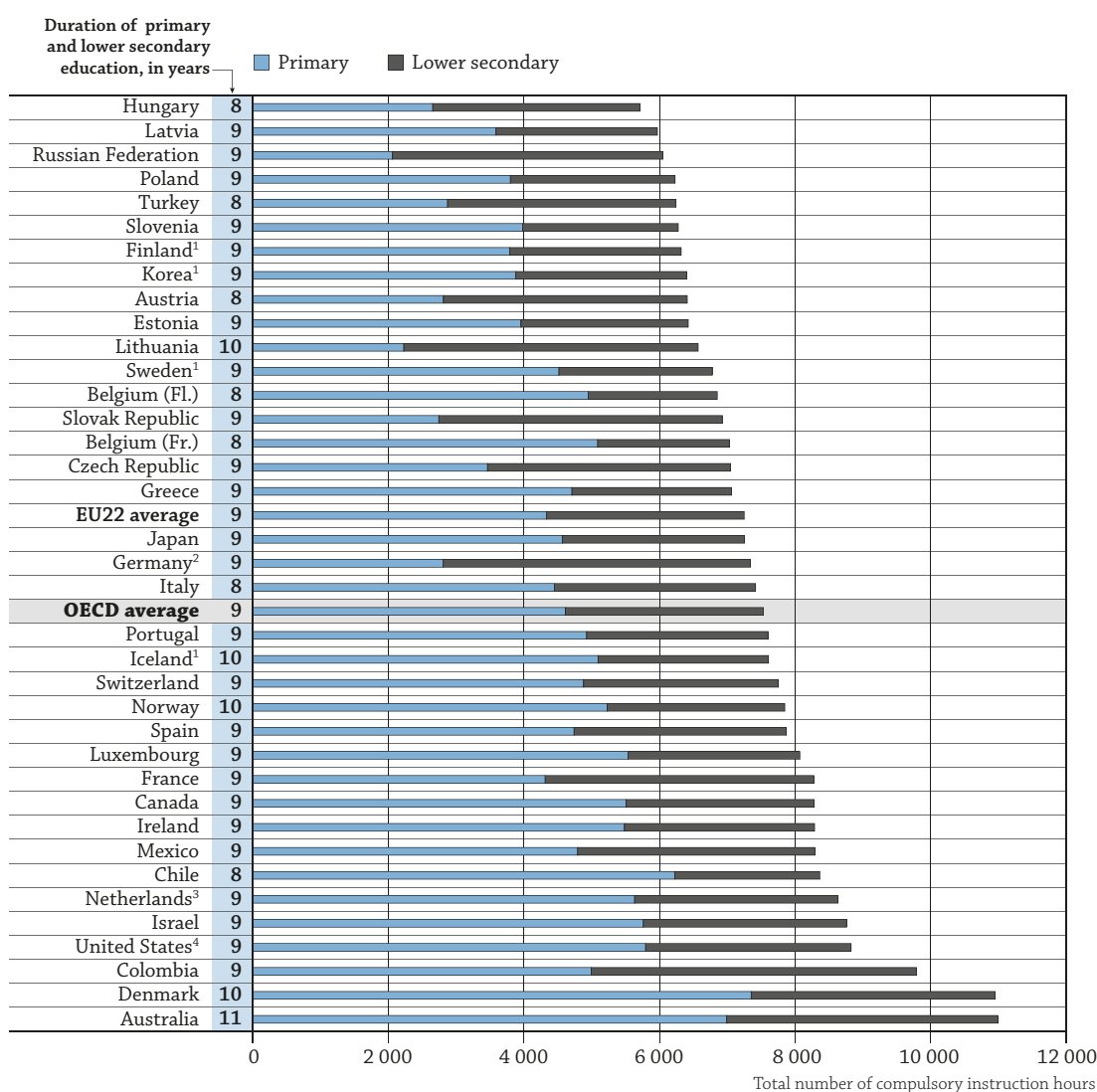


HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

- Students in OECD countries receive an average of 7 540 hours of compulsory instruction during their primary and lower secondary education, ranging from 5 720 hours in Hungary to almost double that in Australia (11 000 hours) and Denmark (10 960 hours).
- On average across OECD countries, instruction in reading, writing and literature, mathematics, and the arts represents 46% of compulsory instruction time for primary school students; and instruction in reading, writing and literature, second and other languages, and mathematics represents 38% of compulsory instruction time for lower secondary school students.

Figure D1.1. Compulsory instruction time in general education (2016)
In primary and lower secondary education



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 2015.

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 2012.

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

Source: OECD, Table D1.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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■ 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

- In OECD countries, compulsory instruction time for primary students averages 799 hours per year; lower secondary students receive an average of 116 more hours of compulsory education per year than primary students.
- The proportion of the compulsory curriculum for primary students that is devoted to reading, writing and literature ranges from 18% in Poland to 39% in the Russian Federation; for lower secondary students, it ranges from 12% in Australia, the Czech Republic, Finland, Ireland and Japan to 33% in Italy.
- The proportion of the compulsory curriculum devoted to mathematics at the primary level ranges from 12% in Denmark to 27% in Mexico and Portugal; at the lower secondary level it ranges from 11% in Greece and Korea to 20% in Italy.
- In OECD countries, an average of 12% of compulsory instruction time for primary students and 7% for lower secondary students is devoted to compulsory subjects with a flexible timetable. An average of 4% of compulsory instruction time at the primary level and 5% at the lower secondary level is devoted to compulsory flexible subjects chosen by schools.
- In more than one-quarter 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 bear a heavier workload, while in other countries, the workload is distributed evenly over more years.

In around three out of four countries and economies with available data, students are required to start primary education at the age of 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 Belgium (Flemish and French Communities) and Chile to five years in Germany, the Russian Federation and the Slovak Republic and six years in Lithuania. In around two out of three 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 (Box D1.1). Within instruction days, countries also vary in the way they organise recess and breaks (Box D1.2).

Box D1.1. Distribution of instruction days within the school year

On average across OECD countries, primary students have 185 instruction days per year, and lower secondary students have 184 days. However, the number of instruction days varies between countries by more than 50 days at both the primary and lower secondary levels (from 160 to 219 days at the primary level and from 152 to 209 days at the lower secondary level).

Students have 170 instruction days or fewer per year in France (primary and lower secondary), Greece (lower secondary), Iceland (primary and lower secondary), Ireland (lower secondary), Latvia (primary), Lithuania (primary and lower secondary), Luxembourg (lower secondary) and the Russian Federation (primary). In contrast, primary and lower secondary school students have at least 200 instruction days per year in Australia, Brazil, Colombia, Denmark, Israel, Italy, Japan and Mexico (Table D1.2).

With usually five instruction days per school week in most countries (Table D1.2), these differences in the number of annual instruction days reflect differences in both the length of the school year and holidays during the school year. On average across OECD countries, students receive 36 weeks of instruction at the primary level and 35 weeks at the lower and upper secondary levels. But instruction times at primary and secondary levels range from 31 weeks in Greece (secondary) to 40 weeks or more in Australia, Brazil, Colombia, Germany, Japan (primary and lower secondary), Mexico (primary and lower secondary) and the Netherlands (primary) (Table D4.1).

These differences are partly related to summer holidays. In two-thirds of OECD and partner countries, the school year starts in September and usually ends in June. In Nordic countries (Denmark, Finland, Iceland, Norway and Sweden), the school year starts in August and ends in May (except in Iceland and Sweden, where it ends in June) (Table X1.2a). Among European countries, summer breaks last from 6 weeks in Germany, the Netherlands and the United Kingdom to 13 weeks in Italy, Latvia and Turkey (Eurydice, 2015).

Among European countries, there are four other main periods of school holidays: in the autumn, around Christmas and New Year's, winter/Carnival holidays, and in spring/Easter. End-of-the-year holidays are mostly similar in these countries, but school breaks differ both in length and timing (Eurydice, 2015).

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 attend an average of 4 621 hours of instruction during primary school and 2 919 hours during lower secondary education. While the average total compulsory instruction time for primary and lower secondary students in OECD countries is 7 540 hours (in 9 years on average), formal instruction-time requirements range from 5 720 hours in Hungary (in 8 years) to 11 000 hours in Australia (in 11 years) (Figure D1.1). In England (United Kingdom), New Zealand and Scotland (United Kingdom) regulations do not prescribe compulsory instruction time in schools. However, schools are required 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 in OECD, 2015). These lessons can be financed through public funds or by students and their families (see Box D1.1 in OECD, 2011).

Within compulsory instruction time, 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.

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. However 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.

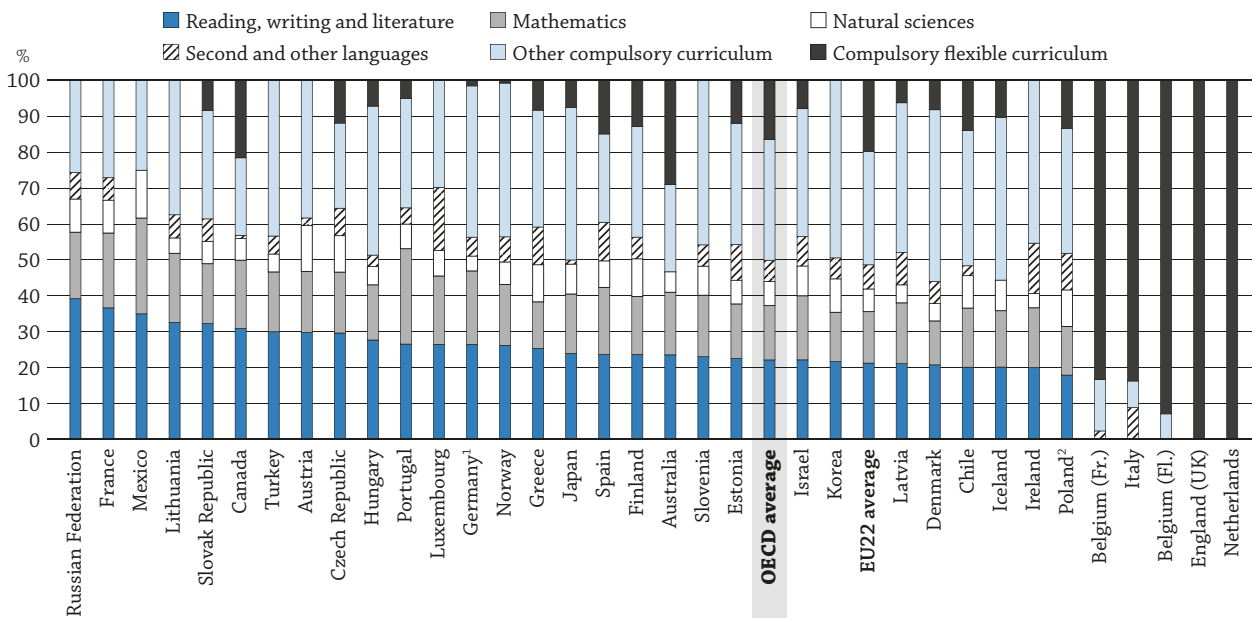
Instruction time per subject

Primary students spend an average of 46% of the compulsory instruction time on three subjects: reading, writing and literature (22%), mathematics (15%) and the arts (9%). Together with physical education and health (8%), 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 17% of the compulsory instruction time on average across OECD countries (Table D1.3a and Figure D1.2a).

At the lower secondary level, an average of 38% 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 11% of the compulsory curriculum is devoted to natural sciences and 10% to social studies. Together with physical education and health (7%) and the arts (6%), 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 (11%) 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 22% of the compulsory instruction time to 14%. Instruction in mathematics drops from 15% of compulsory instruction time to 12%. Conversely, instruction in natural science climbs from 7% of the compulsory curriculum to 11%, 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 Finland (together with natural sciences), France, Germany, Israel, Japan, Luxembourg and Norway (Tables D1.3a and b).

Figure D1.2a. Instruction time per subject in primary education (2016)
As a percentage of total compulsory instruction time



1. Year of reference 2015.

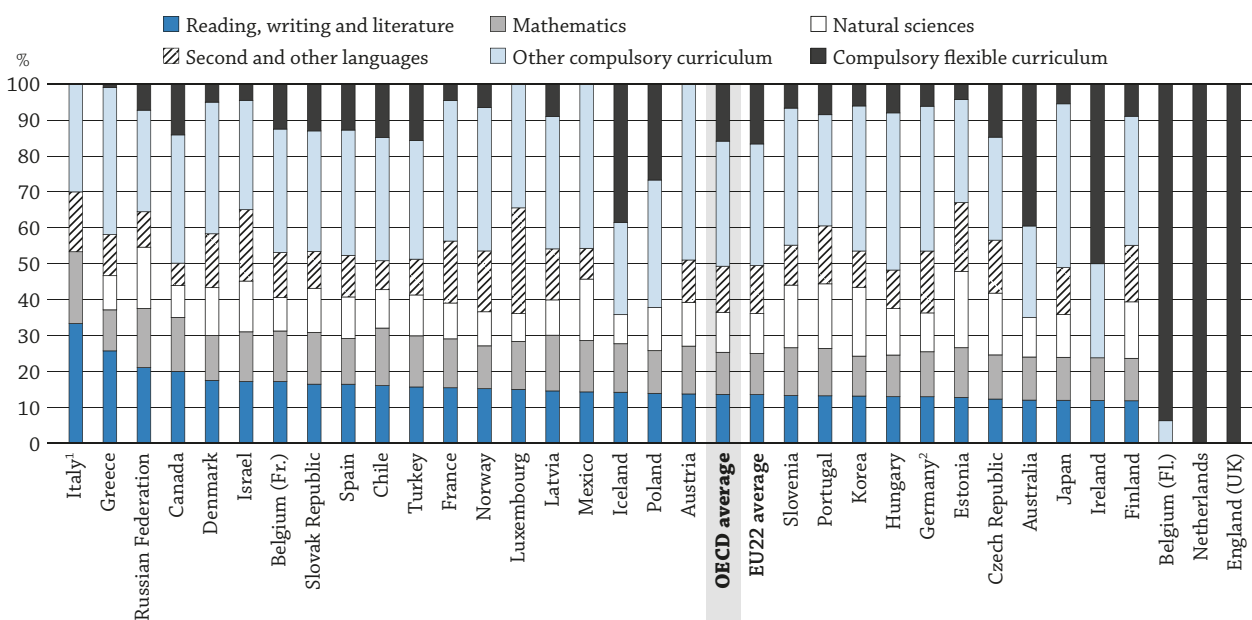
2. Excludes the first three years of primary education for which a large proportion of the time allocated to compulsory subjects is flexible.

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

Source: OECD, Table D1.3a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398849>

Figure D1.2b. Instruction time per subject in general lower secondary education (2016)
As a percentage of total compulsory instruction time



1. Natural sciences included in mathematics.

2. Year of reference 2015.

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

Source: OECD, Table D1.3b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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D1

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, 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 24% of the total compulsory instruction time. Second-language instruction accounts for 6% of compulsory instruction time in Canada and Greece and 17% in Luxembourg. In addition, in slightly less than half of countries with available data, studying another language in addition to a second language is compulsory for lower secondary students.

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, 25% of instruction time for 7-year-olds is devoted to reading, writing and literature, 17% for 11-year-olds and 11% for 15-year-olds. By contrast, while an average of 2% of instruction time for 7-year-olds is devoted to the teaching of a second language, 9% of instruction time for 11-year-olds is spent studying a second language and 2% studying other languages, and for 15-year-olds 8% of instruction time is devoted to the second language and 4% to other languages. The share of instruction time dedicated to natural sciences increases from 6% for 7-year-olds to 8% for 11-year-olds, to 11% for 15-year-olds, while instruction time in social studies increases from 4% for 7-year-olds to 8% for 11-year-olds, and 9% for 15-year-olds. The portion of instruction time dedicated to the arts slips from 10% for 7-year olds students and 8% 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).

Box D1.2. 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 one-third of countries, but more than five hours a day in a few countries (Canada, Chile, Denmark, France, Luxembourg and the United States). At the lower secondary level, the number of compulsory instruction hours per day is usually higher, with one-third of countries at less than five hours per day, and Denmark, France and Spain at 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 morning recess that lasts about 20 minutes 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. Breaks can also occur throughout the day. In Switzerland, for example, schools usually organise two breaks of about 20 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.

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 in four 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 more common at the primary level where, on average across OECD countries and economies, this approach accounts for 12% of the compulsory instruction time. In this case, 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 Belgium (Flemish and French Communities) and Italy, compulsory subjects within a flexible timetable account for 80% or more of instruction time at the primary level. At the primary and lower secondary levels, England (United Kingdom) and the Netherlands allow complete flexibility in allocating instruction time across compulsory subjects. 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.

Flexibility in the choice of subjects is less common across OECD countries. On average, 4% of compulsory instruction time is allocated to subjects chosen by schools at the primary level. At the lower secondary level, 5% of compulsory instruction time is allocated to subjects chosen by schools and another 4% 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 Belgium (Flemish and French communities, lower secondary), Canada (lower secondary), Chile, the Czech Republic, Estonia (primary), Poland, the Slovak Republic (lower secondary) and Spain. Up to more than 20% of compulsory instruction time is allocated in this way in Australia (29% at the primary level and 22% 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 some 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. Nevertheless, a considerable amount of additional non-compulsory instruction time is provided in some countries. At the primary level, additional non-compulsory time accounts for 35% of the total compulsory instruction time in Greece, 26% in Portugal and 20% in Slovenia. At the lower secondary level, non-compulsory instruction time accounts for 21% of the total compulsory instruction time in Slovenia, 15% in Lithuania and 10% in France (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 refers 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 refers 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 refers 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-/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

Data on instruction time are from the 2015 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 2015/16.

In editions of *Education at a Glance* prior to 2014, data on instruction time were collected through another survey with a different scope, methodology and definitions than the 2013 Joint Eurydice-OECD instruction time data collection first published in *Education at a Glance 2014*. As a result, data on instruction time are not comparable with those published in previous editions of *Education at a Glance*.

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. A study conducted by *Regioplan Beleidsonderzoek* in the Netherlands showed that, 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 among 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.

D1

Notes on definitions and methodologies for each country related to this indicator are provided in Annex 3, available at www.oecd.org/education/education-at-a-glance-19991487.htm.

Note regarding data from Israel

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

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Indicator D1 Tables


StatLink  <http://dx.doi.org/10.1787/888933398784>

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Table D1.3a	Instruction time per subject in primary education (2016)
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WEB Table D1.4	Instruction time in compulsory general education, by age (2016)
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WEB Table D1.5b	Instruction time per subject for 7-year-olds (2016)
WEB Table D1.5c	Instruction time per subject for 8-year-olds (2016)
WEB Table D1.5d	Instruction time per subject for 9-year-olds (2016)
WEB Table D1.5e	Instruction time per subject for 10-year-olds (2016)
WEB Table D1.5f	Instruction time per subject for 11-year-olds (2016)
WEB Table D1.5g	Instruction time per subject for 12-year-olds (2016)
WEB Table D1.5h	Instruction time per subject for 13-year-olds (2016)
WEB Table D1.5i	Instruction time per subject for 14-year-olds (2016)
WEB Table D1.5j	Instruction time per subject for 15-year-olds (2016)
WEB Table D1.5k	Instruction time per subject for 16-year-olds (2016)
WEB Table D1.5l	Instruction time per subject for 17-year-olds (2016)

Cut-off date for the data: 20 July 2016. 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 education¹ (2016)**

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
		(1)	(2)	(3)	(4)=(2)+(3)	(5)	(6)		(7)=(5)+(6)	(8)	(9)
OECD											
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	899	m	m
Belgium (Fl.)	6	826	a	826	4 956	a	4 956	2	952	a	952
Belgium (Fr.)	6	849	m	m	5 096	m	m	2	971	m	m
Canada	6	919	a	919	5 517	a	5 517	3	924	6	930
Chile	6	1 039	a	1 039	6 231	a	6 231	2	1 071	a	1 071
Czech Republic	5	694	m	m	3 469	m	m	4	897	m	m
Denmark	7	1 051	a	1 051	7 360	a	7 360	3	1 200	a	1 200
England (UK)	6	m	a	m	m	a	m	3	m	a	m
Estonia	6	661	a	661	3 964	a	3 964	3	823	a	823
Finland ²	6	632	29	661	3 794	171	3 965	3	844	57	901
France	5	864	a	864	4 320	a	4 320	4	991	99	1 090
Germany ^{3, 4}	4	703	a	703	2 812	a	2 812	5	907	a	907
Greece	6	786	279	1 065	4 715	1 672	6 387	3	785	a	785
Hungary	4	665	a	665	2 661	a	2 661	4	765	a	765
Iceland ²	7	729	a	729	5 100	a	5 100	3	839	a	839
Ireland	6	915	a	915	5 490	a	5 490	3	935	a	935
Israel	6	961	a	961	5 769	a	5 769	3	999	a	999
Italy	5	891	a	891	4 455	a	4 455	3	990	a	990
Japan ⁵	6	763	a	763	4 575	a	4 575	3	895	a	895
Korea ²	6	648	a	648	3 885	a	3 885	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 ⁶	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	748	a	748	5 234	a	5 234	3	874	a	874
Poland	6	635	58	692	3 807	347	4 154	3	810	64	874
Portugal	6	822	217	1 039	4 932	1 303	6 235	3	892	27	919
Scotland (UK)	7	m	a	m	m	a	m	3	m	a	m
Slovak Republic	4	688	a	688	2 750	a	2 750	5	837	a	837
Slovenia	6	664	131	796	3 986	788	4 774	3	766	163	928
Spain	6	791	a	791	4 746	a	4 746	3	1 044	a	1 044
Sweden ²	6	754	m	m	4 523	m	m	3	754	m	m
Switzerland	6	815	m	m	4 887	m	m	3	958	m	m
Turkey	4	720	a	720	2 880	a	2 880	4	843	a	843
United States ⁷	6	967	m	m	5 802	m	m	3	1 011	m	m
OECD average	6	799	26	~	4 621	159	~	3	915	15	~
EU22 average	6	775	45	~	4 338	268	~	3	895	26	~
Partners											
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	m	m	m	m	m	m	m	m	m	m	m
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	558	29	587	2 234	116	2 350	6	724	108	832
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
G20 average	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 StatLink below).

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 2015.

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 2012.

Source: OECD. See Annex 3 for notes (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/10.1787/888933398794>

Table D1.1. [2/2] **Instruction time in compulsory general education¹ (2016)**

By level of education, in public institutions

D1		Lower secondary			Theoretical duration in years	Primary and lower secondary		
		Total number of hours				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)	(17)
OECD	Australia	4 000	m	m	11	11 000	m	m
	Austria	3 597	m	m	8	6 417	m	m
	Belgium (Fl.)	1 904	a	1 904	8	6 860	a	6 860
	Belgium (Fr.)	1 941	m	m	8	7 037	m	m
	Canada	2 773	17	2 790	9	8 290	17	8 307
	Chile	2 143	a	2 143	8	8 374	a	8 374
	Czech Republic	3 587	m	m	9	7 056	m	m
	Denmark	3 600	a	3 600	10	10 960	a	10 960
	England (UK)	m	a	m	9	m	a	m
	Estonia	2 468	a	2 468	9	6 431	a	6 431
	Finland ²	2 533	171	2 704	9	6 327	342	6 669
	France	3 964	396	4 360	9	8 284	396	8 680
	Germany ^{3, 4}	4 536	a	4 536	9	7 348	a	7 348
	Greece	2 356	a	2 356	9	7 071	1 672	8 744
	Hungary	3 059	a	3 059	8	5 720	a	5 720
	Iceland ²	2 516	a	2 516	10	7 616	a	7 616
	Ireland	2 806	a	2 806	9	8 296	a	8 296
	Israel	2 998	a	2 998	9	8 767	a	8 767
	Italy	2 970	a	2 970	8	7 425	a	7 425
	Japan ⁵	2 684	a	2 684	9	7 260	a	7 260
	Korea ²	2 525	a	2 525	9	6 410	a	6 410
	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 ⁶	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	7 856	a	7 856	
Poland	2 430	193	2 623	9	6 237	539	6 776	
Portugal	2 675	80	2 756	9	7 607	1 383	8 991	
Scotland (UK)	m	a	m	10	m	a	m	
Slovak Republic	4 183	a	4 183	9	6 933	a	6 933	
Slovenia	2 298	488	2 785	9	6 284	1 275	7 559	
Spain	3 132	a	3 132	9	7 878	a	7 878	
Sweden ²	2 262	m	m	9	6 785	m	m	
Switzerland	2 874	m	m	9	7 761	m	m	
Turkey	3 371	a	3 371	8	6 251	a	6 251	
United States ⁷	3 033	m	m	9	8 835	m	m	
	OECD average	2 919	50	~	9	7 540	208	~
	EU22 average	2 919	83	~	9	7 257	351	~
Partners	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	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m
	Lithuania	4 343	651	4 994	10	6 577	766	7 344
	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
		G20 average	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 *StatLink* below).

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 2015.

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 2012.

Source: OECD. See Annex 3 for notes (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/10.1787/888933398794>

Table D1.2. Organisation of compulsory general education¹ (2016)

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)
OECD										
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
Belgium (Fl.)	6	6	177	5.0	No	2	12	179	5.0	No
Belgium (Fr.)	6	6	182	5.0	No	2	12	182	5.0	No
Canada	6	6	182	5.0	No	3	12	182	5.0	No
Chile	6	6	185	5.0	No	2	12	184	5.0	No
Czech Republic	5	6	196	5.0	Yes	4	11	196	5.0	Yes
Denmark	7	6	200	5.0	No	3	13	200	5.0	No
England (UK) ²	6	5	190	5.0	Yes	3	11	190	5.0	Yes
Estonia	6	7	175	5.0	Yes	3	13	175	5.0	Yes
Finland	6	7	189	5.0	Yes	3	13	189	5.0	Yes
France	5	6	162	4.5	No	4	11	162	4.5	No
Germany ^{3, 4}	4	6	188	5.0	No	5	10	188	5.0	No
Greece	6	6	171	5.0	No	3	12	152	5.0	No
Hungary	4	6	181	5.0	No	4	10	181	5.0	No
Iceland	7	6	170	5.0	Yes	3	13	170	5.0	Yes
Ireland	6	6	183	5.0	No	3	12	167	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	202	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	Yes	3	12	169	5.0	No
Mexico	6	6	200	5.0	No	3	12	200	5.0	No
Netherlands ⁵	6	6	m	5.0	Yes	3	12	m	5.0	Yes
New Zealand	6	5	192	5.0	m	4	11	191	5.0	m
Norway	7	6	190	5.0	Yes	3	13	190	5.0	Yes
Poland ⁶	6	7	181	5.0	Yes	3	13	179	5.0	Yes
Portugal	6	6	180	5.0	No	3	12	178	5.0	No
Scotland (UK) ²	7	5	190	5.0	Yes	3	12	190	5.0	Yes
Slovak Republic	4	6	191	5.0	No	5	10	191	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	6	6	180	5.0	m	3	12	180	5.0	m
OECD average ²	6	6	185	5.0	~	3	12	184	5.0	~
EU22 average ²	6	6	182	5.0	~	3	12	180	5.0	~
Partners										
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	m	m	m	m	m	m	m	m	m	m
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
G20 average	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 StatLink below).

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

2. England and Scotland (United Kingdom) are not included in the averages.

3. Year of reference 2015.

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. In the 2015/16 school year, primary education was compulsory for 6-year-old children, but in 2016/17 school year, primary education is compulsory for 7-year-old children and admission of 6-year-olds to grade 1 of primary school is left to the parents' discretion.

Source: OECD. See Annex 3 for notes (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/10.1787/888933398801>

Table D1.3a. Instruction time per subject in primary education (2016)
As a percentage of total compulsory instruction time

	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)
OECD																		
Australia	24	17	6	8 ^d	x(16)	x(16)	8	5	x(4)	x(11)	4 ^d	x(11)	x(16)	x(16)	m	29 ^d	100	m
Austria	30	17	13 ^d	x(3)	2	0	11	9	9	x(17)	x(3)	6	4	a	0	a	100	m
Belgium (Fl.)	x(14)	x(14)	x(14)	x(14)	x(14)	a	x(14)	x(14)	7	x(17)	x(14)	a	x(17)	93 ^d	a	x(14)	100	a
Belgium (Fr.)	x(14)	x(14)	x(14)	x(14)	2	a	7	x(14)	7	a	x(14)	a	a	83 ^d	a	a	100	m
Canada	31	19	6	5	1	a	10	6	0	a	0	0	1	17	a	5	100	a
Chile	20	16	9	9	3	x(16)	9	10	5	x(16)	3	x(16)	2	a	a	14 ^d	100	a
Czech Republic	30	17	10 ^d	x(3)	8	a	8	10	x(13)	1	4 ^d	x(11)	x(16)	a	x(16)	12 ^d	100	m
Denmark	21	12	5	3	5	1	6	8	3	x(14)	a	4	23	8	a	a	100	a
England (UK) ¹	x(14)	x(14)	x(14)	x(14)	x(14)	a	x(14)	x(14)	x(14)	x(14)	x(14)	a	a	100 ^d	a	a	100	a
Estonia	23	15	7	5	8	2	11	15	x(16)	x(16)	3	a	a	a	a	12 ^d	100	a
Finland	24	16	11	2	6	a	10	13	5	a	a	a	a	6	a	7	100	5
France	37	21	9 ^d	5	6	a	13	9	x(17)	x(3)	x(3)	a	a	a	a	a	100	a
Germany ²	26	20	4	6	5	0	11	14	7	1	1	0	3	a	2	a	100	a
Greece	25	13	10	7	8	2	8	10	4	3	a	a	a	a	a	8	100	35
Hungary	28	15	5	a	3	a	18	15	2	2	4	a	a	a	a	7	100	a
Iceland	20	16	8	13 ^d	x(14)	x(14)	9	19 ^d	x(4)	3	a	x(8)	x(15)	5 ^d	5 ^d	x(15)	100	a
Ireland ³	20	17	4 ^d	8	14	a	4	12	10	x(17)	x(3)	a	11	a	a	a	100	a
Israel	22	18	8 ^d	8	6	2	6	5	13	a	x(3)	4	a	a	a	8	100	a
Italy	x(14)	x(14)	x(14)	x(14)	9	a	x(14)	x(14)	7	a	x(14)	a	a	84 ^d	a	x(17)	100	a
Japan	24	17	8	8	1	a	10	12	3	a	a	a	10	7	a	a	100	a
Korea	22	14	9 ^d	9 ^d	6	a	7	9	x(4, 13)	x(13)	x(12)	x(3)	24 ^d	a	a	a	100	a
Latvia	21	17	5	6	8	1	8	12	2	1	a	4	9	a	a	6	100	m
Luxembourg ³	26 ^d	19	7	2	x(1)	18	10	11	7	a	a	a	a	a	a	a	100	a
Mexico	35	27	13	10	m	a	5	5	5	a	a	a	a	a	a	a	100	a
Netherlands	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 ^d	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	26	17	6	7	7	a	11	15	8	a	a	2	a	a	a	1	100	a
Poland ⁴	18	14	10	5	10	a	14	7	a	3	3	a	3	a	a	13	100	9
Portugal	27	27	7	7	5	a	8	9	a	a	2	a	4	2	a	3	100	26
Scotland (UK) ¹	m	m	m	m	m	m	m	m	m	m	m	m	a	a	a	a	m	a
Slovak Republic	32	17	6	3	6	x(16)	8	10	4	2	a	2	x(16)	a	x(16)	8 ^d	100	a
Slovenia	23	17	8	7 ^d	6	a	15	16	x(4)	x(17)	6	2	1	a	a	a	100	20
Spain	24	19	7	8	11	x(16)	9	2	6	0	a	a	0	a	x(16)	15 ^d	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	a	a	m	m	m	m	m	a	m	a	a	a	m	m
Turkey	30	17	5	13	5	a	14	7	2	a	a	1	7	a	a	a	100	a
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD average¹	22	15	7	6	5	1	8	9	5	1	1	1	3	12	0	4	100	4
EU22 average¹	21	14	6	4	6	1	8	9	4	1	1	1	3	16	0	4	100	5
Partners																		
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	a	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	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	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	33	19	4	4	6	a	12	17 ^d	4	a	x(8)	a	a	a	a	a	100	5
Russian Federation	39	19	9	a	7	a	9	9	a	a	7	a	a	a	a	m	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Please refer to Tables D1.5a to D1.5l, available on line, for instruction time per subject for each age (see StatLink below).

The averages were adjusted to 100% and do not correspond exactly to the average of each column.

1. England and Scotland (United Kingdom) are not included in the averages.

2. Year of reference 2015.

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

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

Source: OECD. See Annex 3 for notes (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/10.1787/888933398816>

Table D1.3b. **Instruction time per subject in general lower secondary education (2016)**

As a percentage of total compulsory instruction time

	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)
OECD																		
Australia ¹	12	12	11	10 ^d	x(16)	x(16)	8	4	x(4)	x(11)	4 ^d	x(11)	x(16)	x(16)	18	22 ^d	100	m
Austria	14	13	12	11	12	0	11	12	7	x(17)	0	8	0	a	0	a	100	m
Belgium (Fl.)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	6	a	x(14)	a	a	73 ^d	a	20	100	a
Belgium (Fr.)	17	14	9	13	13	a	9	3	6	x(16)	3	x(16)	a	a	x(16)	13 ^d	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 ^d	100	a
Czech Republic	12	12	17	9	10	5	8	8	x(13)	1	2 ^d	x(11)	x(16)	a	x(16)	15 ^d	100	m
Denmark	18	13	13	8	8	8	5	x(15)	2	x(15)	x(15)	2	21	a	5 ^d	a	100	a
England (UK) ²	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 ^d	x(14)	a	100	a
Estonia	13	14	21	11	10	10	6	6	x(16)	x(16)	5	a	a	a	a	4 ^d	100	a
Finland	12	12	16	8	9	7	9	9	4	a	a	6	a	4	a	5	100	7
France	15	14	10	11 ^d	12	5	12	7	x(4)	x(11)	6 ^d	x(15)	3	a	4 ^d	1	100	10
Germany ³	13	13	11	11	12	5	9	9	5	1	2	2	2	a	6	a	100	a
Greece	26	11	10	12	6	6	7	6	6	3	2	6	x(16)	a	a	1 ^d	100	a
Hungary	13	12	13	9	11	a	16	7	3	3	3	a	3	a	a	8	100	a
Iceland	14	14	8	8 ^d	x(14)	x(14)	8	8 ^d	x(4)	2	a	x(8)	x(15)	19 ^d	20 ^d	x(15)	100	a
Ireland ⁴	12	12	x(15)	17	x(14)	x(15)	7	x(15)	x(16)	x(15)	x(15)	x(15)	2	10 ^d	40 ^d	x(15)	100	a
Israel	17	14	14 ^d	15	11	9	5	x(16)	9	x(3)	x(3)	1	a	3	a	2 ^d	100	a
Italy	33 ^d	20 ^d	x(2)	x(1)	10	7	7	13	3	a	7	a	a	0	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 ^d	15 ^d	10	a	8	8	x(4)	x(12)	x(12)	x(3)	9	a	x(16)	6 ^d	100	a
Latvia	15	16	10	14	8	6	6	6	a	1	a	4	7	a	a	9	100	m
Luxembourg ⁴	15	13	8	11	17	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	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 ^d	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	8	9	9	6	a	a	7	a	a	7	a	100	a
Poland	14	12	12	12	x(14)	x(14)	12	4	a	2	2	a	4	14 ^d	a	13	100	8
Portugal	13	13	18	14	8	8	7	7	a	2	a	a	a	6	a	2	100	3
Scotland (UK) ²	m	m	m	m	m	m	m	m	m	m	m	m	a	a	a	a	m	a
Slovak Republic	16	14	12	11	10	x(16)	7	6	3	3	x(16)	3	x(16)	a	x(16)	13 ^d	100	a
Slovenia	13	13	17	15 ^d	11	x(15)	9	8	x(4)	x(17)	4	a	2	a	7 ^d	a	100	21
Spain	16	13	12	11	11	0	7	5	5	x(11)	3 ^d	a	3	a	2	10	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 ^d	a	100	a
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD average²	14	12	11	10	9	4	7	6	4	1	2	2	3	7	4	5	100	2
EU22 average²	14	11	11	10	9	5	7	6	3	1	2	2	2	8	3	5	100	3
Partners																		
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	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	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	6	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Please refer to Tables D1.5a to D1.5l, available on line, for instruction time per subject for each age (see *StatLink* below).

The averages were adjusted 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. England and Scotland (United Kingdom) are not included in the averages.

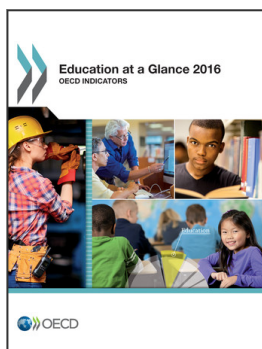
3. Year of reference 2015.

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

Source: OECD. See Annex 3 for notes (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/10.1787/888933398829>



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