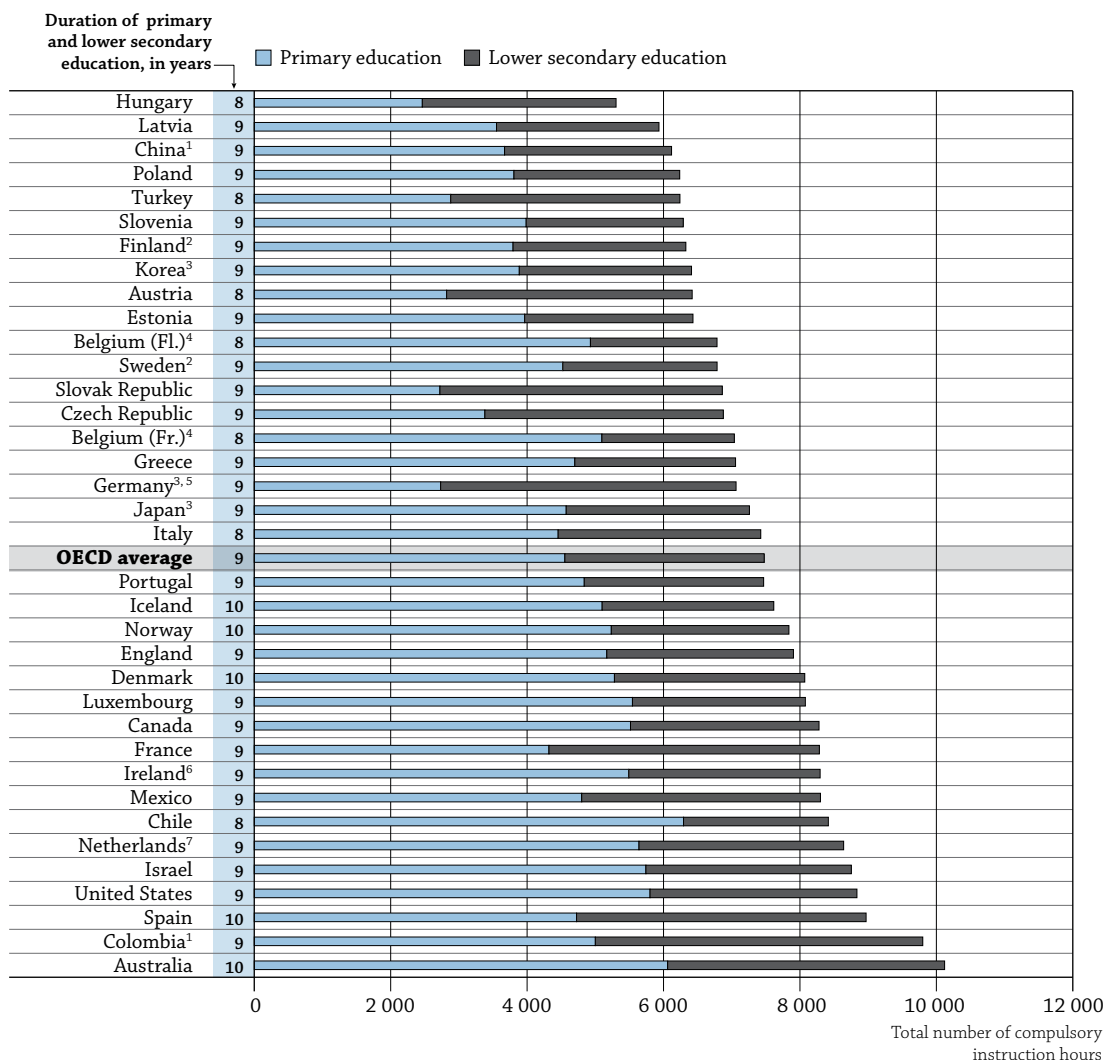


HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

- Students in OECD countries receive an average of 7 475 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 45% of compulsory instruction time for primary school students; instruction in reading, writing and literature, first and other foreign languages, and mathematics represents 39% of compulsory instruction time for lower secondary school students.

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



1. Year of reference 2012.

2. Estimated number of hours by level of education as the allocation of instruction time across multiple grades is flexible.

3. Year of reference 2013.

4. 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.

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

6. Actual instruction time for lower secondary education.

7. The number of grades in lower secondary education is 3 or 4 years depending on the track.

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/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933119625>

■ 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 instruction 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 794 hours per year**; lower secondary students receive an average of 111 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 the Czech Republic, Finland, Ireland and Japan to 33% in Italy.**
- In OECD countries, **an average of 14% (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 4% 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 and, in other countries, the workload is distributed evenly over a greater number of years.

In about three-quarters of countries with available data, students start primary education at the age of 6. However, in Estonia, Finland, Latvia, Poland and Sweden students do not start until age 7. Only in Australia, England 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 Slovak Republic. In slightly more than half of 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 China (primary and lower secondary), France (primary), Greece (lower secondary), Iceland (primary and lower secondary), Ireland (lower secondary), Latvia (primary) and Luxembourg (lower secondary) 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 4 553 hours of instruction during primary school and an average of 2 922 hours during lower secondary education. While the average total compulsory instruction time for primary and lower secondary students in OECD countries is 7 475 hours, formal instruction-time requirements range from 5 304 hours in Hungary to 10 120 hours in Australia (Table D1.1).

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).

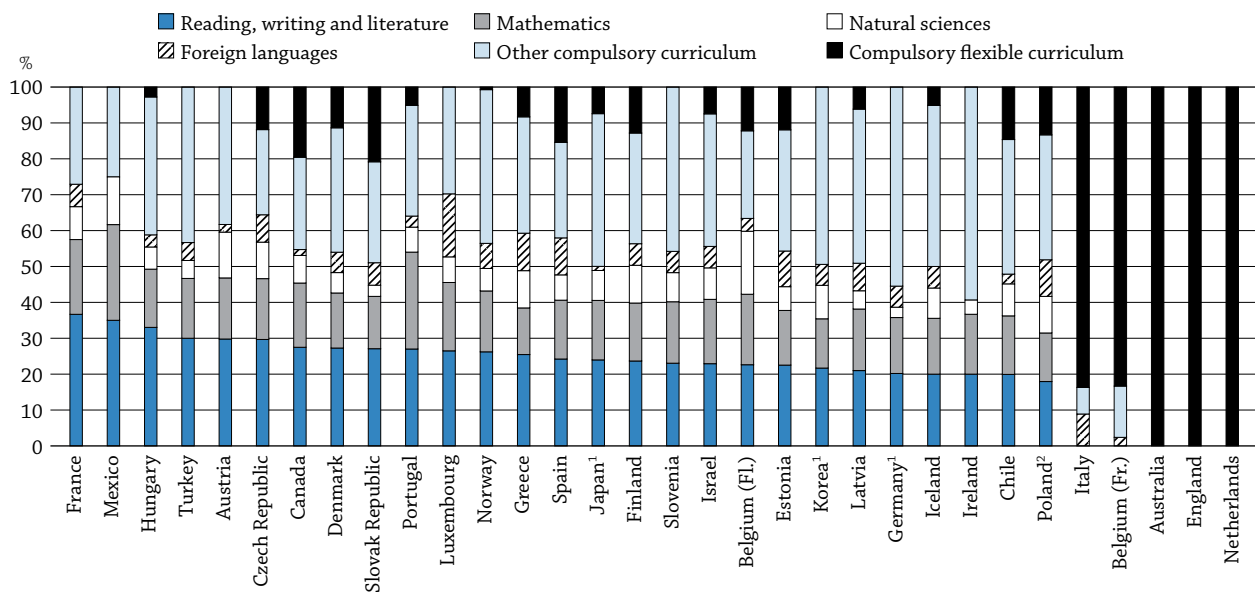
Intended instruction time

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

Intended instruction time is fully compulsory, i.e. intended and compulsory instruction time are of the same length, in primary and lower secondary education in about three-quarters of countries with available data. However, in Finland, Greece, Poland, Portugal and Slovenia, the total intended instruction time in primary and lower secondary education is at least 5% longer than the compulsory instruction time.

Instruction time per subject

Primary students spend an average of 45% of the compulsory curriculum 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. Foreign languages, religion/ethics/moral education, information and communication technologies (ICT), technology, practical and vocational skills, and other subjects make up the remainder (16%) 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 (2014)*As a percentage of total compulsory instruction time*

1. Year of reference 2013.

2. Excludes the first three years of primary education where 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/edu/eag.htm).

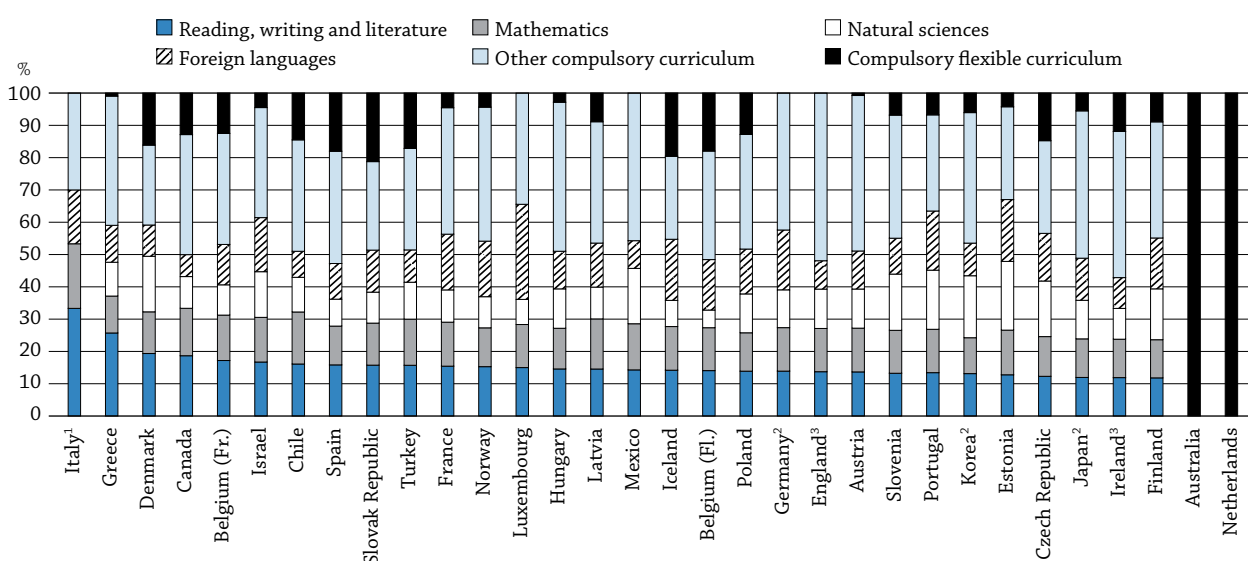
StatLink  <http://dx.doi.org/10.1787/888933119644>

On average, the largest portion of the primary school curriculum is devoted to reading, writing and literature, but the size of that portion differs widely. For example, in Chile, Germany, Iceland, Ireland, and Poland, reading, writing and literature accounts for 20% or less of compulsory instruction time while in France and Mexico, it accounts for 35% or more of compulsory instruction time. The variations between countries in the time spent learning mathematics and arts are also very large. In Greece, Korea and Poland mathematics accounts for 14% or less of instruction time; In Mexico and Portugal, it accounts for 27% of instruction time. In Israel and Mexico, arts education accounts for 5% of instruction time, while in Estonia, Germany, Iceland, Norway and Slovenia, it accounts for 15% or more of compulsory instruction time. In Finland, arts education accounts for at least 13% of compulsory instruction time but schools must also allocate additional flexible time to arts, music or crafts.

At the lower secondary level, an average of 39% of the compulsory curriculum is composed of three subjects: reading, writing and literature (14%), first and other foreign 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 (7%), these seven study areas form the major part of the curriculum for this age group in all OECD and partner countries where instruction time per subject is specified. Religion/ethics/moral education, ICT, technology, practical and vocational skills, and other subjects make up the remainder (12%) of the non-flexible compulsory curriculum for students at this level of education (Table D1.3b and Chart D1.2b).

There is a significant shift in the allocation of time from primary to lower secondary schooling. Instruction in reading, writing and literature drops from 22% of the compulsory curriculum 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 foreign languages (first and others) climbs from 5% to 13%. Instruction in foreign languages accounts for the largest share of the compulsory core curriculum at the lower secondary level in Belgium (Flemish Community), Finland (together with natural sciences), France, Germany, Iceland, Israel (together with reading, writing and literature), Japan, Luxembourg, Norway, Poland (together with reading, writing and literature) and Portugal (together with natural sciences) (Tables D1.3a and b).

Chart D1.2b. Instruction time per subject in lower secondary education (2014)
As a percentage of total compulsory instruction time



1. Natural sciences included in mathematics.
 2. Year of reference 2013.
 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/edu/eag.htm).
 StatLink <http://dx.doi.org/10.1787/888933119663>

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 the Czech Republic, Finland, Ireland and Japan, while it accounts for more than 25% of compulsory instruction time in Greece and Italy. In Canada, England and Greece, instruction in a first foreign 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 the countries with available data, studying a second foreign 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; for 11-year-olds, 17% of instruction time is devoted to these subjects, and for 15-year-olds, 12% of instruction time is devoted to them. By contrast, whereas an average of 2% of instruction time for 7-year-olds is devoted to foreign languages, 9% of instruction time for 11-year-olds is spent studying a first foreign language and 2% studying other foreign languages, and 10% and 4% of instruction time for 15-year-olds is devoted to the first and other foreign languages respectively (Tables D1.5b, f and j, available on line).

Flexibility in the curriculum

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

In about one-third of countries with available data, the allocation of instruction time across grades is flexible, i.e. instruction time for a specific subject is defined for a certain number of grades, or even the whole of compulsory education, without specifying the time to be allocated to each grade. In such cases, schools/local authorities are free to decide how much time should be allocated for each grade (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 14% 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 (French Community) and Italy, compulsory subjects within a flexible timetable account for around 85% of instruction time at the primary level and up to 100% in Australia, England and the Netherlands. This is also the case in Denmark for the first year of primary education. At the lower secondary level, Australia and the Netherlands also 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.

Flexibility in the choice of subjects is less common across OECD countries than flexibility in the allocation of instruction time across compulsory subjects. On average, 4% of compulsory instruction time is allocated to subjects chosen by schools at the primary level. At the lower secondary level, 4% 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, in Belgium (Flemish Community, primary level), Chile, the Czech Republic, Estonia (primary level), Ireland (lower secondary 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 Iceland, Spain and Turkey, at least 17% of the compulsory instruction time is allocated to subjects chosen by lower secondary students (Tables D1.3a and b).

Non-compulsory instruction time

Among OECD countries, the non-compulsory part of the curriculum accounts for an average of 4% of the total compulsory instruction time at the primary level, and 2% at the lower secondary level. 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 36% in Greece and 23% in Portugal. At the lower secondary level, non-compulsory instruction time accounts for 13% of the total compulsory instruction time in Slovenia and 10% in France (Tables D1.3a and b).

Box D1.1. Extracurricular activities at school

Intended instruction time only captures the time spent by students in formal classroom settings. 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. For example, this is the case at the primary and/or the lower secondary level, in France, Poland and Slovenia. In Hungary, not only do primary and lower secondary schools have to organise extracurricular activities until 4 pm, but students are also 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 18 of 36 countries with available data, additional payments are offered to teachers 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 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 refer to the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). It is compulsory for the school to offer one of these subjects and students must attend it.

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

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

Flexible allocation of instruction time across multiple grades refers to the case 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 number of 60-minute hours per school year 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 2013 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 2013/14.

In the previous editions of *Education at a Glance*, data on instruction time used to be collected with another survey using a different scope, methodology and definitions than the 2013 Joint Eurydice-OECD Instruction time data collection. As a consequence, data on instruction time are not comparable with the figures published in the 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 by the number of grades.

Notes on definitions and methodologies for each country are provided in Annex 3, available at www.oecd.org/edu/eag.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.

References

OECD (2011), *Education at a Glance 2011: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2011-en>.

OECD (2007), *Education at a Glance 2007: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2007-en>.

Tables of Indicator D1

StatLink  <http://dx.doi.org/10.1787/888933119530>

Table D1.1 Instruction time in compulsory general education (2014)

Table D1.2 Organisation of compulsory general education (2014)

Table D1.3a Instruction time per subject in primary education (2014)

Table D1.3b Instruction time per subject in lower secondary education (2014)

WEB **Table D1.4** Instruction time in compulsory general education, by age (2014)

WEB **Table D1.5a** Instruction time per subject for 6-year-olds (2014)

WEB **Table D1.5b** Instruction time per subject for 7-year-olds (2014)

WEB **Table D1.5c** Instruction time per subject for 8-year-olds (2014)

WEB **Table D1.5d** Instruction time per subject for 9-year-olds (2014)

WEB **Table D1.5e** Instruction time per subject for 10-year-olds (2014)

WEB **Table D1.5f** Instruction time per subject for 11-year-olds (2014)

WEB **Table D1.5g** Instruction time per subject for 12-year-olds (2014)

WEB **Table D1.5h** Instruction time per subject for 13-year-olds (2014)

WEB **Table D1.5i** Instruction time per subject for 14-year-olds (2014)

WEB **Table D1.5j** Instruction time per subject for 15-year-olds (2014)

WEB **Table D1.5k** Instruction time per subject for 16-year-olds (2014)

WEB **Table D1.5l** Instruction time per subject for 17-year-olds (2014)

Table D1.1. [1/2] **Instruction time in compulsory general education¹ (2014)**

By level of education, in public institutions

	Primary education							Lower secondary education				
	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)
OECD	Australia	6	1 010	m	m	6 060	m	m	4	1 015	m	m
	Austria	4	705	m	m	2 820	m	m	4	900	m	m
	Belgium (Fl.) ²	6	821	n	821	4 928	n	4 928	2	928	n	928
	Belgium (Fr.) ²	6	849	m	m	5 096	m	m	2	971	m	m
	Canada	6	919	n	919	5 515	n	5 515	3	921	3	924
	Chile	6	1 049	a	1 049	6 293	a	6 293	2	1 062	a	1 062
	Czech Republic	5	676	m	m	3 381	m	m	4	874	m	m
	Denmark	7	754	a	754	5 280	a	5 280	3	930	a	930
	England	6	861	m	m	5 168	m	m	3	912	n	912
	Estonia	6	661	a	661	3 964	a	3 964	3	823	a	823
	Finland ³	6	632	29	661	3 794	171	3 965	3	844	57	901
	France	5	864	n	864	4 320	n	4 320	4	991	99	1 090
	Germany ^{4, 5}	4	683	a	683	2 732	a	2 732	5	866	a	866
	Greece	6	783	282	1 065	4 699	1 690	6 390	3	785	n	785
	Hungary	4	616	a	616	2 464	a	2 464	4	710	a	710
	Iceland	7	729	a	729	5 100	a	5 100	3	839	a	839
	Ireland ⁶	6	915	a	915	5 490	a	5 490	3	935	a	935
	Israel	6	957	n	957	5 741	n	5 741	3	1 004	n	1 004
	Italy	5	891	a	891	4 455	a	4 455	3	990	a	990
	Japan ⁴	6	762	m	m	4 573	m	m	3	895	m	m
	Korea ⁴	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	800	a	800	4 800	a	4 800	3	1 167	a	1 167
	Netherlands ⁷	6	940	m	m	5 640	m	m	3	1 000	m	m
	New Zealand	m	m	m	m	m	m	m	m	m	m	m
	Norway	7	748	a	748	5 234	a	5 234	3	868	a	868
	Poland	6	635	58	693	3 807	348	4 155	3	810	64	874
	Portugal	6	806	189	995	4 838	1 133	5 971	3	877	27	903
	Scotland ⁸	7	a	a	a	a	a	a	3	a	a	a
	Slovak Republic	4	680	a	680	2 722	a	2 722	5	828	a	828
	Slovenia	6	664	79	743	3 986	473	4 459	3	767	102	869
	Spain	6	787	a	787	4 725	a	4 725	4	1 061	a	1 061
	Sweden ³	6	754	m	m	4 523	m	m	3	754	m	m
	Switzerland	m	m	m	m	m	m	m	m	m	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 average⁸	6	794	26	~	4 553	159	~	3	905	14	~
	EU21 average⁸	6	768	40	~	4 290	238	~	3	882	21	~
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m
	Brazil ⁸	5	m	m	m	m	m	m	4	m	m	m
	China ⁹	6	612	m	m	3 669	m	m	3	816	m	m
	Colombia ⁹	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	592	m	m	3 551	m	m	3	794	m	m
	Russian Federation	m	m	m	m	m	m	m	m	m	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 average⁸	6	811	m	m	4 488	m	m	3	939	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. Estimated number of hours by level of education, as the allocation of instruction time across multiple grades is flexible.

4. Year of reference 2013.

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

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

7. The number of grades in lower secondary education is 3 or 4 years depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

8. Brazil and Scotland are not included in the averages.

9. Year of reference 2012.

 Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurydice. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


 StatLink  <http://dx.doi.org/10.1787/888933119549>

Table D1.1. [2/2] **Instruction time in compulsory general education¹ (2014)**

By level of education, in public institutions

	Lower secondary education				Primary and lower secondary education			
	Total number of hours			Theoretical duration in years	Total number of hours			
	Compulsory instruction time	Non-compulsory instruction time	Intended instruction time		Compulsory instruction time	Non-compulsory instruction time	Intended instruction time	
	(12)	(13)	(14)=(12)+(13)		(16)	(17)	(18)	
OECD								
Australia	4 060	m	m	10	10 120	m	m	
Austria	3 600	m	m	8	6 420	m	m	
Belgium (Fl.) ²	1 856	n	1 856	8	6 784	n	6 784	
Belgium (Fr.) ²	1 941	m	m	8	7 037	m	m	
Canada	2 764	8	2 772	9	8 279	8	8 287	
Chile	2 123	a	2 123	8	8 416	a	8 416	
Czech Republic	3 495	m	m	9	6 876	m	m	
Denmark	2 790	a	2 790	10	8 070	a	8 070	
England	2 736	n	2 736	9	7 904	m	m	
Estonia	2 468	a	2 468	9	6 431	a	6 431	
Finland ³	2 533	171	2 704	9	6 327	342	6 669	
France	3 964	396	4 360	9	8 284	396	8 680	
Germany ^{4, 5}	4 331	a	4 331	9	7 063	a	7 063	
Greece	2 356	n	2 356	9	7 055	1 690	8 746	
Hungary	2 840	a	2 840	8	5 304	a	5 304	
Iceland	2 516	a	2 516	10	7 616	a	7 616	
Ireland ⁶	2 806	a	2 806	9	8 296	a	8 296	
Israel	3 011	n	3 011	9	8 752	n	8 752	
Italy	2 970	a	2 970	8	7 425	a	7 425	
Japan ⁴	2 686	m	m	9	7 259	m	m	
Korea ⁴	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	8 300	a	8 300	
Netherlands ⁷	3 000	m	m	9	8 640	m	m	
New Zealand	m	m	m	m	m	m	m	
Norway	2 604	a	2 604	10	7 838	a	7 838	
Poland	2 430	193	2 623	9	6 237	541	6 778	
Portugal	2 630	80	2 710	9	7 467	1 214	8 681	
Scotland ⁸	a	a	a	10	a	a	a	
Slovak Republic	4 139	a	4 139	9	6 861	a	6 861	
Slovenia	2 302	306	2 608	9	6 288	779	7 067	
Spain	4 245	a	4 245	10	8 969	a	8 969	
Sweden ³	2 262	m	m	9	6 785	m	m	
Switzerland	m	m	m	m	m	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 ⁸	2 922	46	~	9	7 475	207	~	
EU21 average ⁸	2 919	67	~	9	7 209	310	~	
Partners								
Argentina	m	m	m	m	m	m	m	
Brazil ⁸	m	m	m	m	m	m	m	
China ⁹	2 448	m	m	9	6 117	m	m	
Colombia ⁹	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	5 933	m	m	
Russian Federation	m	m	m	m	m	m	m	
Saudi Arabia	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	
G20 average ⁸	3 198	m	m	m	7 686	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. Estimated number of hours by level of education, as the allocation of instruction time across multiple grades is flexible.

4. Year of reference 2013.

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

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

7. The number of grades in lower secondary education is 3 or 4 years depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

8. Brazil and Scotland are not included in the averages.

9. Year of reference 2012.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurydice. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933119549>

Table D1.2. **Organisation of compulsory general education¹ (2014)**

By level of education, in public institutions

	Primary education					Lower secondary education				
	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	197	5	No	4	11	197	5	No
Austria	4	6	180	5	No	4	10	180	5	No
Belgium (Fl.) ²	6	6	176	5	No	2	12	174	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	6	6	190	5	No	2	12	190	5	No
Czech Republic	5	6	191	5	Yes	4	11	191	5	Yes
Denmark	7	6	a	5	No	3	13	a	5	No
England	6	5	190	5	No	3	11	190	5	No
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	4.5	No	4	11	180	5	No
Germany ^{3, 4}	4	6	180	5	No	5	10	180	5	No
Greece	6	6	171	5	No	3	12	152	5	No
Hungary	4	6	180	5	No	4	10	180	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	219	6	No	3	12	210	6	Yes
Italy	5	6	200	5	No	3	11	200	6	No
Japan ³	6	6	200	5	No	3	12	200	5	No
Korea ³	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 ⁵	6	6	m	5	Yes	3	12	m	5	Yes
New Zealand	m	m	m	m	m	m	m	m	m	m
Norway	7	6	190	5	Yes	3	13	190	5	Yes
Poland	6	7	181	5	Yes	3	13	179	5	Yes
Portugal	6	6	179	5	No	3	12	178	5	No
Scotland	7	5	190	5	Yes	3	12	190	5	Yes
Slovak Republic	4	6	189	5	Yes	5	10	189	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	m	m	m	m	m	m	m	m	m	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	6	6	185	5	-	3	12	183	5	-
EU21 average	6	6	182	5	-	3	12	180	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 ⁶	6	6	160	5	m	3	12	160	5	m
Colombia ⁶	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	m	m	m	m	m	m	m	m	m	m
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	6	6	187	5	-	3	11	188	5	-

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. 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 2013.

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

5. The number of grades in lower secondary education is 3 or 4 years depending on the track. The 4th year of pre-vocational secondary education (VMBO) was excluded from the calculation.

6. Year of reference 2012.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurydice. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933119568>

Table D1.3a. Instruction time per subject in primary education (2014)*As a percentage of total compulsory instruction time*

	Reading, writing and literature	Mathematics	Natural sciences	Social studies	First foreign language	Other foreign 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	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	100	x(14)	x(14)	100	m
Austria	30	17	13	x(3)	2	n	11	9	9	n	x(3)	6	4	a	n	a	100	m
Belgium (Fl.) ¹	23	20	18	x(3)	4	n	7	10	7	n	n	n	n	n	n	12	100	n
Belgium (Fr.) ¹	x(14)	x(14)	x(14)	x(14)	2	n	7	x(14)	7	n	x(14)	a	n	83	n	n	100	m
Canada	27	18	8	7	2	n	10	7	n	n	n	n	1	16	n	3	100	n
Chile	20	16	9	9	3	x(16)	9	10	5	x(16)	3	x(16)	2	a	n	15	100	a
Czech Republic	30	17	10	x(3)	8	n	8	10	x(13)	1	4	x(11)	x(16)	a	x(16)	12	100	m
Denmark	27	15	6	4	6	n	8	10	5	n	n	6	3	11	n	n	100	a
England	x(14)	x(14)	x(14)	x(14)	n	a	x(14)	x(14)	x(14)	x(14)	x(14)	n	n	100	n	a	100	m
Estonia	23	15	7	5	8	2	11	15	x(16)	x(16)	3	a	a	a	a	12	100	a
Finland	24	16	11	2	6	n	10	13	5	a	a	a	n	6	a	7	100	5
France	37	21	9	5	6	n	13	9	x(17)	x(3)	x(3)	n	n	n	n	n	100	n
Germany ²	20	16	3	4	6	n	12	15	8	x(11)	1	n	16	a	n	a	100	a
Greece	25	13	10	7	8	2	8	10	4	3	n	n	a	a	a	8	100	36
Hungary	33	16	6	n	3	n	18	14	1	1	4	a	n	a	a	3	100	a
Iceland	20	16	8	13	6	x(5)	9	19	x(4)	3	a	x(8)	x(15)	n	5	a	100	a
Ireland ³	20	17	4	8	n	a	4	12	10	x(17)	x(3)	n	25	a	a	m	100	a
Israel	23	18	9	8	6	n	6	5	11	n	x(3)	4	2	n	n	7	100	n
Italy	x(14)	x(14)	x(14)	x(14)	9	n	x(14)	x(14)	7	n	x(14)	a	n	84	a	a	100	a
Japan ²	24	17	8	8	1	a	10	12	3	a	n	a	10	7	n	m	100	m
Korea ²	22	14	9	9	6	n	7	9	x(4)	x(13)	x(12)	x(3)	24	n	n	n	100	a
Luxembourg	26	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	n	n	n	n	n	a	a	100	a
Netherlands	x(14)	x(14)	x(14)	x(14)	x(14)	n	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	26	17	6	7	7	n	11	15	8	a	a	2	a	a	n	1	100	a
Poland ⁴	18	14	10	5	10	n	14	7	x(18)	3	3	a	3	n	a	13	100	9
Portugal	27	27	7	8	3	n	8	9	x(18)	x(18)	2	a	4	a	n	5	100	23
Scotland ⁵	x(14)	x(14)	x(14)	x(14)	x(14)	n	x(14)	x(14)	x(14)	x(14)	x(14)	n	n	a	a	a	a	a
Slovak Republic	27	15	3	3	6	x(16)	8	8	4	3	n	1	x(16)	a	x(16)	21	100	a
Slovenia	23	17	8	7	6	n	15	16	x(4)	x(17)	6	2	1	a	n	a	100	12
Spain	24	16	7	8	10	n	9	9	x(15)	n	n	a	n	a	7	9	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	30	17	5	13	5	n	14	7	2	n	n	1	7	a	n	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 ⁵	22	15	7	6	4	1	8	9	5	1	1	1	3	14	n	4	100	4
EU21 average ⁵	21	14	7	4	5	1	8	9	5	1	1	1	3	15	n	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	m	m	m	m	m	m	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
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	21	17	5	6	7	1	8	12	2	1	a	4	11	a	a	6	100	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	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. 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.

2. Year of reference 2013.

3. The second language of the school (either Irish or English) is included in "Other".

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

5. Scotland is not included in the averages.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurydice. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933119587>

Table D1.3b. **Instruction time per subject in lower secondary education (2014)**

As a percentage of total compulsory instruction time

	Reading, writing and literature	Mathematics	Natural sciences	Social studies	First foreign language	Other foreign 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	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	x(14)	100	x(14)	x(14)	100	m
Austria	14	14	12	11	12	n	11	12	7	n	n	7	n	a	1	a	100	m
Belgium (Fl.) ¹	14	13	5	9	9	6	6	5	6	x(15)	6	x(15)	x(15)	n	9	9	100	n
Belgium (Fr.) ¹	17	14	9	13	13	n	9	3	6	m	3	a	x(15)	n	13	n	100	m
Canada	19	15	10	13	7	n	10	8	1	n	3	1	2	4	1	8	100	n
Chile	16	16	11	11	8	x(16)	5	8	5	x(16)	3	x(16)	3	a	n	14	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	17	10	10	x(15)	6	x(15)	2	x(15)	x(15)	3	3	n	12	4	100	a
England ²	14	13	12	14	5	4	9	11	4	4	8	n	3	a	a	a	100	n
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	14	13	12	11	19	x(5)	9	10	6	x(11)	3	2	1	a	n	a	100	a
Greece	26	11	10	12	6	6	7	6	6	3	2	5	a	a	a	1	100	n
Hungary	15	13	12	13	12	n	15	8	2	3	3	a	2	a	a	3	100	a
Iceland	14	14	8	8	19	x(5)	8	8	x(4)	2	a	x(8)	x(15)	n	20	a	100	a
Ireland ²	12	12	10	17	10	m	7	m	7	5	m	m	10	m	m	12	100	a
Israel	17	14	14	15	11	6	5	x(16)	9	x(3)	x(3)	1	4	3	n	2	100	n
Italy	33	20	x(2)	x(1)	10	7	7	13	3	n	7	a	n	n	a	a	100	a
Japan ³	12	12	12	11	13	a	10	7	3	a	3	a	12	6	n	m	100	m
Korea ³	13	11	19	15	10	n	8	8	x(4)	x(12)	x(12)	x(3)	9	n	x(16)	6	100	a
Luxembourg	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	n	9	n	6	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	10	11	9	9	9	9	6	a	a	7	a	a	4	n	100	a
Poland	14	12	12	12	14	x(5)	12	4	x(18)	2	2	a	4	n	a	13	100	8
Portugal	13	13	18	15	9	9	7	6	x(18)	2	n	a	n	a	n	7	100	3
Scotland ⁴	x(14)	x(14)	x(14)	x(14)	x(14)	n	x(14)	x(14)	x(14)	x(14)	x(14)	n	n	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	n	2	a	7	a	100	13
Spain	16	12	8	12	11	n	7	7	1	x(11)	5	a	3	a	18	n	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	n	6	6	6	3	3	1	n	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	10	4	7	7	4	1	3	1	3	6	4	4	100	2
EU21 average ⁴	14	12	11	11	10	4	8	7	4	2	3	1	2	5	3	4	100	2
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	n	m	m	m	m	m	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
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	8	6	6	6	n	1	a	4	8	a	a	9	100	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	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. 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.


2. Actual instruction time.

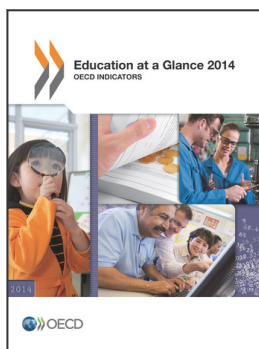
3. Year of reference 2013.

4. Scotland is not included in the averages.

 Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurydice. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

 StatLink  <http://dx.doi.org/10.1787/888933119606>



From:
Education at a Glance 2014
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2014-en>

Please cite this chapter as:

OECD (2014), "Indicator D1 How much time do students spend in the classroom?", in *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2014-29-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.