average, compared to more than five hours in Argentina, Chile and the United States. Including breaks between classes in teaching time in some countries, but not in others, may explain some of these differences.

About half of the OECD countries for which data are available saw at least a 5% change, most often as an increase, in the amount of teaching time, in either lower and upper secondary schools, between 2000 and 2009. Secondary school teachers were required to teach over 25% more in 2009 than in 2000 in Portugal and Spain (up to 50% more in Portugal at the upper secondary level). In contrast, in Denmark, teaching time dropped by 33% in upper secondary education between 2005 and 2009 (Table D4.2).

### Differences in teaching time between levels of education

In most countries, primary teachers are required to teach more hours per year than secondary school teachers. In the Czech Republic, France, Greece, Israel and Korea, the annual teaching time is at least 30% higher for primary school teachers than for lower secondary school teachers and up to 71% higher in Indonesia. In contrast, the difference does not exceed 3% in Poland and the United States and there is no difference in Brazil, Chile, Denmark, Estonia, Hungary, Iceland, Scotland and Slovenia. Argentina, England and Mexico are the only countries in which the teaching load for primary school teachers is lighter than that for lower secondary school teachers (Table D4.1 and Chart D4.2).

**Chart D4.2. Number of teaching hours per year, by level of education (2009)**  
Net statutory contact time in hours per year in public institutions



1. Year of reference 2008.

2. Actual teaching hours.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education.

**Source:** OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table D4.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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In most countries teaching time at the lower and upper secondary levels are similar. However, in Japan, Mexico and Norway, the annual required teaching time at the lower secondary level is at least 20% higher than at the upper secondary level and over 70% higher in Denmark.

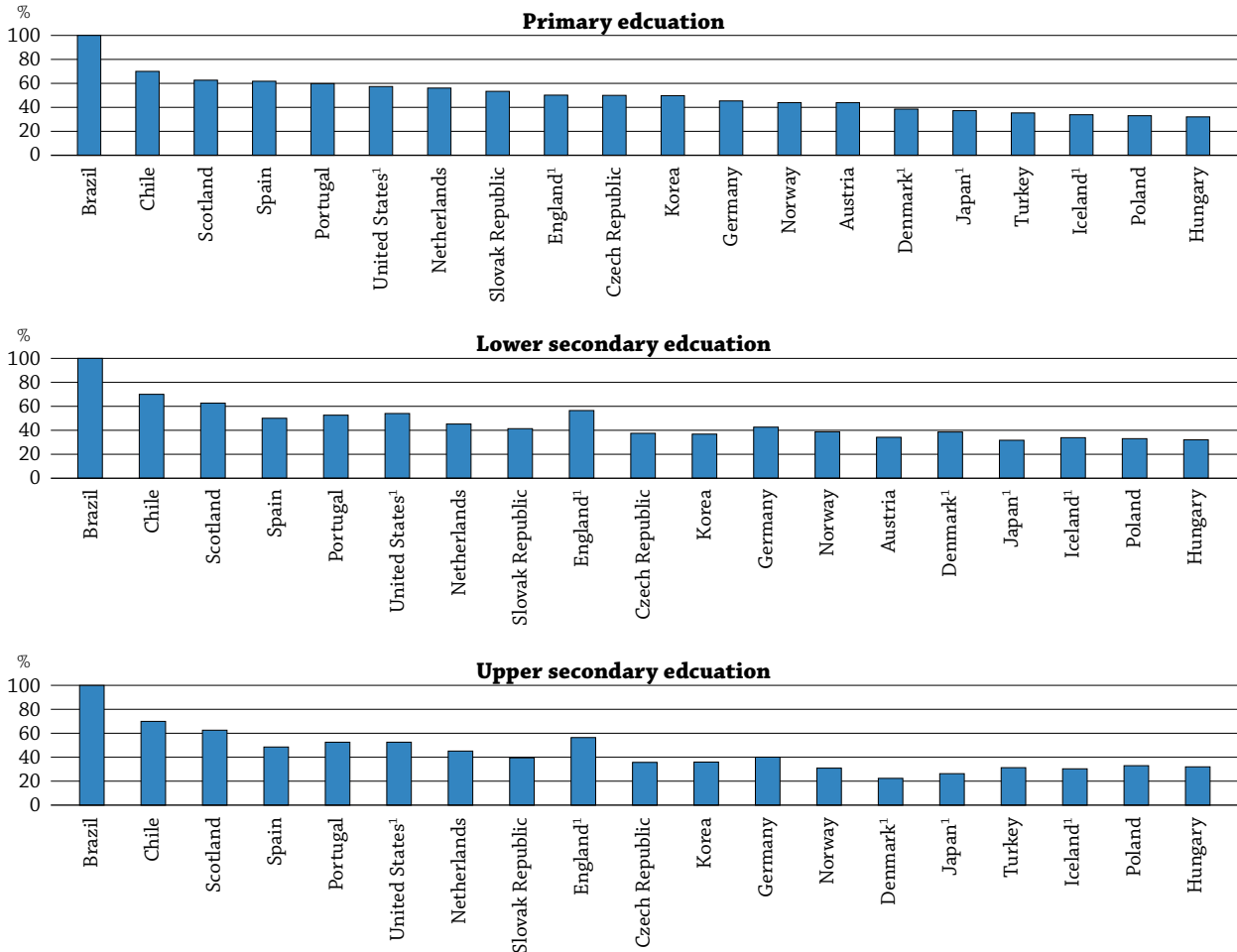
### Teachers' working time

How teachers' hours of work are regulated varies considerably from country to country. While some countries formally regulate contact time only, others also set total working hours. In some countries, time is allocated for teaching and non-teaching activities within the formally established working time.

In most countries, teachers are formally required to work a specified number of hours per week, including teaching and non-teaching time, to earn their full-time salary. Within this framework, however, countries differ in how they allocate time for each activity (Chart D4.3). The number of hours for teaching is usually specified, except in Sweden; but some countries also regulate the time a teacher has to be present in the school.

**Chart D4.3. Percentage of teachers' working time spent teaching, by level of education (2009)**

*Net teaching time as a percentage of total statutory working time*



1. Actual teaching and working time.

Countries are ranked in descending order of the percentage of teachers' working time spent teaching in primary education.

Source: OECD. Table D4.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Australia, Belgium (Flemish Community for primary education), Brazil, Chile, Denmark, England, Estonia, Greece, Iceland, Ireland, Israel, Luxembourg, Mexico, Norway, Portugal, Spain, Sweden, Turkey and the United States all specify the time during which teachers are required to be available at school, for both teaching and non-teaching activities.

Greece reduces teaching hours according to how many years a teacher has served. At the secondary level, teachers are required to teach 21 hours per week. After 6 years, this drops to 19 hours and after 12 years to 18 hours. After 20 years of service, teachers are required to teach 16 hours a week – more than 25% less than teachers who have just started their careers. However, the remaining hours of teachers' working time must be spent at school.

In Austria (primary and lower secondary education), the Czech Republic, Germany, Hungary, Japan, Korea, the Netherlands, Poland and Scotland, teachers' total annual working time, at school or elsewhere, is specified, but the allocation of time spent at school and time spent elsewhere is not. In some countries, the number of hours to be spent on non-teaching activities is partially specified; but what is not specified is whether teachers have to spend the non-teaching hours at school.

## Non-teaching time

In the 20 countries that specify both teaching and total working time, the percentage of teachers' working time spent teaching ranges from less than 40% in Denmark, Hungary, Iceland, Japan, Poland and Turkey at all levels of education, to 100% in Brazil. In 12 countries, the proportion of non-teaching time is higher at the secondary level than at the primary level (Chart D4.3).

In Belgium (French Community), Finland, France, Italy, the Russian Federation and Slovenia, there are no formal requirements regarding time spent on non-teaching activities in primary and secondary education. However, this does not mean that teachers are given total freedom to carry out other tasks. In Austria, provisions concerning teaching time are based on the assumption that teachers' duties, including preparing lessons and tests, marking and correcting papers, overseeing examinations and handling administrative tasks, total 40 hours per week. In Belgium (Flemish Community), the additional non-teaching hours at school are set at the school level. There are no regulations regarding the time devoted to preparing lessons, correcting tests, marking students' papers, etc. The government defines only the minimum and maximum number of teaching periods a week (50 minutes each) at each level of education (Table D4.1).

## Definitions

The **number of teaching days** is the number of teaching weeks multiplied by the number of days per week a teacher teaches, less the number of days on which the school is closed for holidays.

The **number of teaching weeks** refers to the number of weeks of instruction excluding holiday weeks.

**Teaching time** is defined as the number of hours per year that a full-time teacher teaches a group or class of students as set by policy. It is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). Some countries provide estimates of teaching time based on survey data. At the primary school level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks.

**Working time** refers to the normal working hours of a full-time teacher. It does not include paid overtime. According to a country's formal policy, working time can refer to:

- the time directly associated with teaching and other curricular activities for students, such as assignments and tests; and
- the time directly associated with teaching and hours devoted to other activities related to teaching, such as preparing lessons, counselling students, correcting assignments and tests, professional development, meetings with parents, staff meetings, and general school tasks.

**Working time in school** refers to the time teachers are required to spend working in school, including teaching and non-teaching time.

## Methodology

Data are from the 2010 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2008-09.

In interpreting differences in teaching hours among countries, net contact time, as used here, does not necessarily correspond to the teaching load. Contact time is a substantial component, but preparing for classes and necessary follow-up, including correcting students' work, also need to be included when comparing teachers' workloads. Other relevant elements, such as the number of subjects taught, the number of students taught, and the number of years a teacher teaches the same students, should also be taken into account.

Notes on definitions and methodologies for each country are provided in Annex 3 at [www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011).

The statistical data for Israel are supplied by and 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.

**Table D4.1. Organisation of teachers' working time (2009)**
*Number of teaching weeks, teaching days, net teaching hours, and teachers' working time over the school year, in public institutions*


	Number of weeks of instruction			Number of days of instruction			Net teaching time in hours			Working time required at school in hours			Total statutory working time in hours		
	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
<b>OECD</b>															
Australia	40	40	40	197	197	193	874	812	797	1 201	1 204	1 186	a	a	a
Austria	38	38	38	180	180	180	779	607	589	a	a	a	1 776	1 776	a
Belgium (Fl.)	37	37	37	178	179	179	801	687	642	926	a	a	a	a	a
Belgium (Fr.)	38	38	38	183	183	183	732	671	610	a	a	a	a	a	a
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	40	40	40	191	191	191	1 232	1 232	1 232	1 760	1 760	1 760	1 760	1 760	1 760
Czech Republic	40	40	40	189	189	189	832	624	595	a	a	a	1 664	1 664	1 664
Denmark <sup>1</sup>	42	42	42	200	200	200	648	648	377	648	648	377	1 680	1 680	1 680
England <sup>1</sup>	38	38	38	190	190	190	635	714	714	1 265	1 265	1 265	1 265	1 265	1 265
Estonia	39	39	39	175	175	175	630	630	578	1 540	1 540	1 540	a	a	a
Finland	38	38	38	188	188	188	677	592	550	a	a	a	a	a	a
France <sup>1</sup>	35	35	35	m	m	m	918	642	628	a	a	a	a	a	a
Germany	40	40	40	193	193	193	805	756	713	a	a	a	1 775	1 775	1 775
Greece	36	32	32	177	157	157	589	426	426	1 140	1 170	1 170	a	a	a
Hungary	37	37	37	181	181	181	597	597	597	a	a	a	1 864	1 864	1 864
Iceland <sup>1</sup>	36	36	35	176	176	171	609	609	547	1 650	1 650	1 720	1 800	1 800	1 800
Ireland	37	33	33	183	167	167	915	735	735	1 036	735	735	a	a	a
Israel	43	42	42	183	176	176	788	589	524	1 069	802	704	a	a	a
Italy	39	39	39	172	172	172	757	619	619	a	a	a	a	a	a
Japan <sup>1</sup>	40	40	40	201	201	198	707	602	500	a	a	a	1 899	1 899	1 899
Korea	40	40	40	220	220	220	836	618	605	a	a	a	1 680	1 680	1 680
Luxembourg	36	36	36	176	176	176	739	634	634	900	828	828	a	a	a
Mexico	42	42	36	200	200	172	800	1 047	843	800	1 167	971	a	a	a
Netherlands	40	m	m	195	m	m	930	750	750	a	a	a	1 659	1 659	1 659
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	38	38	38	190	190	190	741	654	523	1 300	1 225	1 150	1 688	1 688	1 688
Poland	37	37	37	181	179	180	489	483	486	a	a	a	1 480	1 464	1 472
Portugal	37	37	37	175	175	175	875	770	770	1 289	1 289	1 289	1 464	1 464	1 464
Scotland	38	38	38	190	190	190	855	855	855	a	a	a	1 365	1 365	1 365
Slovak Republic	38	38	38	187	187	187	832	645	617	m	m	m	1 560	1 560	1 560
Slovenia	40	40	40	190	190	190	690	690	633	a	a	a	a	a	a
Spain	37	37	36	176	176	171	880	713	693	1 140	1 140	1 140	1 425	1 425	1 425
Sweden	a	a	a	a	a	a	a	a	a	1 360	1 360	1 360	1 767	1 767	1 767
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	38	a	38	180	a	180	639	a	567	870	a	756	1 808	a	1 808
United States <sup>1</sup>	36	36	36	180	180	180	1 097	1 068	1 051	1 381	1 381	1 378	1 913	1 977	1 998
<b>OECD average</b>	38	38	38	186	185	183	779	701	656	1 182	1 198	1 137	1 665	1 660	1 663
<b>EU21 average</b>	38	38	37	184	181	181	755	659	628	1 124	1 108	1 078	1 596	1 594	1 580
<b>Other G20</b>															
Argentina <sup>2</sup>	36	36	36	170	171	171	680	1 368	1 368	m	m	m	m	m	m
Brazil	40	40	40	200	200	200	800	800	800	800	800	800	800	800	800
China	35	35	35	175	175	175	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	44	44	44	251	163	163	1 255	734	734	m	m	m	m	m	m
Russian Federation <sup>1</sup>	34	35	35	164	169	169	615	507	507	a	a	a	a	a	a
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Actual teaching and working time.

2. Year of reference 2008.

 Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The Ministry of Education, *Notes on the Experimental Curriculum of Compulsory Education*, 19 November 2001. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


 StatLink  <http://dx.doi.org/10.1787/888932465398>

**Table D4.2. Number of teaching hours per year (2000, 2005-09)**

Net statutory contact time in hours per year in public institutions by level of education from 2000, 2005 to 2009

	Primary level						Lower secondary level						Upper secondary level					
	2000	2005	2006	2007	2008	2009	2000	2005	2006	2007	2008	2009	2000	2005	2006	2007	2008	2009
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
<b>OECD</b>																		
Australia	882	888	884	877	873	874	811	810	818	815	812	812	803	810	817	813	810	797
Austria	m	774	774	774	779	779	m	607	607	607	607	607	m	589	589	589	589	589
Belgium (Fl.)	826	806	797	806	810	801	712	720	684	691	695	687	668	675	638	645	649	642
Belgium (Fr.)	804	722	724	724	724	732	728	724	662	662	662	671	668	664	603	603	603	610
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	m	m	864	860	m	1 232	m	m	864	860	m	1 232	m	m	864	860	m	1 232
Czech Republic	650	813	854	849	849	832	650	647	640	637	637	624	621	617	611	608	608	595
Denmark <sup>1</sup>	640	640	648	648	648	648	640	640	648	648	648	648	560	560	364	364	364	377
England <sup>1</sup>	m	m	m	631	654	635	m	m	m	714	722	714	m	m	m	714	722	714
Estonia	630	630	630	630	630	630	630	630	630	630	630	630	578	578	578	578	578	578
Finland	656	677	677	677	677	677	570	592	592	592	592	592	527	550	550	550	550	550
France <sup>1</sup>	907	918	910	914	926	918	639	639	634	632	644	642	611	625	616	618	630	628
Germany	783	808	810	806	805	805	732	758	758	758	756	756	690	714	714	714	715	713
Greece	609	604	604	590	593	589	426	434	429	426	429	426	429	430	421	423	429	426
Hungary	583	583	583	583	597	597	555	555	555	555	597	597	555	555	555	555	597	597
Iceland <sup>1</sup>	629	671	671	671	671	609	629	671	671	671	671	671	609	464	560	560	560	547
Ireland	915	915	915	915	915	915	735	735	735	735	735	735	735	735	735	735	735	735
Israel	731	731	731	731	731	788	579	579	579	579	579	579	589	524	524	524	524	524
Italy	744	739	735	735	735	757	608	605	601	601	601	619	608	605	601	601	601	619
Japan <sup>1</sup>	635	578	m	705	709	707	557	505	m	600	603	602	478	429	m	498	500	500
Korea	865	883	864	848	840	836	570	621	588	612	616	618	530	605	596	599	604	605
Luxembourg	m	774	774	774	739	739	m	642	642	642	634	634	m	642	642	642	634	634
Mexico	800	800	800	800	800	800	1 182	1 047	1 047	1 047	1 047	1 047	m	848	843	843	848	843
Netherlands	930	930	930	930	930	930	867	750	750	750	750	750	867	750	750	750	750	750
New Zealand	985	985	985	985	985	m	968	968	968	968	968	m	950	950	950	950	950	m
Norway	713	741	741	741	741	741	633	656	654	654	654	654	505	524	523	523	523	523
Poland	m	m	m	m	513	489	m	m	m	m	513	483	m	m	m	m	513	486
Portugal	815	855	860	855	855	875	595	564	757	752	752	770	515	513	688	684	752	770
Scotland	950	893	893	855	855	855	893	893	893	855	855	855	893	893	893	855	855	855
Slovak Republic	m	m	m	m	m	832	m	m	m	m	m	645	m	m	m	m	m	617
Slovenia	m	697	697	682	682	690	m	697	697	682	682	690	m	639	639	626	626	633
Spain	880	880	880	880	880	880	564	713	713	713	713	713	548	693	693	693	693	693
Sweden	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Switzerland	884	m	m	m	m	m	859	m	m	m	m	m	674	m	m	m	m	m
Turkey	639	639	639	639	639	639	a	a	a	a	a	a	504	567	567	567	567	567
United States <sup>1</sup>	m	1 080	1 080	1 080	1 097	1 097	m	1 080	1 080	1 080	1 068	1 068	m	1 080	1 080	1 080	1 051	1 051
OECD average	773	781	792	780	770	779	693	696	711	706	696	701	620	653	662	657	649	656
OECD average for countries with data available for all reference years	764	772	773	770	771	771	679	681	684	683	685	684	609	625	618	616	622	623
EU21 average for countries with data available for all reference years	770	776	778	775	777	778	659	662	668	665	669	670	629	635	626	623	632	634
<b>Other G20</b>																		
Argentina	m	m	m	m	680	m	m	m	m	m	1 368	m	m	m	m	m	1 368	m
Brazil	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	1 260	1 255	m	m	m	m	738	734	m	m	m	m	738	734
Russian Federation <sup>1</sup>	m	615	615	615	615	615	m	507	507	507	507	507	m	507	507	507	507	507
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Actual teaching and working time.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.StatLink  <http://dx.doi.org/10.1787/888932465417>





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