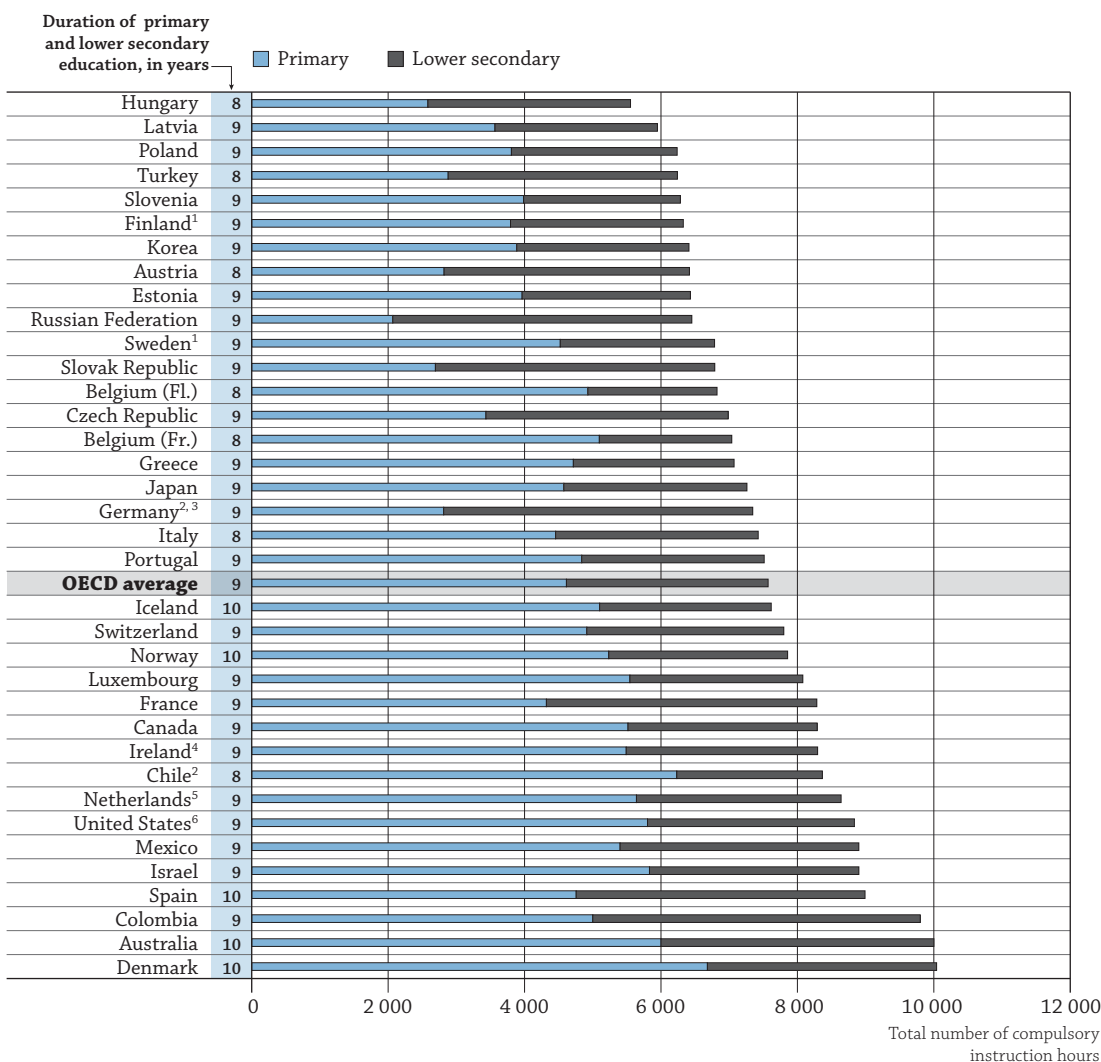


HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

- Students in OECD countries receive an average of 7 570 hours of compulsory instruction during their primary and lower secondary education.
- 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; instruction in reading, writing and literature, second and other languages, and mathematics represents 38% of compulsory instruction time for lower secondary school students.

Chart D1.1. Compulsory instruction time in general education (2015)
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 2014.

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

4. Actual instruction time for lower secondary education.

5. The number of grades in lower secondary education is three or four, depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

6. Year of reference 2012.

Countries 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).

StatLink <http://dx.doi.org/10.1787/888933284394>

■ 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. Countries usually 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).

■ Other findings

- In OECD countries, compulsory instruction time for primary students averages 804 hours per year; lower secondary students receive an average of 112 more hours of compulsory education per year than primary students do.
- The proportion of the compulsory curriculum for primary students that is devoted to reading, writing and literature ranges from 18% in Poland to 37% in France; 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 primary level ranges from 13% in Denmark and Greece to 27% in Portugal; at the lower secondary level it ranges from 11% in Greece to 20% in Italy.
- In OECD countries, an average of 12% (for primary students) and 6% (for lower secondary students) of compulsory instruction time is devoted to compulsory subjects with a flexible timetable. An average of 5% of compulsory instruction time for both groups of students is devoted to compulsory flexible subjects chosen by schools.
- 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.

Analysis

Compulsory general education

Annual instruction time should be examined together with the length of compulsory education. In some countries, the duration of compulsory education is shorter and students bear a heavier workload; in other countries, the workload is distributed evenly over more years, which ultimately means a larger number of total instruction hours for all.

D1

In three out of four countries with available data, students start primary education at the age of 6. However, in Estonia, Finland, Latvia, the Russian Federation and Sweden, students do not start until age 7. In Poland, primary education is compulsory for 7-year-olds and for 6-year-old children born in the first semester of 2008. Only in Australia, England, New Zealand and Scotland 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 ranges from four years in Austria, Germany, Hungary, the Slovak Republic and Turkey, to seven years in Denmark, Iceland, Norway and Scotland. Lower secondary education averages three years but ranges from two years in Belgium (Flemish and French Communities) and Chile to five years in the Russian Federation and the Slovak Republic. In around two out of three countries 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. On average across OECD countries, primary and lower secondary students attend 185 and 183 instruction days per year, respectively. However, students in France (primary and lower secondary), Greece (lower secondary), Iceland (primary and lower secondary), Ireland (lower secondary), Latvia (primary), Luxembourg (lower secondary) and the Russian Federation (primary) attend 170 instruction days, or fewer, per year. In contrast, primary and lower secondary school students in Brazil, Colombia, Israel, Italy, Japan and Mexico attend at least 200 instruction days per year (Table D1.2).

Compulsory instruction time

Compulsory instruction time 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, as per public regulations.

Students in OECD countries attend an average of 4 614 hours of instruction during primary school and an average of 2 957 hours during lower secondary education. While the average total compulsory instruction time for primary and lower secondary students in OECD countries is 7 570 hours, formal instruction-time requirements range from 5 553 hours in Hungary to 10 040 hours in Denmark (Table D1.1).

In England and Scotland 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 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. 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.

Intended instruction time

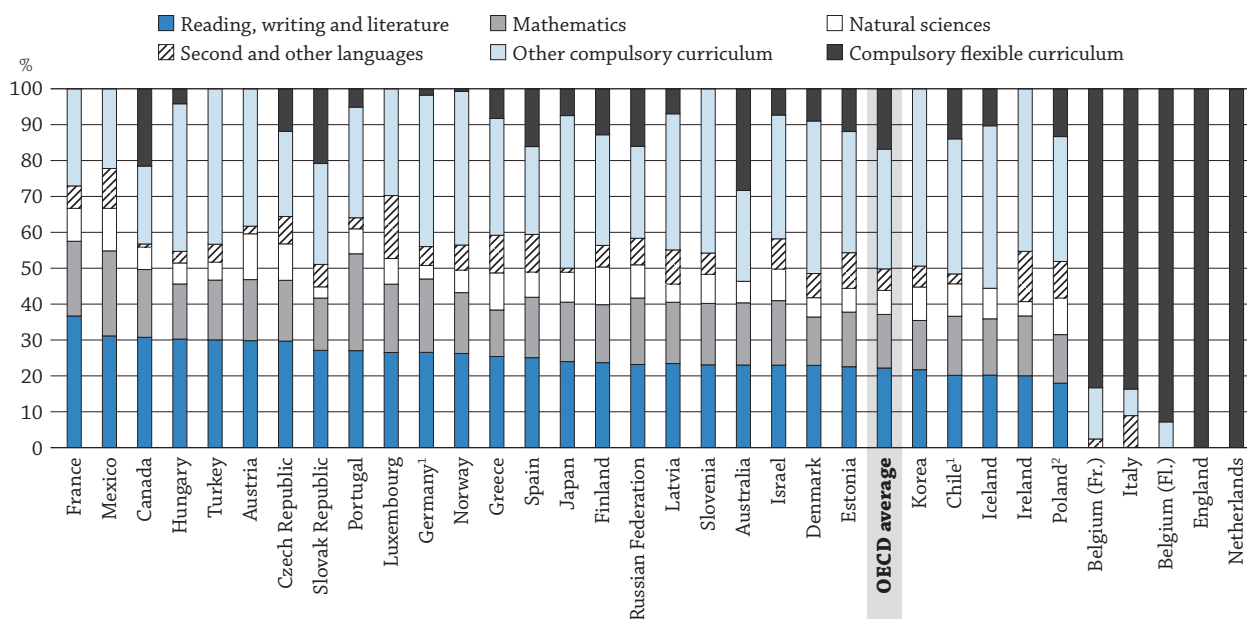
Total intended instruction time is the estimated number of hours during which schools are obliged to offer instruction in compulsory, and if applicable, non-compulsory subjects.

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 Denmark, Finland, France (lower secondary), Greece (Primary), Poland, Portugal and Slovenia, the intended instruction time is at least 4% 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 (15%) of the non-flexible compulsory curriculum at the primary level (Table D1.3a and Chart D1.2a).

Chart D1.2a. Instruction time per subject in primary education (2015)
As a percentage of total compulsory instruction time



1. Year of reference 2014.

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

Countries 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/10.1787/888933284408>

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 Chart D1.2b).

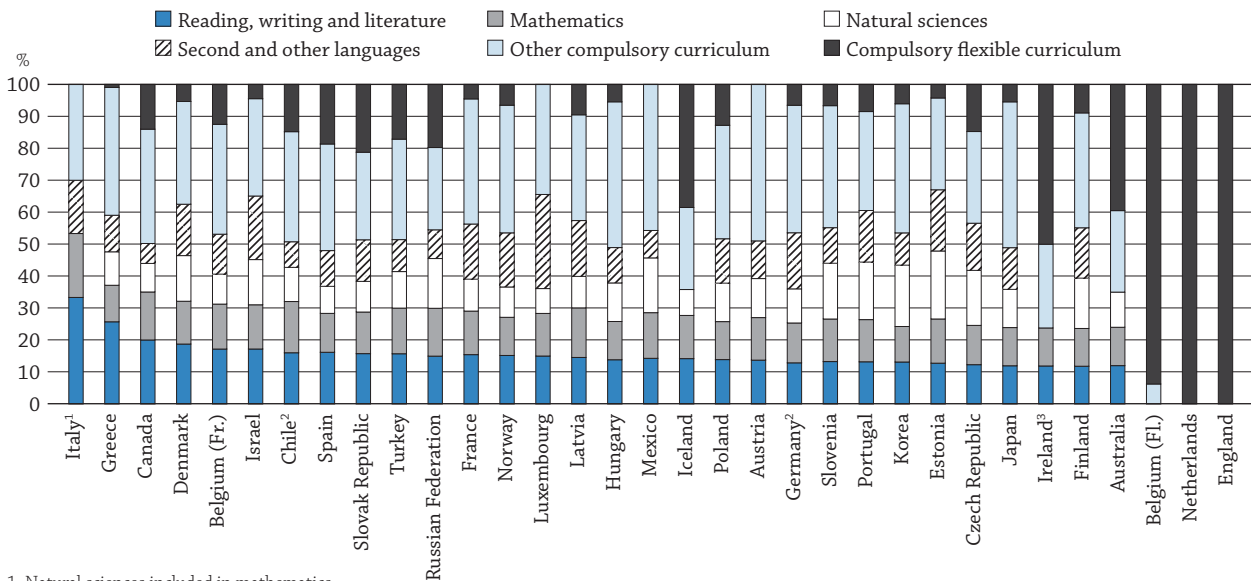
This is a significant shift in the allocation of time from primary schooling. Instruction in reading, writing and literature drops from 22% of the compulsory instruction time to 14%. Instruction in mathematics drops from 15% to 12% of compulsory instruction time. Conversely, instruction in both natural science and social studies climbs from 7% and 6% of the compulsory curriculum to 11% and 10%, respectively, 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, Latvia, Luxembourg, Norway and Poland (together with reading, writing and literature) (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 accounts for 12% of compulsory instruction time in Australia, the Czech Republic, Finland and Japan, while it accounts for more than 25% of compulsory instruction time in Greece and Italy. In Ireland, reading, writing and literature is taught in two national languages and

therefore the actual estimation of the combined percentage can reach about 24% of the total compulsory instruction time. In Canada and Greece, instruction in second language accounts for 7% or less of compulsory instruction time while it accounts for 17% in Luxembourg. In addition, in slightly less than half of countries with available data, studying other language in addition to a second language is compulsory for lower secondary students.

Chart D1.2b. Instruction time per subject in general lower secondary education (2015)

As a percentage of total compulsory instruction time



1. Natural sciences included in mathematics.

2. Year of reference 2014.

3. Actual instruction time.

Countries 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).

StatLink <http://dx.doi.org/10.1787/888933284418>

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; for 11-year-olds, 17% of instruction time is devoted to those subjects, while 12% of instruction time for 15-year-olds is devoted to those subjects. By contrast, whereas an average of 3% of instruction time for 7-year-olds is devoted to the teaching of second language, 9% of instruction time for 11-year-olds is spent studying a second language and 2% studying other languages, and 9% and 4% of instruction time for 15-year-olds is devoted to the second and other languages, respectively. 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 5% (for 7-year-olds) to 8% (for 11-year-olds) to 9% (for 15-year-olds). The portion of instruction time dedicated to arts slips from 9% and 8% for 7- and 11-year-old students, respectively, to 4% for 15-year-olds, while time dedicated to physical education remains constant at 9% and 8% for 7- and 11-year-old students, respectively, and drops to 6% for 15-year-old students (Tables D1.5b, f and j, available on line).

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

Learning in the classroom demands that students be focused and concentrated for long periods of time. Research has found that some time spent outside the classroom during the school day, in activities other than instruction itself 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 an important component 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. Decisions on the length of breaks, or even on the moment of the day in which they should occur, are generally taken by the decision making body responsible for the entire instruction time. In countries where responsibility is largely left to the schools or schools' governing bodies, as in Australia, Canada, England (UK), Italy, the Netherlands and Switzerland, schools have the liberty to take decisions about the organisation of breaks too. In other countries, such as Colombia, the decision is left to school principals and head teachers.

In some countries, although regulations on breaks have been established centrally, their implementation is left to schools and/or their governing bodies. In the Flemish Community of Belgium, for instance, legislation stipulates the amount of time that students should devote to breaks at primary (at least a one-hour lunch break) and secondary (at least a 50-minute lunch break) levels. However, schools and school associations or networks are granted the authority to take the final decision and determine the length of the breaks as they see fit.

In most OECD countries, breaks are generally organised in accordance with daily compulsory instruction time. The time students spend in school is most often defined by the amount of instruction they are supposed to receive daily and weekly. In most countries, the school day is divided into lessons that last 45 to 50 minutes, allowing for short breaks between them to make up an entire hour. Across OECD countries, 10- to 15-minute breaks are generally long enough to allow students to change classrooms and visit the restroom. These short breaks are different in length and purpose to 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 as 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, 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 long breaks, one in the morning and a second in the afternoon. In Chile, schools with a large number of students 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 are different across grades, as in the Czech Republic, where 10-minute breaks can be shortened to five minutes. In Denmark, municipalities often propose to 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 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 three 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 (Table D1.2).

Setting compulsory subjects within a flexible timetable is more common at the primary level where, on average across OECD countries, it 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 and the Netherlands

allow complete flexibility in allocating instruction time across compulsory subjects. In Scotland, 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, 5% 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 5% to subjects chosen by the students. However, some countries allocate a substantial part of the compulsory instruction time to flexible subjects. For example, in Australia (primary level), Belgium (French and Flemish communities, lower secondary), Canada (lower secondary), Chile, the Czech Republic, Estonia (primary level), and Poland, at least 10% of compulsory instruction time is allocated to subjects chosen by schools; up to 21% of compulsory instruction time is so allocated in the Slovak Republic. In Australia, Iceland, Ireland, Spain and Turkey, at least 17% of compulsory instruction time is allocated to subjects chosen by lower secondary students (Tables D1.3a and b).

Non-compulsory instruction time

Non-compulsory instruction time is rare across OECD countries. Only about six countries devote some time to non-compulsory instruction at primary level and the number rises to seven at the lower secondary level. Across these countries, non-compulsory instruction time is equivalent to an average of 3% 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% in Greece and 23% in Portugal. At the lower secondary level, non-compulsory instruction time accounts for 19% of the total compulsory instruction time in Slovenia and 10% in France (Tables D1.3a and b).

Box D1.2. Extracurricular activities at school

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

In OECD and partner countries, 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. This is the case, for example, in Poland and Slovenia. In Hungary, not only do primary and lower secondary schools have to organise extracurricular activities until 4 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, though less commonly so. For example, in Portugal, these activities can be organised by parent associations and non-governmental organisations. In 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 (see Indicator D3).

Before- and/or after-school activities typically include childcare (at the primary level), tutoring or remedial courses, 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, ICT and reading and writing workshops are offered.

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 it.

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 when 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 2014 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 2014/15.

In editions of *Education at a Glance* prior to 2014, data on instruction time was collected through another survey using 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.

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/10.1787/888933286089>

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WEB	Table D1.5k	Instruction time per subject for 16-year-olds (2015)
WEB	Table D1.5l	Instruction time per subject for 17-year-olds (2015)

Table D1.1. [1/2] **Instruction time in compulsory general education¹ (2015)**

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)	(10)	(11)=(9)+(10)		
OECD												
Australia	6	1 000	m	m	6 000	m	m	4	1 000	m	m	
Austria	4	705	m	m	2 820	m	m	4	899	m	m	
Belgium (Fl.) ²	6	821	a	821	4 928	a	4 928	2	947	a	947	
Belgium (Fr.) ²	6	849	m	m	5 096	m	m	2	971	m	m	
Canada	6	919	a	919	5 516	a	5 516	3	924	6	930	
Chile ³	6	1 039	a	1 039	6 231	a	6 231	2	1 067	a	1 067	
Czech Republic	5	687	m	m	3 434	m	m	4	888	m	m	
Denmark	7	954	97	1 051	6 680	680	7 360	3	1 120	80	1 200	
England ⁴	6	a	a	a	a	a	a	3	a	a	a	
Estonia	6	661	a	661	3 964	a	3 964	3	823	a	823	
Finland ⁵	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, 6}	4	703	a	703	2 814	a	2 814	5	906	a	906	
Greece	6	786	279	1 065	4 715	1 672	6 387	3	785	n	785	
Hungary	4	646	a	646	2 583	a	2 583	4	743	a	743	
Iceland	7	729	a	729	5 100	a	5 100	3	839	a	839	
Ireland ⁷	6	915	a	915	5 490	a	5 490	3	935	a	935	
Israel	6	972	n	972	5 831	n	5 831	3	1 023	n	1 023	
Italy	5	891	a	891	4 455	a	4 455	3	990	a	990	
Japan	6	763	a	763	4 575	a	4 575	3	895	a	895	
Korea	6	648	a	648	3 885	a	3 885	3	842	a	842	
Luxembourg	6	924	a	924	5 544	a	5 544	3	845	a	845	
Mexico	6	900	a	900	5 400	a	5 400	3	1 167	a	1 167	
Netherlands ⁸	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	693	3 807	349	4 156	3	810	65	875	
Portugal	6	806	189	995	4 838	1 133	5 971	3	892	27	919	
Scotland ⁴	7	a	a	a	a	a	a	3	a	a	a	
Slovak Republic	4	673	a	673	2 693	a	2 693	5	819	a	819	
Slovenia	6	664	114	778	3 986	683	4 669	3	766	145	911	
Spain	6	793	a	793	4 757	a	4 757	4	1 059	a	1 059	
Sweden ⁵	6	754	m	m	4 523	m	m	3	754	m	m	
Switzerland	6	819	m	m	4 912	m	m	3	963	m	m	
Turkey	4	720	a	720	2 880	a	2 880	4	840	a	840	
United States ⁹	6	967	m	m	5 802	m	m	3	1 011	m	m	
OECD average ⁴	6	804	31	~	4 614	188	~	3	916	19	~	
EU21 average ⁴	6	776	48	~	4 328	293	~	3	895	30	~	
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	
India	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	
Latvia	6	594	m	m	3 566	m	m	3	794	m	m	
Russian Federation	4	517	m	m	2 068	m	m	5	877	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. It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.

3. Year of reference 2014.

4. England and Scotland are not included in the averages.

5. 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.

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

7. Actual instruction time for lower and upper secondary education.

8. The number of grades in lower secondary education is three or four, depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

9. 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/10.1787/888933286093>

Table D1.1. [2/2] **Instruction time in compulsory general education¹ (2015)***By level of education, in public institutions*

	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)	(18)	
OECD							
Australia	4 000	m	m	10	10 000	m	m
Austria	3 597	m	m	8	6 417	m	m
Belgium (Fl.) ²	1 893	a	1 893	8	6 821	a	6 821
Belgium (Fr.) ²	1 941	m	m	8	7 037	m	m
Canada	2 773	17	2 790	9	8 289	17	8 306
Chile ³	2 134	a	2 134	8	8 365	a	8 365
Czech Republic	3 550	m	m	9	6 984	m	m
Denmark	3 360	240	3 600	10	10 040	920	10 960
England ⁴	a	a	a	9	a	a	a
Estonia	2 468	a	2 468	9	6 431	a	6 431
Finland ⁵	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, 6}	4 531	a	4 531	9	7 345	a	7 345
Greece	2 356	n	2 356	9	7 071	1 672	8 744
Hungary	2 970	a	2 970	8	5 553	a	5 553
Iceland	2 516	a	2 516	10	7 616	a	7 616
Ireland ⁷	2 806	a	2 806	9	8 296	a	8 296
Israel	3 070	n	3 070	9	8 901	n	8 901
Italy	2 970	a	2 970	8	7 425	a	7 425
Japan	2 684	a	2 684	9	7 260	a	7 260
Korea	2 525	a	2 525	9	6 410	a	6 410
Luxembourg	2 535	a	2 535	9	8 079	a	8 079
Mexico	3 500	a	3 500	9	8 900	a	8 900
Netherlands ⁸	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	194	2 624	9	6 237	542	6 779
Portugal	2 675	80	2 756	9	7 513	1 214	8 726
Scotland ⁴	a	a	a	10	a	a	a
Slovak Republic	4 095	a	4 095	9	6 788	a	6 788
Slovenia	2 298	435	2 733	9	6 284	1 118	7 401
Spain	4 234	a	4 234	10	8 991	a	8 991
Sweden ⁵	2 262	m	m	9	6 785	m	m
Switzerland	2 888	m	m	9	7 800	m	m
Turkey	3 360	a	3 360	8	6 240	a	6 240
United States ⁹	3 033	m	m	9	8 835	m	m
OECD average ⁴	2 957	61	~	9	7 570	249	~
EU21 average ⁴	2 975	95	~	9	7 302	388	~
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
India	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m
Latvia	2 381	m	m	9	5 947	m	m
Russian Federation	4 384	m	m	9	6 452	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	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. It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.

3. Year of reference 2014.

4. England and Scotland are not included in the averages.

5. 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.

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

7. Actual instruction time for lower and upper secondary education.

8. The number of grades in lower secondary education is three or four, depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

9. 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/10.1787/888933286093>

Table D1.2. **Organisation of compulsory general education¹ (2015)**

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	6	5	196	5	No	4	11	196	5	No
Austria	4	6	180	5	No	4	10	180	5	No
Belgium (FL) ²	6	6	176	5	No	2	12	178	5	No
Belgium (Fr.) ²	6	6	182	5	No	2	12	182	5	No
Canada	6	6	183	5	No	3	12	183	5	No
Chile ³	6	6	182	5	No	2	12	182	5	No
Czech Republic	5	6	194	5	Yes	4	11	194	5	Yes
Denmark	7	6	a	5	No	3	13	a	5	No
England ⁴	6	5	190	5	Yes	3	11	190	5	Yes
Estonia	6	7	175	5	Yes	3	13	175	5	Yes
Finland	6	7	187	5	Yes	3	13	187	5	Yes
France	5	6	162	5	No	4	11	162	5	No
Germany ^{3, 5}	4	6	188	5	No	5	10	188	5	No
Greece	6	6	171	5	No	3	12	152	5	No
Hungary	4	6	181	5	No	4	10	181	5	No
Iceland	7	6	170	5	Yes	3	13	170	5	Yes
Ireland	6	6	183	5	No	3	12	167	5	No
Israel	6	6	223	6	No	3	12	214	6	Yes
Italy	5	6	200	5	No	3	11	200	6	No
Japan	6	6	201	5	No	3	12	202	5	No
Korea	6	6	190	5	Yes	3	12	190	5	Yes
Luxembourg	6	6	180	5	Yes	3	12	169	5	No
Mexico	6	6	200	5	No	3	12	200	5	No
Netherlands ⁶	6	6	m	5	Yes	3	12	m	5	Yes
New Zealand	6	5	193	5	m	4	11	192	5	m
Norway	7	6	190	5	Yes	3	13	190	5	Yes
Poland ⁷	6	7	182	5	Yes	3	13	180	5	Yes
Portugal	6	6	179	5	No	3	12	178	5	No
Scotland ⁴	7	5	190	5	Yes	3	12	190	5	Yes
Slovak Republic	4	6	187	5	Yes	5	10	187	5	Yes
Slovenia	6	6	190	5	No	3	12	185	5	No
Spain	6	6	175	5	No	4	12	175	5	No
Sweden	6	7	178	5	Yes	3	13	178	5	Yes
Switzerland	6	6	189	5	m	3	12	189	5	m
Turkey	4	6	180	5	No	4	10	180	5	No
United States	6	6	180	5	m	3	12	180	5	m
OECD average ⁴	6	6	185	5	~	3	12	183	5	~
EU21 average ⁴	6	6	182	5	~	3	12	179	5	~
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	5	6	200	5	m	4	11	200	5	m
China	m	m	m	m	m	m	m	m	m	m
Colombia	5	6	200	5	m	4	11	200	5	m
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Latvia	6	7	169	5	No	3	13	173	5	No
Russian Federation	4	7	169	5	No	5	11	175	5	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).

- Refers to full-time compulsory education and excludes pre-primary education, even if compulsory.
- It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.
- Year of reference 2014.
- England and Scotland are not included in the averages.
- Excludes the last year of compulsory education, which can be classified at either the lower secondary or the upper secondary level.
- The number of grades in lower secondary education is three or four, depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.
- In the 2014/15 school year, primary education was compulsory for 6-year-old children born in the first semester of 2008.

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/10.1787/888933286104>

Table D1.3b. **Instruction time per subject in general lower secondary education (2015)**

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	x(16)	x(16)	8	4	x(4)	x(11)	4	x(11)	x(16)	x(16)	18	22	100	m
Austria	14	13	12	11	12	n	11	12	7	x(17)	n	8	n	a	n	a	100	m
Belgium (Fl.) ²	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	6	a	x(14)	a	a	73	n	20	100	a
Belgium (Fr.) ²	17	14	9	13	13	a	9	3	6	m	3	m	x(15)	n	x(16)	13	100	m
Canada	20	15	9	13	6	a	10	6	2	a	3	1	1	2	1	11	100	1
Chile ³	16	16	11	11	8	x(16)	5	8	5	x(16)	3	x(16)	3	a	a	15	100	a
Czech Republic	12	12	17	9	10	5	8	8	x(13)	1	2	x(11)	x(16)	a	x(16)	15	100	m
Denmark	19	13	14	8	8	8	5	x(15)	2	x(15)	x(15)	2	15	a	5	n	100	7
England ⁴	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	x(14)	a	a	a
Estonia	13	14	21	11	10	10	6	6	x(16)	x(16)	5	a	a	a	a	4	100	a
Finland	12	12	16	8	9	7	9	9	4	a	a	a	6	4	a	5	100	7
France	15	14	10	11	12	5	12	7	x(4)	x(11)	6	x(15)	3	n	4	1	100	10
Germany ³	13	12	11	11	12	6	9	9	5	1	2	2	1	a	7	a	100	a
Greece	26	11	10	12	6	6	7	6	6	3	2	5	a	a	a	1	100	n
Hungary	14	12	12	11	11	a	16	7	3	3	3	a	3	a	a	5	100	a
Iceland	14	14	8	8	x(14)	x(14)	8	8	x(4)	2	a	x(8)	x(15)	19	20	a	100	a
Ireland ^{5, 6}	12	12	x(15)	17	x(15)	x(15)	7	x(15)	2	x(15)	x(15)	x(15)	x(14)	10	40	m	100	a
Israel	17	14	14	15	11	9	5	x(16)	9	x(3)	x(3)	1	n	3	n	2	100	n
Italy	33	20	x(2)	x(1)	10	7	7	13	3	a	7	a	a	n	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	15	10	a	8	8	x(4)	x(12)	x(12)	x(3)	9	a	x(16)	6	100	a
Luxembourg ⁶	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	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	14	x(5)	12	4	x(18)	2	2	a	4	a	a	13	100	8
Portugal	13	13	18	14	8	8	7	7	x(18)	2	n	a	n	a	a	9	100	3
Scotland ⁴	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	a	a	a	a	a
Slovak Republic	16	13	10	10	10	3	7	5	3	1	x(16)	1	x(16)	a	x(16)	21	100	a
Slovenia	13	13	17	15	11	x(15)	9	8	x(4)	x(17)	4	a	2	a	7	a	100	19
Spain	16	12	8	11	11	n	7	7	x(15)	x(11)	5	a	3	a	18	a	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	m	m	m	m	m
Turkey	16	14	11	8	10	a	6	6	6	3	3	1	a	a	17	a	100	a
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD average ⁴	14	12	11	10	9	4	7	6	4	1	3	1	2	6	5	5	100	2
EU21 average ⁴	14	11	11	10	9	4	7	6	4	1	2	1	2	8	4	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
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
Latvia	15	16	10	14	9	9	6	6	a	1	a	4	3	a	a	10	100	m
Russian Federation	15	15	16	8	9	a	6	5	a	2	4	1	a	20	m	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. The intended instruction times 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. It is compulsory for students to attend full-time education up to the age of 15 or 16. However, those in general education must continue until they are 18.

3. Year of reference 2014.


4. England and Scotland are not included in the averages.

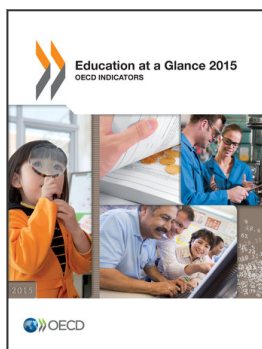
5. Actual instruction time.

6. 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.

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