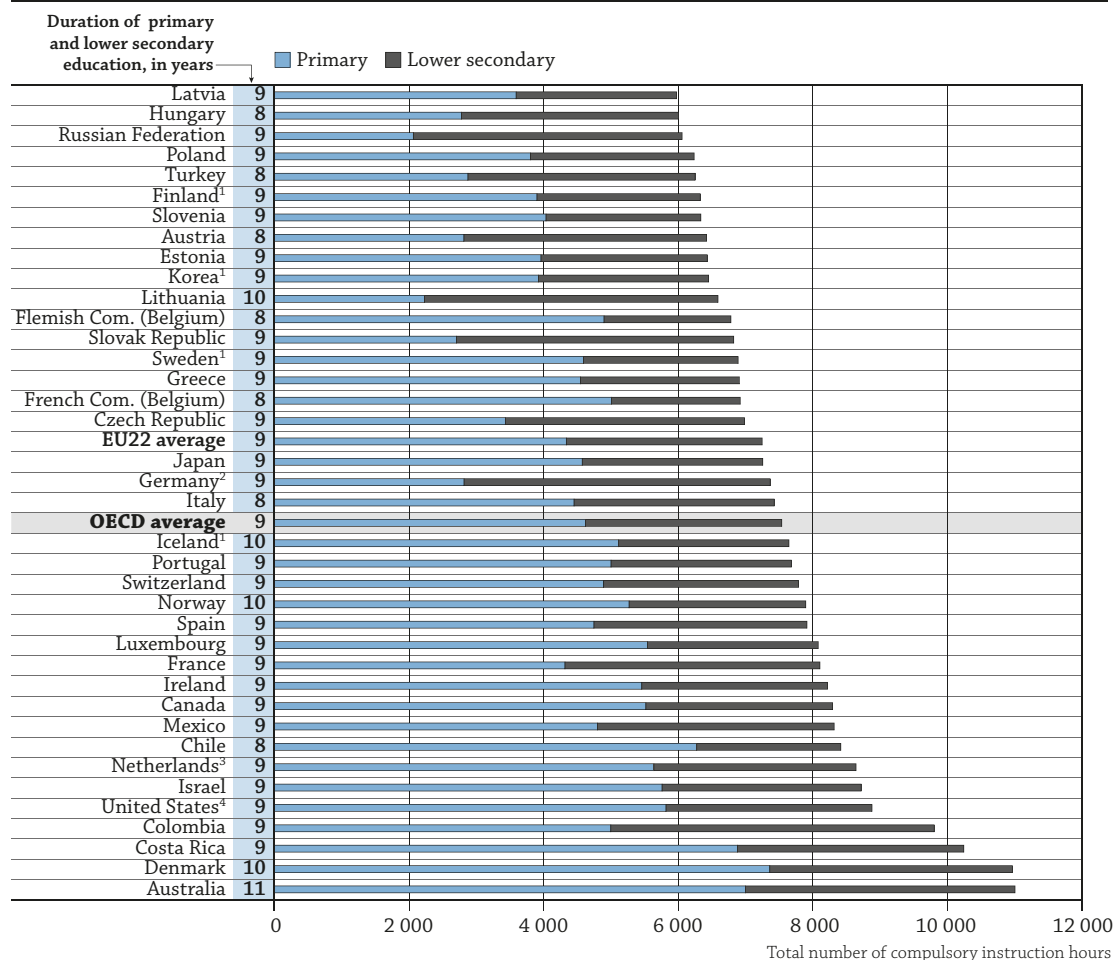


## HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

- Students in OECD countries and economies receive an average of 7 538 hours of compulsory instruction during their primary and lower secondary education, ranging from 5 976 hours in Latvia to almost double that in Australia (11 000 hours) and Denmark (10 960 hours).
- In OECD countries and economies, compulsory instruction time for primary students averages 800 hours per year, and lower secondary students receive an average of 113 more hours of compulsory education per year than primary students.
- On average across OECD countries and economies, instruction in reading, writing and literature, mathematics, and the arts represents 51% of compulsory instruction time for primary school students, and instruction in reading, writing and literature, second and other languages, and mathematics represents 40% of compulsory instruction time for lower secondary school students.

**Figure D1.1. Compulsory instruction time in general education (2017)**  
Primary and lower secondary education, in public institutions



1. Estimated number of hours by level of education based on the average number of hours per year, as the allocation of instruction time across multiple grades is flexible.  
 2. Year of reference 2016.  
 3. The number of grades in lower secondary education is three or four, depending on the track. The fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.  
 4. Year of reference 2015.

Countries and economies are ranked in ascending order of the total number of compulsory instruction hours.

Source: OECD (2017), Table D1.1. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933558629>

## ■ Context

Providing instruction in formal classroom settings accounts for a large portion of public investment in education. Countries make various choices concerning the overall amount of time devoted to instruction and which subjects are compulsory. These choices reflect national and/or regional priorities and preferences concerning what material students should be taught and at what age. Almost all countries have statutory or regulatory requirements regarding hours of instruction. These are most often stipulated as the minimum number of hours of instruction a school must offer and are based on the understanding that sufficient time is required for good learning outcomes. Matching resources with students' needs and making optimal use of time are central to education policy. Teachers' salaries, institutional maintenance and provision of other educational resources constitute the main costs of education. The length of time during which these resources are made available to students (as partly shown in this indicator) is an important factor in determining how funds for education are allocated (see Indicator B7, which shows the factors influencing the salary cost of teachers per student). There is growing awareness of the importance of time spent outside the classroom during the school day in activities other than instruction, including recesses and breaks. In addition to formal instruction time, students may participate in extracurricular activities before and/or after the school day or during school holidays, but these activities (as well as examination periods) are outside the scope of this indicator.

## ■ Other findings

- The proportion of the compulsory curriculum for primary students devoted to reading, writing and literature ranges from 18% in Poland to 39% in the Russian Federation; for lower secondary students, it ranges from 9% in Ireland to more than 25% in Greece (and in Italy, including social studies).
- The proportion of the compulsory curriculum devoted to mathematics at the primary level ranges from 12% in Denmark to 27% in Mexico; at the lower secondary level it ranges from 11% in Hungary and Korea to 16% in Chile, Latvia and the Russian Federation (and 20% in Italy, including natural science).
- Except for a few countries where compulsory curriculum is mostly devoted to flexible subjects, in OECD countries and economies, an average of 2% of compulsory instruction time for primary students and lower secondary students is devoted to subjects with a flexible timetable. An average of 5% of compulsory instruction time at the primary level and 6% at the lower secondary level is devoted to flexible subjects chosen by schools.
- In one-third of countries with available data, the allocation of instruction time across grades is flexible (i.e. instruction time for a specific subject is defined for a certain number of grades, or even the whole of compulsory education, without specifying the time to be allocated to each grade).

## Analysis

### Compulsory general education

Both annual instruction time and the length of compulsory education have impacts on the total instruction time during compulsory education. In some countries, the duration of compulsory education is shorter and students could bear a heavier workload based on statutory requirements, while in other countries, the workload is distributed evenly over more years. This indicator focuses on compulsory education at primary and lower secondary levels. However, in some countries such as in Denmark and the Netherlands, pre-primary education is also compulsory, so the starting age for compulsory education is younger than the age at which primary education starts.

D1

In around three out of four countries and economies with available data, students are required to start primary education at age 6. However, in Estonia, Finland, Latvia, Lithuania, Poland, the Russian Federation and Sweden, students are not required to start until age 7. Only in Australia, England (United Kingdom), New Zealand and Scotland (United Kingdom) does primary education start at age 5.

There is also substantial variation in the duration of primary education. On average, primary education lasts six years, but it ranges from four years in Austria, Germany, Hungary, Lithuania, the Russian Federation, the Slovak Republic and Turkey to seven years in Australia, Denmark, Iceland, Norway and Scotland (United Kingdom). Lower secondary education averages three years but ranges from two years in Chile and the Flemish and French Communities of Belgium to five years in Germany, the Russian Federation and the Slovak Republic, and six years in Lithuania. In around three out of five countries and economies with available data, at least one year of upper secondary education is part of compulsory full-time education (Table D1.2).

Countries also allocate annual instruction time differently over the year. The number of instruction days can vary significantly between countries, as can the way these instruction days are distributed across the school year, because countries organise holidays differently (see Box D1.1 in OECD, 2016a). Within instruction days, countries also vary in the way they organise recess and breaks (Box D1.1).

#### **Box D1.1. Recess and breaks during the school day**

Learning in the classroom demands that students be focused and concentrate for long periods of time. Based on annual instruction hours and the number of instruction days per year, primary students have less than four hours of compulsory instruction per school day in two-fifths of countries, but more than five hours a day in a few countries (Canada, Chile, Denmark, France, Luxembourg and the United States). At lower secondary level, the number of compulsory instruction hours per day is usually higher, with all countries having at least four hours of compulsory instruction time per day, over half of countries having between four and five hours per day, and Colombia, Denmark and Spain having six hours or more per day (Tables D1.1 and D1.2).

Research has found that spending some time outside the classroom during the school day in activities other than instruction can help improve students' performance in the classroom. In primary education, breaks in instruction allow pupils to play, rest and freely interact with their peers to further develop cognitive, emotional and social skills. Research suggests that students may then apply those skills in the classroom, thus improving their learning (Pellegrini and Bohn, 2005; Pellegrini et al., 2002). OECD countries increasingly consider recess and breaks as important components of the school day.

How breaks are organised in OECD countries depends on how education systems are governed and the degree of autonomy that individual schools enjoy (see Box D1.1 in OECD, 2015). In most countries, the school day is divided into lessons that last from 45 to 50 minutes, allowing for short breaks between them to make up an entire hour. Across OECD countries, 10-15 minute breaks are generally long enough to allow students to change classrooms and visit the bathroom. These short breaks are different in length and purpose from longer breaks also observed in the majority of countries. During longer breaks, students can have breakfast or lunch and are commonly supervised by a teacher or group of teachers.

In primary education, long breaks are common and, in some cases, are even compulsory. In Spain, for example, breaks in primary school are considered part of compulsory instruction time. Primary students in Spain have a half-hour break every day in the middle of the morning session that is considered part of the five daily instruction hours. In several countries, a lunch break is set as part of the learning process, where students learn about hygiene, healthy eating habits and/or recycling waste.

...

In several countries, long breaks can be found at all levels of education. In Australia, schools at all levels of education tend to have one short morning recess and then a longer lunch break. In Canada, there is a midday break for lunch in primary through upper secondary education. In both countries, long breaks can last around 40 to 60 minutes. Some countries have even longer lunch breaks, such as in France, where they last 90 minutes for primary education. Breaks can also occur throughout the day. In Switzerland, for example, schools usually organise two breaks of between 15 and 30 minutes each and a long lunch break of about 60 to 90 minutes. In Chile, schools with a large number of pupils may divide students up into two or more groups, by grade or age, for their breaks.

Schools can use recess and breaks for different purposes. They can use breaks as a way of helping students who have to commute a long distance to school or to harmonise the end of classes when the duration of lesson periods is different across grades, as in the Czech Republic, where ten-minute breaks can be shortened to five minutes. In Denmark, municipalities often use breaks and recess as an integrated part of daily exercise and physical activities for students at all grade levels. This is also the case in Slovenia, where schools sometimes organise a long break intended for students to practice sports in the gym and on the school's outdoor playing fields.

### **Compulsory instruction time**

Compulsory instruction time refers to the amount and allocation of instruction time that must be provided in almost every public school and must be attended by almost all public sector students, as per public regulations.

Students in OECD countries and economies attend an average of 4 626 hours of instruction during primary school and 2 911 hours during lower secondary education. While the average total compulsory instruction time for primary and lower secondary students in OECD countries and economies is 7 538 hours (in 9 years on average), formal instruction-time requirements range from 5 976 hours in Latvia (in 9 years) to 11 000 in Australia (in 11 years) (Figure D1.1). In England (United Kingdom), New Zealand and Scotland (United Kingdom), regulations do not prescribe total compulsory instruction time in schools. However, schools are required to be open for instruction for a minimum number of hours per day (New Zealand) or to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements.

Compulsory instruction time can differ from actual instruction time, as it only captures the time spent by students in formal classroom settings. This is only a part of the total time students spend receiving instruction. Instruction also occurs outside compulsory school hours and outside the classroom and/or school. In some countries, secondary school students are encouraged to take after-school classes in subjects already taught in school to help them improve their performance. Students can participate in after-school lessons in the form of remedial catch-up classes or enrichment courses, with individual tutors or in group lessons provided by school teachers, or in other independent courses (see Box D1.2). These lessons can be financed through public funds or by students and their families (see Box D1.1 in OECD, 2011).

This indicator captures intended instruction time (as established in public regulations) as a measure of learning in formal classroom settings. It does not show the actual number of hours of instruction that students receive and does not cover learning outside of the formal classroom setting.

#### **Box D1.2. Extracurricular activities at school**

In addition to formal instruction time, students may participate in extracurricular activities on school premises before and/or after the school day or during school holidays.

In OECD and partner countries and economies, extracurricular activities are more commonly offered during the school year (before and/or after classes) than during school holidays. Although schools often have the autonomy to decide whether they provide these activities or not, it is sometimes compulsory for all schools to offer extracurricular activities. For example in Slovenia, schools must offer after-school classes for pupils in primary education, where students can study, complete their homework, play, get involved in creative and sport activities and participate in extracurricular activities. In Hungary, not only do primary and lower secondary schools have to organise extracurricular activities until 4:00 pm, but students are required to attend them.

...

These activities can be organised by schools (as in Brazil and Hungary), by municipalities (as in Israel) or by volunteer school staff (as in Ireland). External public partners are also often involved in organising extracurricular activities on school premises, as are private stakeholders, although less commonly so. For example, in Portugal, these activities can be organised by parent associations and non-governmental organisations. In Chile, the Czech Republic, Estonia, Iceland, Italy, Japan and Slovenia, occasional additional payments are offered to teachers in primary to upper secondary education to participate in these extracurricular activities. These activities are compulsory for teachers and paid as part of their statutory salary in some countries such as Hungary, Latvia and Luxembourg (pre-primary and primary) (see Indicator D3).

Before-school and/or after-school activities typically include childcare (at the primary level), tutoring or remedial courses, and sports and/or artistic and cultural activities. In Hungary (upper secondary level) and Turkey, these activities also include community service; in Spain, classes in foreign languages, information and communication technologies (ICT) and reading and writing workshops are offered.

### Intended instruction time

Total intended instruction time is the estimated number of hours during which schools are obliged to offer instruction in compulsory and, if applicable, non-compulsory subjects.

Intended and compulsory instruction time are of the same length (i.e. intended instruction time is fully compulsory) for primary and lower secondary students in about three out of four countries with available data. In Finland, France (lower secondary), Greece (primary), Lithuania, Poland, Portugal and Slovenia, the intended instruction time is at least 3% longer than the compulsory instruction time. However intended instruction time could be different from actual instruction time of students (see Box D1.3).

#### **Box D1.3. Compulsory, intended and self-reported actual instruction time of 15-year-olds**

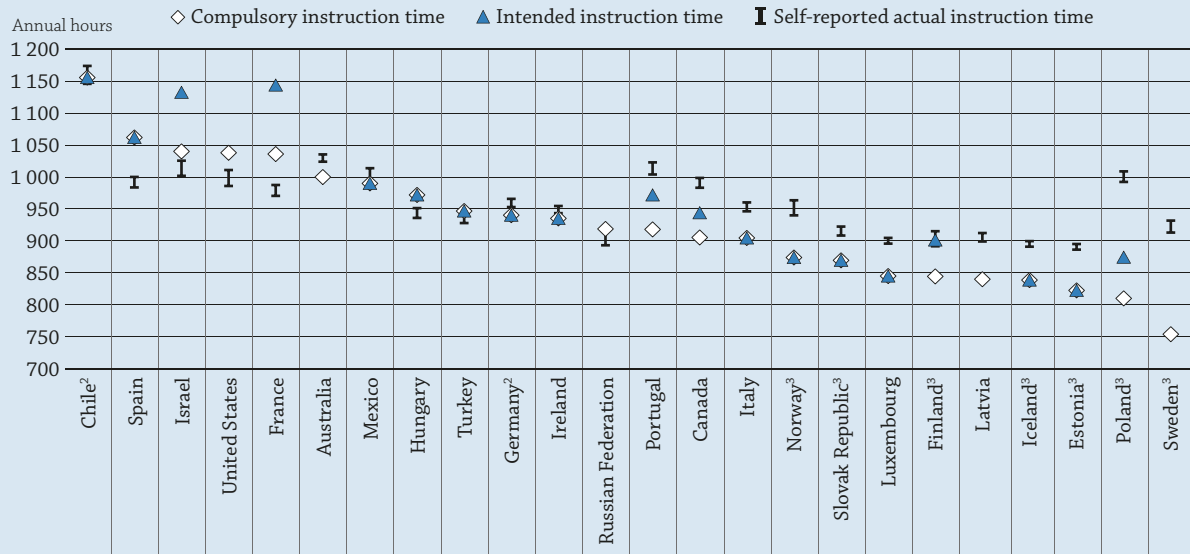
In 2015, the OECD Programme for International Student Assessment (PISA) aimed to evaluate the skills and knowledge of 15-year-old students in science, mathematics and reading (OECD, 2016b). A wide range of information was collected from 15-year-olds, including self-reported (actual) instruction time, which could be used to complement this indicator on instruction time in compulsory education as per public regulations (Indicator D1).

In PISA 2015, 15-year-old students reported the total number of class periods per week (and duration of class periods) they were typically required to attend at school (the questions were “In a normal, full week at school, how many class periods are you required to attend in total?” and “How many minutes, on average, are there in a class period?”), as well as the number of classes for each subject included in the assessment (question: “How many class periods per week are you typically required to attend for the following subjects?”). Combined with the estimated number of weeks of instruction in school year 2015 (based on the number of instruction days per year divided by the number of days per week students attend school, as reported in Table D1.2 of *Education at a Glance 2015* [OECD, 2015]), this can be considered as the self-reported instruction time for 15-year-olds (OECD, 2016c).

In most countries with available data, self-reported instruction time exceeds compulsory and intended instruction time (Figure D1.a). Some of these differences result from the reference population used for these data. Students assessed in PISA at age 15 can be enrolled in different grades or different levels of education (lower or upper secondary), in public and private institutions, and in different pathways (general and vocational programmes). The self-reported instruction time based on PISA data is then an average that can differ from instruction time reported in this indicator (instruction time of 15-year-olds in general programmes in public institutions), even if this refers to compulsory education.

Self-reported actual instruction time also includes non-compulsory instruction hours and can exceed the intended instruction time (compulsory and non-compulsory time) as reported in this indicator when actual non-compulsory instruction time is higher than that noted in official documents.

...

Figure D1.a. Instruction time for 15-year-olds<sup>1</sup> (2015)


**Note:** Definitions of compulsory and intended instruction time are those used in this indicator. Self-reported actual instruction time refers to instruction time in a normal, full week at school reported by 15-year-olds in PISA 2015, multiplied by the number of weeks of instruction time as estimated from Indicator D1 (Table D1.2).

1. Only if applicable to full-time compulsory education.

2. Year of reference 2014.

3. Estimated instruction time per age, as the allocation of instruction time across multiple grades is flexible.

**Source:** OECD (2017). *Education at a Glance 2015*, Tables D1.2 and D1.4, and PISA 2015 Database.

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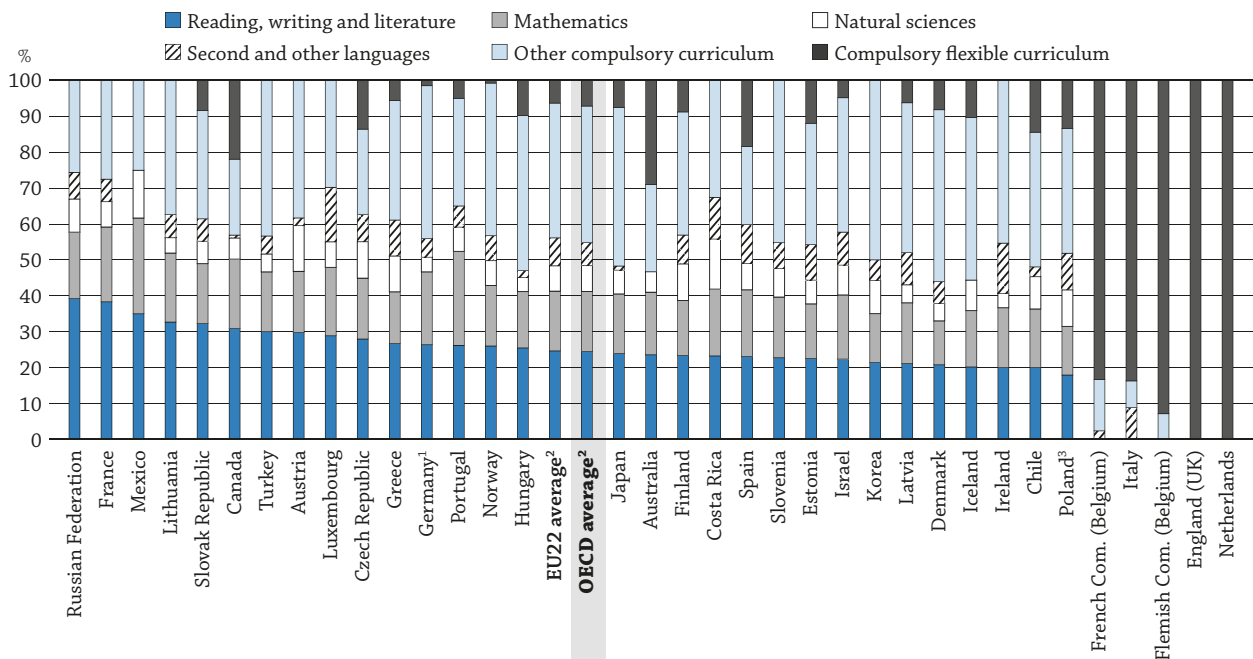
Another important factor to consider is the flexible distribution of the instruction hours between grades (for example in Estonia, Finland, Iceland, Norway, Poland, the Slovak Republic and Sweden). In these cases, instruction hours in public institutions for a specific grade as reported in compulsory curriculum are estimated as the average instruction hours per grade across the number of grades where instruction time is flexible. These may differ from the actual instruction hours at this grade, when instruction hours are not allocated equally between grades, or when the distribution of instruction hours between grades vary between institutions within the country.

Divergence in methodologies may also explain the differences between compulsory instruction time and self-reported actual instruction time, especially when subnational entities determine education policy (in which case statutory data refer to weighted averages). Finally, flexibility in instruction time across subjects (within the same grade), added to the flexibility between grades, make it more difficult to compare student reported time devoted to the different subjects analysed in PISA with compulsory and intended time reported in Indicator D1, especially as definitions of these fields may differ between the two data sources.

### Instruction time per subject

On average across OECD countries, primary students spend 51% of the compulsory instruction time on three subjects: reading, writing and literature (24%), mathematics (17%) and the arts (10%). Together with physical education and health (9%), natural sciences (7%) and social studies (6%), these six study areas form the major part of the curriculum in all OECD countries where instruction time per subject is specified. Second and other languages, religion, information and communication technologies (ICT), technology, practical and vocational skills, and other subjects make up the remainder of the non-flexible compulsory curriculum at the primary level, representing 19% of the compulsory instruction time on average across OECD countries (Table D1.3a and Figure D1.2a).

**Figure D1.2a. Instruction time per subject in primary education (2017)**  
As a percentage of total compulsory instruction time, in public institutions



1. Year of reference 2016.

2. Excludes England (United Kingdom), Flemish Com. (Belgium), French Com. (Belgium), Italy and the Netherlands.

3. Excludes the first three years of primary education for which a large proportion of the time allocated to compulsory subjects is flexible.

Countries and economies are ranked in descending order of the proportion of instruction hours devoted to reading, writing and literature.

Source: OECD (2017), Table D1.3a. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

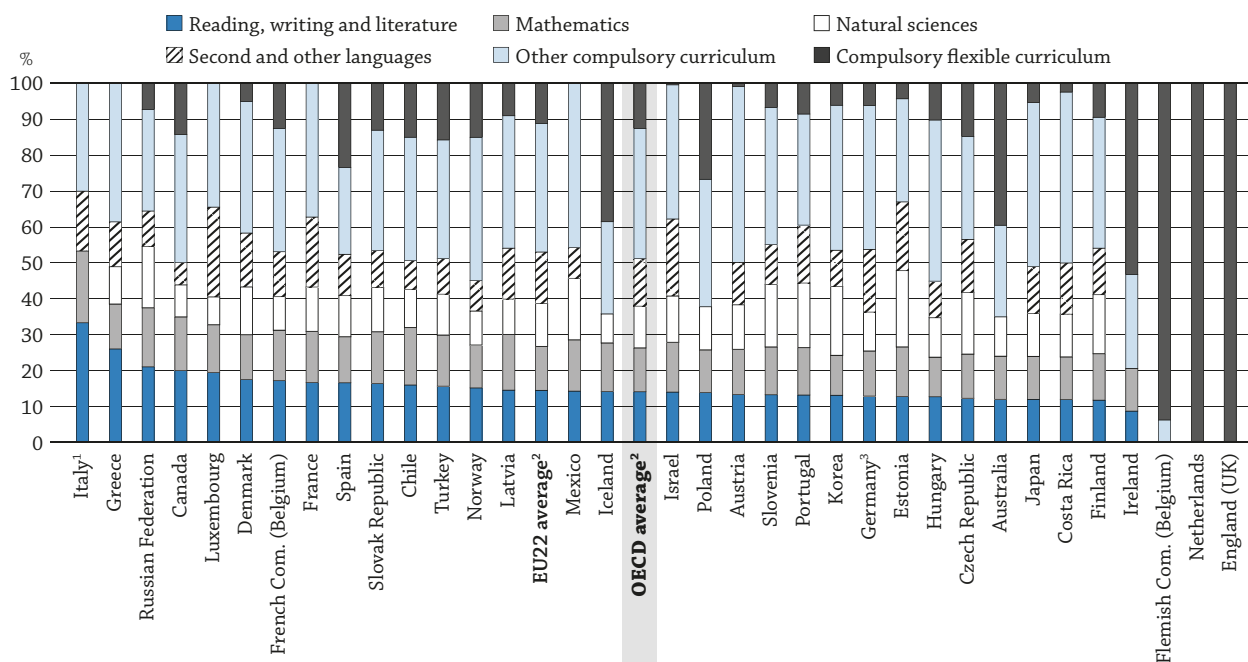
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At the lower secondary level, on average across OECD countries and economies, 40% of the compulsory curriculum is composed of three subjects: reading, writing and literature (14%), second and other languages (13%) and mathematics (12%). On average, an additional 12% of the compulsory curriculum is devoted to natural sciences, 10% to social studies, 8% to physical education and health, and 6% to the arts. These seven study areas form the major part of the curriculum for this level of education in all OECD countries where instruction time per subject is specified. Religion, ICT, technology, practical and vocational skills, and other subjects make up the remainder (12%) of the non-flexible compulsory curriculum for students at this level of education (Table D1.3b and Figure D1.2b).

This is a significant shift in the allocation of time from primary schooling. Instruction in reading, writing and literature drops from 24% of the compulsory instruction time to 14% on average across OECD countries and economies. Instruction in mathematics drops from 17% of compulsory instruction time to 12%. Conversely, instruction in natural science climbs from 7% of the compulsory curriculum to 12%, and in social studies from 6% to 10%, while instruction in other languages (second and others) climbs from 6% to 13%. At the national level, instruction in second and other languages accounts for the largest share of the compulsory core curriculum at the lower secondary level in France, Germany, Israel, Japan and Luxembourg (Tables D1.3a and b).

At the lower secondary level, there is substantial variation in how countries allocate time among the different subjects within the compulsory curriculum. For example, reading, writing and literature account for 12% of compulsory instruction time in Australia, Costa Rica, the Czech Republic, Finland and Japan, but more than 25% of compulsory instruction time in Greece and Italy (in Italy, it also includes time devoted to social studies). In Ireland, reading, writing and literature are taught in two national languages, and therefore the actual estimation of the combined percentage can reach about 21% of the total compulsory instruction time. Second-language instruction accounts for 6% of compulsory instruction time in Canada and Greece, and 13% in the French Community of Belgium and in Japan. In addition, in just over half of countries with available data, studying another language in addition to a second language is compulsory for lower secondary students.

**Figure D1.2b. Instruction time per subject in general lower secondary education (2017)**  
As a percentage of total compulsory instruction time, in public institutions



1. Natural sciences included in mathematics.

2. Excludes England (United Kingdom), Flemish Com. (Belgium) and the Netherlands.

3. Year of reference 2016.

Countries and economies are ranked in descending order of the proportion of instruction hours devoted to reading, writing and literature.

Source: OECD (2017), Table D1.3b. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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As seen at the primary and lower secondary levels, there are significant differences in how time is allocated to school subjects as students grow older. On average across OECD countries, 28% of instruction time for 7-year-olds is devoted to reading, writing and literature, 18% for 11-year-olds and 11% for 15-year-olds. By contrast, while an average of 3% of instruction time for 7-year-olds is devoted to the teaching of a second language, 10% of instruction time for 11-year-olds is spent studying a second language and 2% studying other languages, and for 15-year-olds 9% of instruction time is devoted to the second language and 5% to other languages. The share of instruction time dedicated to natural sciences increases from 6% for 7-year-olds to 9% for 11-year-olds and 11% for 15-year-olds, while instruction time in social studies increases from 5% for 7-year-olds to 9% for 11-year-olds and 15-year-olds. The portion of instruction time dedicated to the arts slips from 11% for 7-year old students and 9% for 11-year-olds to 4% for 15-year-olds, while time dedicated to physical education remains fairly constant at 9% for 7-year-olds and 8% for 11-year-olds, before dropping to 6% for 15-year-olds (Tables D1.5b, f and j, available on line).

### Flexibility in the curriculum

In most countries, central and state authorities establish regulations or recommendations regarding instruction time and the curriculum. However, local authorities, schools, teachers and/or students also have varying degrees of freedom in organising instruction time or in choosing subjects.

In about one-third of countries with available data, the allocation of instruction time across grades is flexible (i.e. instruction time for a specific subject is defined for a certain number of grades or even the whole of compulsory education, without specifying the time to be allocated to each grade). In such cases, schools/local authorities are free to decide how much time should be allocated for each grade (Tables D1.2 and D1.4).

Setting compulsory subjects within a flexible timetable is the practice for most subjects in a few countries. In the Flemish and French Communities of Belgium and Italy, 83% or more of the compulsory curriculum at the primary level is organised within a flexible timetable. In England (United Kingdom) and the Netherlands, the whole



curriculum at the primary level is organised in a flexible timetable. At the lower secondary level, similar patterns occur in the Flemish Community of Belgium, England (United Kingdom) and the Netherlands. In these countries and economies, compulsory subjects and total instruction time are specified, but not the time to be allocated to each subject. Local authorities, schools and/or teachers are free to decide how much time should be allocated to each compulsory subject. In Scotland (United Kingdom), at both primary and lower secondary levels, some compulsory subjects are specified, but there is no regulation on total instruction time, which is the responsibility of local authorities and schools themselves. Excluding these countries, compulsory subjects with flexible timetables account for only 2% of the compulsory instruction time at both the primary and lower secondary levels, even if they could be a significant part of the curriculum in some countries. Flexible timetables account for more than 10% and less than 20% of the compulsory subjects in Canada at the primary level, and in Iceland, Ireland and Poland at the lower secondary level.

Flexibility in the choice of subjects is less common across OECD countries and economies. On average, 5% of compulsory instruction time is allocated to subjects chosen by schools at the primary level. At the lower secondary level, 6% of compulsory instruction time is allocated to subjects chosen by schools and another 5% to subjects chosen by the students. However, some countries allocate a substantial part of the compulsory instruction time to flexible subjects. For example, at least 10% of compulsory instruction time is allocated to subjects chosen by schools in Canada (lower secondary), Chile, the Czech Republic, Estonia (primary), the French Community of Belgium (lower secondary), Hungary, Poland, the Slovak Republic (lower secondary) and Spain (primary). At least 20% of compulsory instruction time is allocated in this way in Australia (29% at the primary level and 22% at lower secondary level), the Flemish Community of Belgium (20% at lower secondary level) and Spain (23% at lower secondary level). In Australia, Iceland and Turkey, at least 16% of compulsory instruction time is allocated to subjects chosen by lower secondary students, and the proportion reaches 40% in Ireland (Tables D1.3a and b).

### Non-compulsory instruction time

Non-compulsory instruction time is rare across OECD countries. Only six countries at primary level and seven countries at lower secondary level devote a known amount of time to non-compulsory instruction. Across OECD countries, non-compulsory instruction time is equivalent to an average of 4% of the total compulsory instruction time for primary students and 2% for lower secondary students. However, a considerable amount of additional non-compulsory instruction time is provided in some countries. At the primary level, additional non-compulsory time accounts for 33% of the total compulsory instruction time in Greece, 25% in Portugal and 21% in Slovenia. At the lower secondary level, non-compulsory instruction time accounts for 11% of the total compulsory instruction time in Finland, 15% in Lithuania and 23% in Slovenia (Tables D1.3a and b).

### Definitions

**Compulsory curriculum** refers to the amount and allocation of instruction time that has to be provided in almost every public school and must be attended by almost all public sector students. The compulsory curriculum may be flexible, as local authorities, schools, teachers and/or pupils may have varying degrees of freedom to choose the subjects and/or the allocation of compulsory instruction time.

**Compulsory flexible subjects chosen by schools** refer to the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). It is compulsory for the school to offer one of these subjects, and students must attend.

**Compulsory options chosen by the students** refer to the total amount of instruction time in one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time.

**Compulsory subjects with a flexible timetable** refer to the total amount of instruction time indicated by the central authorities for a given group of subjects, which regional authorities, local authorities, schools or teachers allocate to individual subjects. There is flexibility in the time spent on a subject, but not in the subjects to be taught.

**Flexible allocation of instruction time across multiple grades** refers to the case where the curriculum only indicates the total instruction time for a specific subject for a certain number of grades, or even the whole of compulsory education, without specifying the time to be allocated to each grade. In such cases, schools/local authorities are free to decide how much time should be assigned for each grade.

**Instruction time** refers to the time a public school is expected to provide instruction to students on all the subjects integrated into the compulsory and non-compulsory curriculum, on school premises or in before-school/after-school activities that are formal parts of the compulsory programme. Instruction time excludes breaks between classes or other types of interruptions, non-compulsory time outside the school day, time dedicated to homework activities and individual tutoring or private study.

**Intended instruction time** refers to the number of hours per year of the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools. The intended curriculum can be based on regulations or standards of the central (or top-level) education authorities or may be established as a set of recommendations at the regional level.

The **non-compulsory part of the curriculum** refers to the total amount of instruction time to which students are entitled beyond the compulsory hours of instruction and that almost every public school is expected to provide. Subjects can vary from school to school or from region to region and take the form of elective subjects. Students are not required to choose one of the elective subjects, but all public schools are expected to offer this possibility.

## Methodology

This indicator captures intended instruction time (as established in public regulations) as a measure of learning in formal classroom settings. It does not show the actual number of hours of instruction that students receive and does not cover learning outside of the formal classroom setting. Differences may exist across countries between the regulatory minimum hours of instruction and the actual hours of instruction received by students. Given such factors as school timetables, lesson cancellations and teacher absenteeism, schools may not consistently attain the regulatory minimum instruction time (see Box D1.1 in OECD, 2007).

The indicator also illustrates how minimum instruction hours are allocated across different curricular areas. It shows the intended net hours of instruction for those grades that are part of compulsory full-time general education. Although the data are difficult to compare across countries because of different curricular policies, they nevertheless provide an indication of how much formal instruction time is considered necessary for students to achieve the desired educational goals.

When the allocation of instruction time across grades is flexible (i.e. instruction time for a specific subject is defined for a certain number of grades, or even the whole of compulsory education, without specifying the time to be allocated to each grade) instruction time per age or level of education was estimated by dividing the total number of instruction hours per the number of grades.

For more information please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) and Annex 3 for country-specific notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

## Source

Data on instruction time are from the 2016 Joint Eurydice-OECD Instruction time data collection and refer to instruction time during compulsory primary and full-time (lower and upper) secondary general education for the school year 2016/17.

### Note regarding data from Israel

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

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## Indicator D1 Tables


StatLink  <http://dx.doi.org/10.1787/888933561764>

Table D1.1 Instruction time in compulsory general education (2017)

Table D1.2 Organisation of compulsory general education (2017)

Table D1.3a Instruction time per subject in primary education (2017)

Table D1.3b Instruction time per subject in general lower secondary education (2017)

WEB Table D1.4 Instruction time in compulsory general education, by age (2017)

WEB Table D1.5a Instruction time per subject for 6-year-olds (2017)

WEB Table D1.5b Instruction time per subject for 7-year-olds (2017)

WEB Table D1.5c Instruction time per subject for 8-year-olds (2017)

WEB Table D1.5d Instruction time per subject for 9-year-olds (2017)

WEB Table D1.5e Instruction time per subject for 10-year-olds (2017)

WEB Table D1.5f Instruction time per subject for 11-year-olds (2017)

WEB Table D1.5g Instruction time per subject for 12-year-olds (2017)

WEB Table D1.5h Instruction time per subject for 13-year-olds (2017)

WEB Table D1.5i Instruction time per subject for 14-year-olds (2017)

WEB Table D1.5j Instruction time per subject for 15-year-olds (2017)

WEB Table D1.5k Instruction time per subject for 16-year-olds (2017)

WEB Table D1.5l Instruction time per subject for 17-year-olds (2017)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table D1.1. [1/2] **Instruction time in compulsory general education<sup>1</sup> (2017)**

By level of education, in public institutions

	Primary							Lower secondary			
	Number of grades that are part of compulsory education	Average hours per year			Total number of hours			Number of grades that are part of compulsory education	Average hours per year		
		Compulsory instruction time	Non-compulsory instruction time	Intended instruction time	Compulsory instruction time	Non-compulsory instruction time	Intended instruction time		Compulsory instruction time	Non-compulsory instruction time	Intended instruction time
		(2)	(3)	(4)=(2)+(3)	(5)	(6)	(7)=(5)+(6)		(9)	(10)	(11)=(9)+(10)
(1)	(2)	(3)	(4)=(2)+(3)	(5)	(6)	(7)=(5)+(6)	(8)	(9)	(10)	(11)=(9)+(10)	
<b>OECD</b>											
<b>Countries</b>											
Australia	7	1 000	m	m	7 000	m	m	4	1 000	m	m
Austria	4	705	m	m	2 820	m	m	4	900	m	m
Canada	6	920	a	920	5 521	a	5 521	3	924	6	930
Chile	6	1 046	a	1 046	6 276	a	6 276	2	1 069	a	1 069
Czech Republic	5	687	m	m	3 434	m	m	4	888	m	m
Denmark	7	1 051	a	1 051	7 360	a	7 360	3	1 200	a	1 200
Estonia	6	661	a	661	3 964	a	3 964	3	823	a	823
Finland <sup>2</sup>	6	651	33	683	3 905	195	4 100	3	808	87	894
France	5	864	a	864	4 320	a	4 320	4	946	63	1 009
Germany <sup>3, 4</sup>	4	705	a	705	2 822	a	2 822	5	909	a	909
Greece	6	758	253	1 011	4 550	1 517	6 066	3	787	a	787
Hungary	4	696	a	696	2 785	a	2 785	4	805	a	805
Iceland <sup>2</sup>	7	729	a	729	5 100	a	5 100	3	839	a	839
Ireland	6	910	a	910	5 460	a	5 460	3	918	a	918
Israel	6	960	a	960	5 762	a	5 762	3	985	a	985
Italy	5	891	a	891	4 455	a	4 455	3	990	a	990
Japan <sup>5</sup>	6	763	a	763	4 576	a	4 576	3	893	a	893
Korea <sup>2</sup>	6	655	a	655	3 928	a	3 928	3	842	a	842
Latvia	6	599	m	m	3 595	m	m	3	794	m	m
Luxembourg	6	924	a	924	5 544	a	5 544	3	845	a	845
Mexico	6	800	a	800	4 800	a	4 800	3	1 167	a	1 167
Netherlands <sup>6</sup>	6	940	m	m	5 640	m	m	3	1 000	m	m
New Zealand	6	m	m	m	m	m	m	4	m	m	m
Norway	7	753	a	753	5 272	a	5 272	3	874	a	874
Poland	6	635	57	692	3 807	343	4 150	3	810	64	874
Portugal	6	834	205	1 039	5 004	1 231	6 235	3	892	27	919
Slovak Republic	4	677	a	677	2 707	a	2 707	5	823	a	823
Slovenia	6	673	140	813	4 039	840	4 879	3	766	179	944
Spain	6	792	a	792	4 750	a	4 750	3	1 054	a	1 054
Sweden <sup>2</sup>	6	766	m	m	4 593	m	m	3	766	m	m
Switzerland	6	816	m	m	4 894	m	m	3	963	m	m
Turkey	4	720	a	720	2 880	a	2 880	4	843	a	843
United States <sup>7</sup>	6	970	m	m	5 820	m	m	3	1 019	m	m
<b>Economies</b>											
Flemish Com. (Belgium)	6	817	a	817	4 900	a	4 900	2	941	a	941
French Com. (Belgium)	6	835	a	835	5 012	a	5 012	2	955	a	955
England (UK)	6	m	a	m	m	a	m	3	m	a	m
Scotland (UK)	7	m	a	m	m	a	m	3	m	a	m
<b>OECD average</b>	6	800	m	m	4 626	m	m	3	913	m	m
<b>EU22 average</b>	6	776	m	m	4 339	m	m	3	892	m	m
<b>Partners</b>											
Argentina	m	m	m	m	m	m	m	m	m	m	m
Brazil	5	m	m	m	m	m	m	4	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m
Colombia	5	1 000	m	m	5 000	m	m	4	1 200	m	m
Costa Rica	6	1 147	a	1 147	6 880	a	6 880	3	1 120	a	1 120
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m
Lithuania	4	559	29	588	2 236	115	2 351	6	726	108	834
Russian Federation	4	517	m	m	2 068	m	m	5	798	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m
<b>G20 average</b>	m	m	m	m	m	m	m	m	m	m	m

Note: Columns showing instruction time in compulsory upper secondary education (i.e. Columns 19-25) are available for consultation on line. See *Definitions* and *Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Refers to full-time compulsory education and excludes pre-primary education, even if compulsory.

2. Estimated number of hours by level of education based on the average number of hours per year, as the allocation of instruction time across multiple grades is flexible.

3. Year of reference 2016.

4. Excludes the last year of compulsory education, which can be classified at either the lower secondary or the upper secondary level.

5. Actual instruction time.

6. The number of grades in lower secondary education is three or four, depending on the track. The fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.

7. Year of reference 2015.

Source: Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


StatLink  <http://dx.doi.org/10.1787/888933561441>

Table D1.1. [2/2] **Instruction time in compulsory general education<sup>1</sup> (2017)**  
*By level of education, in public institutions*

	Lower secondary			Primary and lower secondary			
	Total number of hours			Theoretical duration in years	Total number of hours		
	Compulsory instruction time	Non-compulsory instruction time	Intended instruction time		Compulsory instruction time	Non-compulsory instruction time	Intended instruction time
	(12)	(13)	(14)=(12)+(13)	(15)	(16)=(5)+(12)	(17)=(6)+(13)	(18)=(16)+(17)
<b>OECD</b>							
<b>Countries</b>							
Australia	4 000	m	m	11	11 000	m	m
Austria	3 600	m	m	8	6 420	m	m
Canada	2 772	17	2 790	9	8 293	17	8 311
Chile	2 138	a	2 138	8	8 414	a	8 414
Czech Republic	3 550	m	m	9	6 984	m	m
Denmark	3 600	a	3 600	10	10 960	a	10 960
Estonia	2 468	a	2 468	9	6 431	a	6 431
Finland <sup>2</sup>	2 423	261	2 683	9	6 327	456	6 783
France	3 784	252	4 036	9	8 104	252	8 356
Germany <sup>3, 4</sup>	4 544	a	4 544	9	7 365	a	7 365
Greece	2 360	a	2 360	9	6 909	1 517	8 426
Hungary	3 221	a	3 221	8	6 006	a	6 006
Iceland <sup>2</sup>	2 516	a	2 516	10	7 616	a	7 616
Ireland	2 755	a	2 755	9	8 215	a	8 215
Israel	2 954	a	2 954	9	8 716	a	8 716
Italy	2 970	a	2 970	8	7 425	a	7 425
Japan <sup>5</sup>	2 680	a	2 680	9	7 256	a	7 256
Korea <sup>2</sup>	2 525	a	2 525	9	6 453	a	6 453
Latvia	2 381	m	m	9	5 976	m	m
Luxembourg	2 535	a	2 535	9	8 079	a	8 079
Mexico	3 500	a	3 500	9	8 300	a	8 300
Netherlands <sup>6</sup>	3 000	m	m	9	8 640	m	m
New Zealand	m	m	m	10	m	m	m
Norway	2 622	a	2 622	10	7 894	a	7 894
Poland	2 430	191	2 621	9	6 237	534	6 771
Portugal	2 675	80	2 756	9	7 679	1 311	8 991
Slovak Republic	4 117	a	4 117	9	6 824	a	6 824
Slovenia	2 298	536	2 833	9	6 336	1 376	7 712
Spain	3 161	a	3 161	9	7 911	a	7 911
Sweden <sup>2</sup>	2 297	m	m	9	6 890	m	m
Switzerland	2 890	m	m	9	7 784	m	m
Turkey	3 371	a	3 371	8	6 251	a	6 251
United States <sup>7</sup>	3 057	m	m	9	8 877	m	m
<b>Economies</b>							
Flemish Com. (Belgium)	1 883	a	1 883	8	6 783	a	6 783
French Com. (Belgium)	1 909	a	1 909	8	6 921	a	6 921
England (UK)	m	a	m	9	m	a	m
Scotland (UK)	m	a	m	10	m	a	m
<b>OECD average</b>	2 911	m	m	9	7 538	m	m
<b>EU22 average</b>	2 907	m	m	9	7 247	m	m
<b>Partners</b>							
Argentina	m	m	m	m	m	m	m
Brazil	m	m	m	9	m	m	m
China	m	m	m	m	m	m	m
Colombia	4 800	m	m	9	9 800	m	m
Costa Rica	3 360	a	3 360	9	10 240	a	10 240
India	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m
Lithuania	4 355	648	5 003	10	6 591	764	7 355
Russian Federation	3 990	m	m	9	6 058	m	m
Saudi Arabia	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m
<b>G20 average</b>	m	m	m	m	m	m	m

Note: Columns showing instruction time in compulsory upper secondary education (i.e. Columns 19-25) are available for consultation on line. See *Definitions and Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Refers to full-time compulsory education and excludes pre-primary education, even if compulsory.

2. Estimated number of hours by level of education based on the average number of hours per year, as the allocation of instruction time across multiple grades is flexible.

3. Year of reference 2016.

4. Excludes the last year of compulsory education, which can be classified at either the lower secondary or the upper secondary level.

5. Actual instruction time.

6. The number of grades in lower secondary education is three or four, depending on the track. The fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.

7. Year of reference 2015.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933561441>

Table D1.2. **Organisation of compulsory general education<sup>1</sup> (2017)**

By level of education, in public institutions

	Primary					Lower secondary				
	Number of grades that are part of compulsory education	Theoretical starting age	Average number of instruction days per year	Average number of instruction days per school week	Flexible allocation of instruction time across multiple grades	Number of grades that are part of compulsory education	Theoretical starting age	Average number of instruction days per year	Average number of instruction days per school week	Flexible allocation of instruction time across multiple grades
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD</b>										
<b>Countries</b>										
Australia	7	5	200	5.0	No	4	12	200	5.0	No
Austria	4	6	180	5.0	No	4	10	180	5.0	No
Canada	6	6	183	5.0	No	3	12	183	5.0	No
Chile	6	6	181	5.0	No	2	12	181	5.0	No
Czech Republic	5	6	194	5.0	Yes	4	11	194	5.0	Yes
Denmark	7	6	200	5.0	No	3	13	200	5.0	No
Estonia	6	7	175	5.0	Yes	3	13	175	5.0	Yes
Finland <sup>2</sup>	6	7	187	5.0	Yes	3	13	187	5.0	Yes
France	5	6	162	4.5	No	4	11	162	4.5	No
Germany <sup>3, 4</sup>	4	6	188	5.0	No	5	10	188	5.0	No
Greece	6	6	175	5.0	No	3	12	165	5.0	No
Hungary	4	6	182	5.0	No	4	10	182	5.0	No
Iceland	7	6	170	5.0	Yes	3	13	170	5.0	Yes
Ireland	6	6	182	5.0	No	3	12	164	5.0	No
Israel	6	6	219	6.0	No	3	12	209	6.0	Yes
Italy	5	6	200	5.0	No	3	11	200	6.0	No
Japan	6	6	201	5.0	No	3	12	201	5.0	No
Korea	6	6	190	5.0	Yes	3	12	190	5.0	Yes
Latvia	6	7	169	5.0	No	3	13	173	5.0	No
Luxembourg	6	6	180	5.0	No	3	12	169	5.0	No
Mexico	6	6	200	5.0	No	3	12	200	5.0	No
Netherlands <sup>5</sup>	6	6	m	5.0	Yes	3	12	m	5.0	Yes
New Zealand	6	5	194	5.0	m	4	11	192	5.0	m
Norway	7	6	190	5.0	Yes	3	13	190	5.0	Yes
Poland	6	7	179	5.0	Yes	3	13	177	5.0	Yes
Portugal	6	6	180	5.0	Yes	3	12	178	5.0	Yes
Slovak Republic	4	6	188	5.0	No	5	10	188	5.0	No
Slovenia	6	6	190	5.0	No	3	12	185	5.0	No
Spain	6	6	175	5.0	No	3	12	175	5.0	No
Sweden	6	7	178	5.0	Yes	3	13	178	5.0	Yes
Switzerland	6	6	188	5.0	No	3	12	188	5.0	No
Turkey	4	6	180	5.0	No	4	10	180	5.0	No
United States <sup>6</sup>	6	6	180	5.0	m	3	12	180	5.0	m
<b>Economies</b>										
Flemish Com. (Belgium)	6	6	175	5.0	No	2	12	177	5.0	No
French Com. (Belgium)	6	6	179	5.0	No	2	12	179	5.0	No
England (UK)	6	5	190	5.0	Yes	3	11	190	5.0	Yes
Scotland (UK)	7	5	190	5.0	Yes	3	12	190	5.0	Yes
<b>OECD average</b>	6	6	185	5.0	m	3	12	184	5.0	m
<b>EU22 average</b>	6	6	183	5.0	m	3	12	181	5.0	m
<b>Partners</b>										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	5	6	200	5.0	m	4	11	200	5.0	m
China	m	m	m	m	m	m	m	m	m	m
Colombia	5	6	200	5.0	m	4	11	200	5.0	m
Costa Rica	6	6	200	5.0	No	3	12	200	5.0	No
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Lithuania	4	7	160	5.0	Yes	6	11	168	5.0	Yes
Russian Federation	4	7	169	5.0	No	5	11	175	5.0	No
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
<b>G20 average</b>	m	m	m	m	m	m	m	m	m	m

Note: Columns showing the organisation of compulsory upper secondary education (i.e. Columns 11-15) are available for consultation on line. See *Definitions and Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Refers to full-time compulsory education and excludes pre-primary education, even if compulsory.

2. Allocation of instruction time across multiple levels of education is flexible.

3. Year of reference 2016.


4. Excludes the last year of compulsory education, which can be classified at either the lower secondary or the upper secondary level.

5. The number of grades in lower secondary education is three or four, depending on the track. The fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.

6. Year of reference 2015.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

StatLink  <http://dx.doi.org/10.1787/888933561460>



**Table D1.3b. Instruction time per subject in general lower secondary education (2017)***As a percentage of total compulsory instruction time, in public institutions*

	Reading, writing and literature	Mathematics	Natural sciences	Social studies	Second language	Other languages	Physical education and health	Arts	Religion/Ethics/Moral education	Information and communication technologies (ICT)	Technology	Practical and vocational skills	Other subjects	Compulsory subjects with flexible timetable	Compulsory options chosen by the students	Compulsory flexible subjects chosen by schools	Total compulsory curriculum	Non-compulsory curriculum	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	
<b>OECD</b>																			
<b>Countries</b>																			
Australia <sup>1</sup>	12	12	11	10 <sup>d</sup>	x(16)	x(16)	8	4	x(4)	x(11)	4 <sup>d</sup>	x(11)	x(16)	x(16)	18	22 <sup>d</sup>	100	m	
Austria	13	13	12	11	12	a	12	13	7	x(17)	a	7	a	a	1	a	100	m	
Canada	20	15	9	13	6	a	10	6	2	a	3	1	1	2	1	11	100	1	
Chile	16	16	11	11	8	x(16)	5	8	5	x(16)	3	x(16)	3	a	a	15 <sup>d</sup>	100	a	
Czech Republic	12	12	17	9	10	5	8	8	x(13)	1	2 <sup>d</sup>	x(11)	x(16)	a	x(16)	15 <sup>d</sup>	100	m	
Denmark	18	13	13	8	8	8	5	x(15)	2	x(15)	x(15)	2	21	a	5 <sup>d</sup>	a	100	a	
Estonia	13	14	21	11	10	10	6	6	x(16)	x(16)	5	a	a	a	a	4 <sup>d</sup>	100	a	
Finland <sup>2</sup>	12	13	16	8	8	5	12	7	4	x(17)	a	6	a	6	a	4	100	11	
France	17	14	12	12 <sup>d</sup>	12	7	12	8	x(4)	x(17)	4	a	1	a	a	a	100	7	
Germany <sup>3</sup>	13	13	11	11	12	5	8	9	5	1	2	2	2	a	6	a	100	a	
Greece	26	13	10	11	6	6	6	6	6	3	3	2	a	a	a	a	100	a	
Hungary	13	11	11	9	10	a	17	7	3	3	3	a	3	a	a	10	100	a	
Iceland	14	14	8	8 <sup>d</sup>	x(14)	x(14)	8	8 <sup>d</sup>	x(4)	2	a	x(8)	x(15)	19 <sup>d</sup>	20 <sup>d</sup>	x(15)	100	a	
Ireland <sup>4</sup>	9	12	x(15)	17	x(14)	x(15)	7	x(15)	x(16)	x(15)	x(15)	x(15)	2	13 <sup>d</sup>	40 <sup>d</sup>	x(15)	100	a	
Israel	14	14	13 <sup>d</sup>	16	11	10	6	4	9	x(3)	x(3)	3	a	a	a	0	100	a	
Italy	33 <sup>d</sup>	20 <sup>d</sup>	x(2)	x(1)	10	7	7	13	3	a	7	a	a	a	a	x(17)	100	a	
Japan	12	12	12	11	13	a	10	7	3	a	3	a	12	5	a	a	100	a	
Korea	13	11	19 <sup>d</sup>	15 <sup>d</sup>	10	a	8	8	x(4)	x(12)	x(12)	x(3)	9	a	x(16)	6 <sup>d</sup>	100	a	
Latvia	15	16	10	14	8	6	6	6	a	1	a	4	7	a	a	9	100	m	
Luxembourg <sup>4</sup>	19	13	8	11	12	13	8	9	7	a	a	a	a	a	a	a	100	a	
Mexico	14	14	17	12	9	a	6	6	8	a	11	a	3	a	a	a	100	a	
Netherlands <sup>5</sup>	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	a	100 <sup>d</sup>	a	a	100	m	
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Norway	15	12	9	9	8	x(15)	9	9	6	a	a	7	x(15)	a	15 <sup>d</sup>	x(15)	100	a	
Poland	14	12	12	12	x(14)	x(14)	12	4	a	2	2	a	4	14 <sup>d</sup>	a	13	100	8	
Portugal	13	13	18	14	8	8	7	7	a	2	a	a	a	6	a	2	100	3	
Slovak Republic	16	14	12	11	10	x(16)	7	6	3	3	x(16)	3	x(16)	a	x(16)	13 <sup>d</sup>	100	a	
Slovenia	13	13	17	15 <sup>d</sup>	11	x(15)	9	8	x(4)	x(17)	4	a	2	a	7 <sup>d</sup>	a	100	23	
Spain	17	13	11	10	12	x(16)	7	x(16)	4	a	x(16)	a	3	a	x(16)	23 <sup>d</sup>	100	a	
Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	a	m	a	m	m	
Turkey	16	14	11	8	10	x(15)	5	6	8	3	3	1	a	a	16 <sup>d</sup>	a	100	a	
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
<b>Economies</b>																			
Flemish Com. (Belgium) <sup>5</sup>	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	6	a	x(14)	a	a	73 <sup>d</sup>	a	20	100	a	
French Com. (Belgium)	17	14	9	13	13	a	9	3	6	x(16)	3	x(16)	a	a	x(16)	13 <sup>d</sup>	100	a	
England (UK) <sup>5</sup>	x(14)	x(14)	x(14)	x(14)	x(14)	a	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	a	100 <sup>d</sup>	a	a	100	a	
Scotland (UK) <sup>5</sup>	m	m	m	m	m	m	m	m	m	m	m	m	a	a	a	a	m	a	
<b>OECD average<sup>5</sup></b>	14	12	12	10	9	4	8	6	4	1	2	2	3	2	5	6	100	2	
<b>EU22 average<sup>5</sup></b>	15	12	12	10	9	5	8	7	3	1	2	1	2	2	4	6	100	3	
<b>Partners</b>																			
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Brazil	m	m	m	m	m	a	m	m	m	m	a	m	m	m	m	m	m	m	
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Costa Rica	12	12	12	14	7	7	5	10	2	5	a	7	5	a	a	2	100	a	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Lithuania	18	13	13	14	10	5	5	7	3	3	5	a	1	a	a	a	100	15	
Russian Federation	21	16	17	9	10	a	7	5	a	2	5	1	a	a	m	7	100	m	
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	
<b>G20 average</b>	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

Note: Please refer to Tables D1.5a to D1.5l, available on line, for instruction time per subject for each age (see *StatLink* at the end of the indicator). See *Definitions* and *Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database. The averages were adjusted to add up to 100% and do not correspond exactly to the average of each column.

1. The intended instruction time derived from the Australian Curriculum assumes that certain subjects, which may be considered compulsory in years 7 and 8, could be delivered to students as electives in years 9 and 10.

2. Allocation of instruction time across multiple levels of education is flexible.


3. Year of reference 2016.

4. The second language of instruction includes other national languages taught.

5. England (United Kingdom), Flemish Com. (Belgium), the Netherlands and Scotland (United Kingdom) are not included in the averages.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

*StatLink*  <http://dx.doi.org/10.1787/888933561498>





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