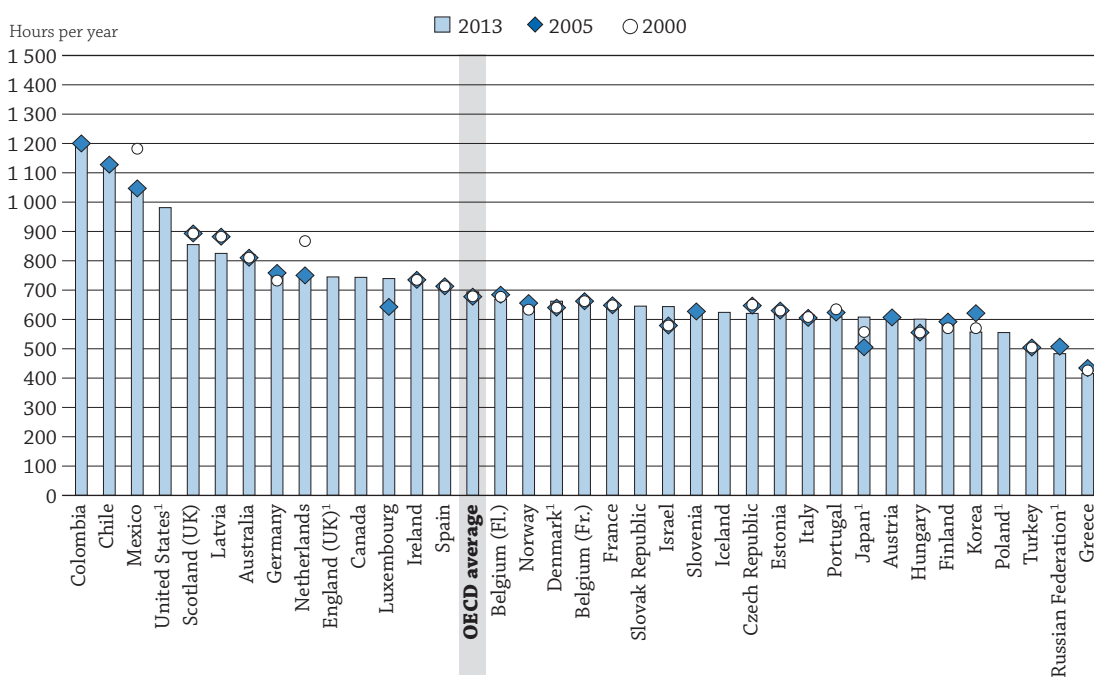


HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- Public school teachers teach an average of 1 005 hours per year at the pre-primary level, 772 hours at the primary level, 694 hours at the lower secondary level, and 643 hours at the upper secondary level of education.
- In the majority of countries with available data, the amount of teaching time in primary, lower secondary and upper secondary education remained largely unchanged between 2000 and 2013.

Chart D4.1. Number of teaching hours per year in general lower secondary education, in 2000, 2005 and 2013

Net statutory contact time in public institutions



1. Actual teaching time.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education in 2013.

Source: OECD, Table D4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284491>

Context

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

The proportion of statutory working time spent teaching provides information on the amount of time available for non-teaching activities such as lesson preparation, correction, in-service training and staff meetings. A large proportion of statutory working time spent teaching may indicate that less time is devoted to tasks such as assessing students and preparing lessons. It also could indicate that teachers have to perform these tasks on their own time and to work more hours than required by statutory working time.

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

■ Other findings

- At all levels of education, the number of teaching hours per year required of the average public school teacher varies considerably across countries and tends to decrease as the level of education increases.
- On average, pre-primary teachers are required to teach about 30% more hours than primary school teachers, but the time during which teachers are required to be working at school, or their total working time, is often more similar for these two levels of education.
- Required teaching time at the pre-primary level in public schools varies more across countries than it does at any other level.
- The average number of teaching hours in public pre-primary schools is 1 005 hours per year, but it ranges from 532 hours per school year in Mexico to 1 792 hours per school year in Sweden.
- Public primary school teachers teach an average of 772 hours per year, but teaching time ranges from less than 570 hours in Greece and the Russian Federation to over 1 000 hours in Chile.
- The number of teaching hours in public lower secondary schools averages 694 hours per year, but ranges from 415 hours in Greece to over 1 000 hours in Chile, Colombia and Mexico.
- Teachers in public upper secondary schools teach an average of 643 hours per year, but ranges from 369 hours in Denmark to over 1 000 hours in Chile and Colombia.
- Most countries regulate the number of working hours per year that teachers are formally required to work, including teaching and non-teaching activities. Some of these countries regulated the specific number of hours required at school; others set the overall working time, including hours at school and elsewhere.

■ Trends

While there has been little change in average teaching hours over the past decade, some countries with available data reported an increase or decrease of 10% or more in teaching time in pre-primary, primary, lower secondary and/or upper secondary education between 2000 and 2013. In Korea, however, net teaching time at the primary level dropped dramatically by more than 20% between 2000 and 2013.

Analysis

Teaching time

At all levels of education, countries vary considerably in the number of teaching hours per year required of the average public school teacher.

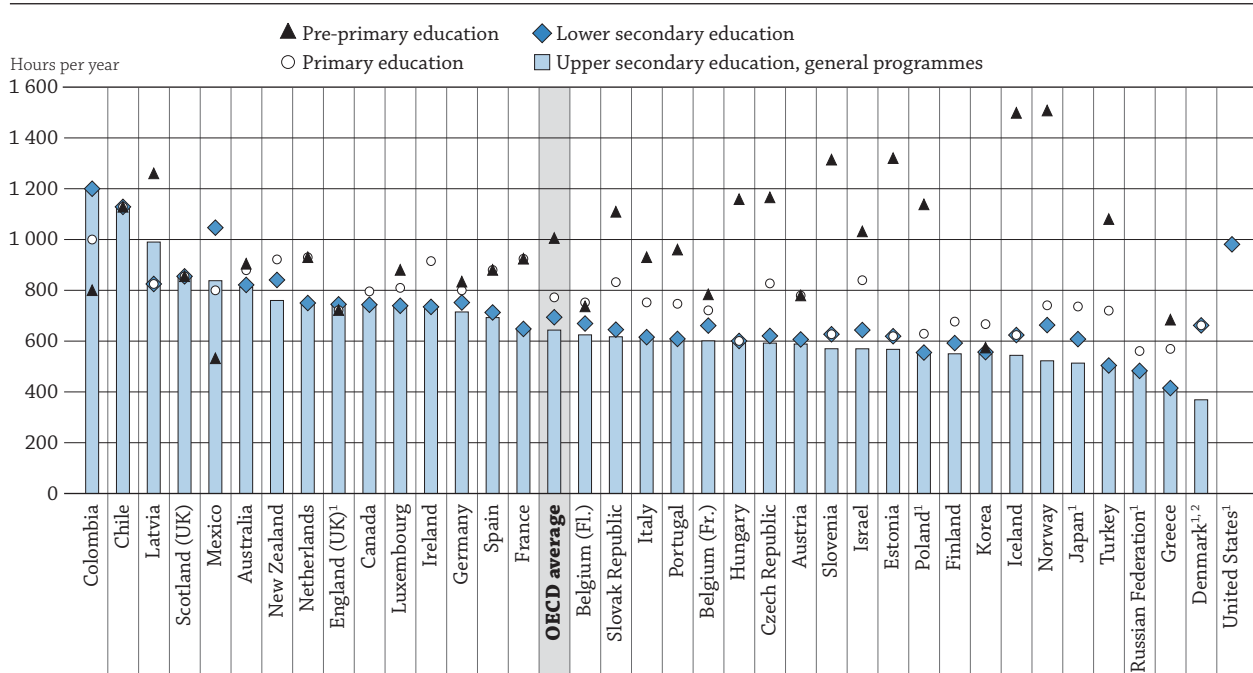
Required teaching time at the pre-primary level in public schools varies more across countries than it does at any other level. The number of teaching days ranges from 144 days in France to 227 in Iceland; annual teaching hours range from less than 700 hours in Greece, Korea and Mexico to more than 1 500 in Norway and Sweden. On average across OECD countries, teachers at this level of education are required to teach 1 005 hours per year, spread over 40 weeks or 191 days of teaching (Table D4.1 and Chart D4.2).

Primary school teachers are required to teach an average of 772 hours per year. In most countries with available data, teachers are required to teach between 3 and 6 hours a day. The exceptions are Chile and France, where teachers teach slightly more than 6 hours per day (5 days per week in Chile and 4.5 in France). There is no set rule on how teaching time is distributed throughout the year. In Spain, for example, primary school teachers must teach 880 hours per year, about 100 hours more than the OECD average. However, those teaching hours are spread over fewer days of instruction than the OECD average because primary school teachers in Spain teach an average of five hours per day compared to the OECD average of 4.22 hours.

Lower secondary school teachers in general programmes teach an average of 694 hours per year. The teaching time at the lower secondary level ranges from less than 600 hours in Finland, Greece, Korea, Poland, the Russian Federation and Turkey to more than 1 000 hours in Chile, Colombia and Mexico.

A teacher of general subjects in upper secondary education has an average teaching load of 643 hours per year. Teaching time exceeds 800 hours in only six countries: Australia, Chile, Colombia, Latvia, Mexico and Scotland. However, in Chile and Scotland, the reported hours refer to the maximum time teachers can be required to teach and not to their typical teaching load. In contrast, teachers are required to teach less than 500 hours per year in Denmark, Greece and the Russian Federation. Teachers in Finland, Greece, Japan, Korea, Norway, the Russian Federation, Slovenia and Turkey teach for three hours or less per day, on average, compared to more than five hours in Chile, Colombia and Latvia.

Chart D4.2. Number of teaching hours per year, by level of education (2013)
Net statutory contact time in public institutions



1. Actual teaching time.

2. Year of reference 2011 for upper secondary education.

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

Source: OECD, Table D4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284507>

Reported teaching time refers to net contact time, excluding periods of time formally allowed for breaks between lessons or groups of lesson and preparation time. The exclusion of these breaks in some countries, but not in others, may explain some of these differences. Variations in how teaching time is reported (minimum, typical or maximum) across countries, may also explain some of these differences.

Differences in teaching time between levels of education

In most countries, teaching time at the upper secondary level is less than at the pre-primary level. The exceptions are Chile and Scotland, where the maximum time teachers can be required to teach is the same, irrespective of the level of education taught, and Colombia, England and Mexico, where secondary school teachers are required to teach more hours than pre-primary school teachers (Table D4.1 and Chart D4.2).

Teaching time requirements vary the most between the pre-primary and primary levels of education. On average, pre-primary school teachers are required to spend almost 30% more time in the classroom than primary school teachers. In Estonia, Iceland, Norway and Slovenia, pre-primary school teachers are required to teach at least twice the amount of time per year as primary school teachers.

In the Czech Republic, France, Greece, Israel and Turkey, primary school teachers have at least 11% more annual teaching time than lower secondary school teachers. In contrast, there is no difference in Chile, Denmark, Estonia, Hungary, Iceland, Latvia, Scotland and Slovenia. Colombia, England and Mexico are the only countries in which the teaching load for primary school teachers is lighter than for lower secondary school teachers.

Teaching time at the lower and upper secondary levels is similar across most countries. However, in Mexico and Norway, the annual required teaching time at the lower secondary level is at least 20% more than at the upper secondary level. This difference amounts to almost 80% in Denmark. In Latvia, the annual required teaching time for upper secondary teachers is about 15% higher than it is for lower secondary teachers.

Actual teaching time

Statutory teaching time, as reported by most of the countries in this indicator, must be distinguished from actual teaching time. Actual teaching time is the annual average number of hours that full-time teachers teach a group or a class of students, including overtime, and thus provides a picture of teachers' actual teaching load.

Only a few countries could report both statutory and actual teaching time, but these data suggest that actual teaching time can sometimes differ from statutory requirements. In Slovenia, for example, lower secondary teachers work around 5% more than the statutory benchmark time, while in Poland, actual teaching time is up to 13% more than statutory requirements. By contrast, in Estonia, actual teaching time is about 5% less than statutory teaching time at the lower secondary level (Chart D4.4, available on line).

It is difficult to determine why there are differences between statutory and actual teaching time. Some of these variations can be the result of overtime due to teacher absenteeism or shortage of teachers. Some may be explained by the nature of the data, as figures on statutory teaching time refer to official requirements and agreements, whereas actual teaching time is based on administrative registers, statistical databases, representative sample surveys or other representative sources.

Trends in teaching time

While there has been little change in average teaching hours over the past decade, some countries with available data reported an increase or decrease of 10% or more in teaching time in pre-primary, primary, lower secondary and/or upper secondary education between 2000 and 2013 (Table D4.2 and Chart D4.1).

At the pre-primary level, there was a 11% increase in teaching time between 2000 and 2013 in Germany, while pre-primary teaching time decreased by 10% in Scotland over the same period.

In Israel and Japan, there was an increase of about 15% in teaching time at the primary level between 2000 and 2013. In Israel, this increase in teaching and working time is part of the "New Horizon" reform that has been gradually implemented since 2008. One of the key measures of this reform was to lengthen teachers' workweek to accommodate small-group teaching in exchange for more generous compensation. Teachers' working time was increased from 30 to 36 hours per week and now includes five hours of small-group teaching in primary schools. To compensate, salaries have been raised substantially (see Indicator D3).

Upper secondary school teachers in Iceland were required to teach 20% more in 2005 than in 2000, then, between 2005 and 2013, their teaching time was reduced slightly from 560 to 544 hours per year. Secondary school teachers in Luxembourg were required to teach 15% more hours in 2013 than in 2005; and teaching time for secondary teachers in Japan increased by around 20% during the same period.

By contrast, net teaching time dropped by around 25% between 2000 and 2013 in Korea at primary level and by 10% or more in Mexico (lower secondary level), the Netherlands (lower and upper secondary levels), Scotland (pre-primary and primary levels) and Turkey (upper secondary level). In Scotland, the decrease in teaching time for primary teachers was part of the Teachers' Agreement, "A teaching profession for the 21st century", which introduced a 35-hour working week for all teachers and a phased reduction of maximum teaching time to 22.5 hours per week for primary, secondary and special school teachers in 2001. However, even with this decrease of net contact time, the maximum time teachers at these levels in Scotland can be required to teach is more than the OECD average teaching time.

In Turkey, the reduction in teaching and working time for upper secondary teachers in 2013 is related to shorter classes in ISCED 3. General upper secondary classes were cut from 45 to 40 minutes in 2013. As a result, teachers' total annual teaching time was reduced as compared to previous years.

Teachers' working time

In most countries, teachers are formally required to work a specified total number of hours per week, including teaching and non-teaching time, as stipulated in collective agreements or other contractual arrangements, to earn their full-time salary. Some countries also regulate the time a teacher has to be present in the school. Within this framework, however, countries differ in how they allocate time for each activity (Chart D4.3).

More than half of OECD countries specify the time during which teachers are required to be available at school, for both teaching and non-teaching activities, at one or various levels of education. In more than half of these countries, the difference between the time upper secondary school teachers and pre-primary school teachers are required to be available at school is less than 10%. In Israel, Norway, Sweden and Turkey, pre-primary teachers are required to be available at school at least 30% more hours than upper secondary school teachers (Table D4.1).

In Austria (pre-primary, primary and lower secondary education), the French Community of Belgium (pre-primary and primary education), the Czech Republic, Denmark, France (lower and upper secondary education), Germany, Japan (primary, lower and upper secondary education), Latvia, the Netherlands and Slovenia, teachers' total annual statutory working time, at school and elsewhere, is specified, but the allocation of time spent at school and time spent elsewhere is not.

In Sweden, although the total working time per year is decided through collective agreements, the school leader decides on the number of working hours per week and on the use of teachers' time (teaching or non-teaching activities).

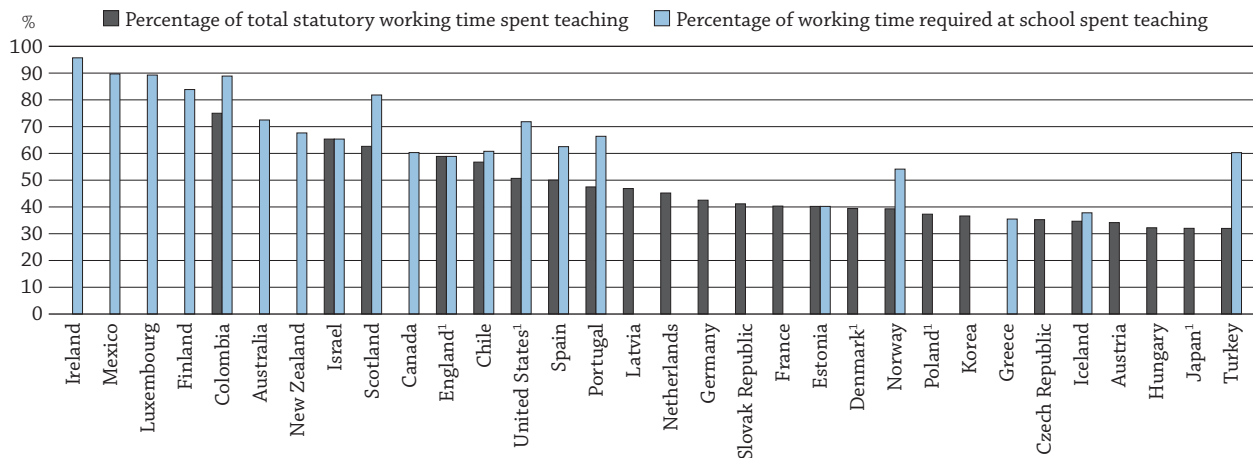
In addition, workload and teaching load requirements may evolve throughout the career. While in some countries, such as in Germany, some beginning teachers might have a reduced teaching load as part of their induction programmes, some countries also encourage older teachers to stay in the teaching profession by diversifying their duties and reducing their teaching hours. For example, Greece reduces teaching hours according to how many years a teacher has served. At the secondary level, teachers are required to teach 21 class sessions per week. After 6 years, this drops to 19 sessions, and after 12 years to 18 sessions. After 20 years of service, teachers are required to teach 16 class sessions a week – more than 25% less than teachers who have just started their careers. However, the remaining hours of teachers' working time must be spent at school.

Non-teaching time

Although teaching time is a substantial component of teachers' workloads, assessing students, preparing lessons, correcting students' work, in-service training and staff meetings should also be taken into account when analysing the demands placed on teachers in different countries. The amount of time available for these non-teaching activities varies across countries, and a large proportion of statutory working time spent teaching may indicate that less time is devoted to activities such as assessing students and preparing lessons.

In the majority of countries, teachers' working time is determined by the statutory teaching time specified in working regulations. In addition, in most countries, teachers are formally required to work a specific number of hours per year. This may be specified either as the number of hours teachers must be available at school for teaching and non-teaching activities, or as the number of total working hours. Both correspond to official working hours as specified in contractual agreements. In Israel, for example, recent reforms take into account further working hours at school beyond teaching time. Regulations now specify the working time required at school, including teaching and non-teaching time, rather than overall working time. All non-teaching tasks that teachers previously performed at home are now required to be completed at school.

Chart D4.3. Percentage of lower secondary teachers' working time spent teaching (2013)
 Net teaching time as a percentage of total statutory working time and working time required at school



1. Actual teaching time.

Countries are ranked in descending order of the percentage of lower secondary teachers' total working time spent teaching.

Source: OECD, Table D4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284511>

In the 25 countries with data for both teaching and total working time for lower secondary teachers, the percentage of teachers' working time spent teaching ranges from less than 35% in Austria, Hungary, Iceland, Japan and Turkey, to 65% in Israel (Chart D4.3).

In the 20 countries that specify both teaching time and the amount of time that lower secondary teachers are required to be available at school, the percentage of teachers' timetabled or legislated working time at school spent teaching ranges from less than 40% in Estonia, Greece and Iceland to more than 90% in Ireland.

In Austria (upper secondary level), Belgium (Flemish and French Community, secondary level), Italy and Japan (pre-primary level), there are no formal requirements regarding time spent on non-teaching activities. However, this does not mean that teachers are given total freedom to carry out other tasks. In the Flemish Community of Belgium, although there are no regulations regarding the time devoted to preparing lessons, correcting tests, marking students' papers, etc., additional non-teaching hours at school are set at the school level. In Italy, there is a requirement of up to 80 hours of scheduled non-teaching collegial work at school per year. Of these 80 hours, up to 40 hours of compulsory working time per year are dedicated to meetings of the teachers' assembly, staff planning meetings and meetings with parents; the remaining compulsory 40 hours are dedicated to class councils (Table D4.1).

Box D4.1. Non-teaching tasks required of teachers in lower secondary education (2013)

Non-teaching tasks are a part of teachers' workload and working conditions. These non-teaching activities required by legislation, regulations or agreements between stakeholders (e.g. teachers' unions, local authorities, school boards, etc.) do not necessarily reflect the actual participation of teachers in non-teaching activities, but provide an insight into the breadth and complexity of teachers' roles.

First findings in *Education at a Glance 2014* (OECD, 2014) show that, according to regulations, individual planning or preparing lessons, teamwork and dialogue with colleagues and communicating and co-operating with parents are the most common non-teaching tasks required of lower secondary teachers during their statutory working time at school or statutory total working time. These tasks were required in at least 20 of the 34 countries with available data. Marking/correcting student work, general administrative communication and paperwork and professional development activities were also required in around half of the countries with available data. Lower secondary teachers are required to supervise students during breaks, provide counselling and guidance to students, or and/or participate in school management in around one-third of the countries, and only 8 countries require that lower secondary teachers engage in extracurricular activities after school.

...

In a recent *ad-hoc* survey, countries were asked whether completing the required tasks and additional responsibilities are mandatory or voluntarily for the teacher. Results show that teachers often perform such tasks as engaging in extracurricular activities, training student teachers, guidance counselling, and participating in school or other management activities voluntarily. In almost half of the countries, individual teachers decided whether or not to perform these tasks. Responsibilities such as being class/form teacher or supervising students during breaks are largely distributed at the school level. In more than half of the countries, teamwork and dialogue with colleagues as well as general administrative work are mandatory for teachers. In almost all countries, it is mandatory for teachers to teach, plan lessons, mark and correct students' work and communicate with other teachers. Most countries require teachers to perform these tasks through central or state mandate; four countries reported that school principals determine which tasks are required of teachers.

Chart D4.a. Tasks and responsibilities lower secondary teachers are required to perform (2013)

For lower secondary teachers teaching general programmes



Source: OECD. Table D3.7c. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
 StatLink <http://dx.doi.org/10.1787/888933284521>

Definitions

Actual teaching time is the annual average number of hours that full-time teachers teach a group or class of students including all extra hours such as overtime. The data can be from administrative registers, statistical databases, representative sample surveys or other representative sources.

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

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

Statutory teaching time is defined as the scheduled number of 60-minute hours per year that a full-time teacher teaches a group or class of students as set by policy, teachers' contracts of employment or other official documents. Teaching time can be defined on a weekly or annual basis. **Annual teaching time** is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding preparation time and periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks.

Total statutory working time refers to the number of hours that a full-time teacher is expected to work as set by policy. It can be defined on a weekly or annual basis. It does not include paid overtime. According to a country's formal policy, working time can refer to:

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

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

Methodology

Data are from the 2014 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2012/13.

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

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

Reference

OECD (2014), *Education at a Glance 2014: OECD Indicators*, Indicator D4, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2014-en>.

Indicator D4 Tables


StatLink  <http://dx.doi.org/10.1787/888933286246>

Table D4.1 Organisation of teachers' working time (2013)

Table D4.2 Number of teaching hours per year (2000, 2005, 2010 and 2013)

Table D4.1. Organisation of teachers' working time (2013)
 Number of statutory teaching weeks, teaching days, net teaching hours, and teachers' working time
 in public institutions over the school year

	Number of weeks of teaching				Number of days of teaching				Net teaching time, in hours				Working time required at school, in hours				Total statutory working time, in hours			
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD																				
Australia ¹	40	40	40	40	196	196	196	194	904	879	821	812	1 227	1 117	1 133	1 133	a	a	a	a
Austria ^{1, 2}	38	38	38	38	180	180	180	180	779	779	607	589	a	a	a	a	1 776	1 776	1 776	1 776
Belgium (Fl.) ¹	37	37	37	37	177	177	179	179	736	752	669	625	920	920	a	a	a	a	a	a
Belgium (Fr.) ¹	37	37	37	37	181	181	181	181	784	721	661	601	a	a	a	a	962	962	a	a
Canada ¹	m	37	37	37	m	183	183	183	m	796	743	745	m	1 227	1 232	1 236	m	a	a	a
Chile ³	38	38	38	38	181	181	181	181	1 129	1 129	1 129	1 129	1 857	1 857	1 857	1 857	1 989	1 989	1 989	1 989
Czech Republic ¹	39	39	39	39	188	188	188	188	1 166	827	620	592	a	a	a	a	1 760	1 760	1 760	1 760
Denmark ^{4, 6}	a	a	a	a	a	a	a	a	a	662	662	369	a	a	a	a	1 680	1 680	1 680	1 680
England ⁴	38	38	38	38	190	190	190	190	722	722	745	745	1 265	1 265	1 265	1 265	1 265	1 265	1 265	1 265
Estonia ³	46	35	35	35	220	172	172	172	1 320	619	619	568	1 610	1 540	1 540	1 540	1 610	1 540	1 540	1 540
Finland ⁵	m	38	38	38	m	188	188	188	m	677	592	550	m	791	706	645	a	a	a	a
France ¹	36	36	36	36	144	144	a	a	924	924	648	648	972	972	a	a	1 607	1 607	1 607	1 607
Germany ¹	40	40	40	40	193	193	193	193	834	800	752	715	a	a	a	a	1 768	1 768	1 768	1 768
Greece ¹	35	35	31	31	171	171	152	152	684	569	415	415	1 140	1 140	1 170	1 170	a	a	a	a
Hungary ⁵	36	36	36	36	182	182	182	181	1 158	601	601	597	m	m	m	m	1 864	1 864	1 864	1 864
Iceland ¹	48	37	37	35	227	180	180	170	1 498	624	624	544	1 800	1 650	1 650	1 720	1 800	1 800	1 800	1 800
Ireland ¹	m	37	33	33	m	183	167	167	m	915	735	735	m	1 073	768	768	a	a	a	a
Israel ¹	38	38	36	36	182	182	175	175	1 032	840	644	570	1 054	1 225	985	811	1 054	1 225	985	811
Italy ¹	42	39	39	39	186	171	171	171	930	752	616	616	a	a	a	a	m	m	m	m
Japan ⁴	39	40	40	39	m	201	202	197	m	736	608	513	a	a	a	a	a	1 899	1 899	1 899
Korea ⁵	36	38	38	38	180	190	190	190	574	667	557	549	a	a	a	a	1 520	1 520	1 520	1 520
Luxembourg ¹	36	36	36	36	176	176	176	176	880	810	739	739	1 060	990	828	828	a	a	a	a
Mexico ¹	42	42	42	36	200	200	200	171	532	800	1 047	838	772	800	1 167	971	a	a	a	a
Netherlands ³	40	40	m	m	195	195	m	m	930	930	750	750	a	a	a	a	1 659	1 659	1 659	1 659
New Zealand ¹	m	38	38	38	m	192	191	190	m	922	841	760	m	1 536	1 243	950	a	a	a	a
Norway ³	45	38	38	38	225	190	190	190	1 508	741	663	523	1 508	1 300	1 225	1 150	a	1 688	1 688	1 688
Poland ⁴	45	38	37	37	216	184	182	179	1 138	629	555	551	m	m	m	m	1 800	1 504	1 488	1 472
Portugal ³	41	36	36	36	192	166	166	166	960	747	609	609	1 105	1 016	917	917	1 412	1 282	1 282	1 282
Scotland ³	38	38	38	38	190	190	190	190	855	855	855	855	1 045	1 045	1 045	1 045	1 365	1 365	1 365	1 365
Slovak Republic ¹	42	38	38	38	198	187	187	187	1 109	832	645	617	m	m	m	m	1 568	1 568	1 568	1 568
Slovenia ¹	46	40	40	40	219	190	190	190	1 314	627	627	570	a	a	a	a	m	m	m	m
Spain ¹	37	37	37	36	176	176	176	171	880	880	713	693	1 140	1 140	1 140	1 140	1 425	1 425	1 425	1 425
Sweden ¹	47	a	a	a	224	a	a	a	1 792	a	a	a	1 792	1 360	1 360	1 360	a	1 767	1 767	1 767
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey ¹	38	38	38	38	180	180	180	180	1 080	720	504	504	1 160	980	836	836	1 576	1 576	1 576	1 576
United States ⁴	36	36	36	36	180	180	180	180	m	m	981	m	1 365	1 362	1 366	1 365	1 890	1 922	1 936	1 960
OECD average	40	38	37	37	191	183	182	181	1 005	772	694	643	1 266	1 196	1 172	1 135	1 588	1 600	1 618	1 603
EU21 average	40	38	37	37	190	180	179	179	995	756	656	625	1 205	1 104	1 074	1 068	1 568	1 549	1 588	1 573
Partners																				
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ¹	42	42	42	42	203	203	203	203	m	m	m	m	a	a	a	a	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia ¹	40	40	40	40	200	200	200	200	800	1 000	1 200	1 200	1 350	1 350	1 350	1 350	1 600	1 600	1 600	1 600
India	m	m	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	m	m
Latvia	44	35	35	35	210	165	165	165	1 260	825	825	990	a	a	a	a	1 760	1 760	1 760	1 760
Russian Federation ⁴	m	34	35	35	m	170	210	210	m	561	483	483	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	m	m
South Africa	m	m	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	m	m

1. Typical teaching time.

2. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.

3. Maximum teaching time.

4. Actual teaching time.

5. Minimum teaching time.

6. Year of reference 2011 for upper secondary education.

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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Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2013)

Net statutory contact time in public institutions, by level of education

	Primary				Lower secondary, general programmes				Upper secondary, general programmes			
	2000	2005	2010	2013	2000	2005	2010	2013	2000	2005	2010	2013
	(11)	(12)	(17)	(20)	(21)	(22)	(27)	(30)	(31)	(32)	(37)	(40)
OECD												
Australia	882	888	868	879	811	810	819	821	803	810	803	812
Austria ¹	m	774	779	779	m	607	607	607	m	589	589	589
Belgium (Fl.)	758	752	752	752	677	684	669	669	633	645	625	625
Belgium (Fr.)	722	722	732	721	662	662	671	661	603	603	610	601
Canada	m	m	799	796	m	m	740	743	m	m	744	745
Chile	m	1128	1105	1129	m	1128	1105	1129	m	1128	1105	1129
Czech Republic	m	813	862	827	650	647	647	620	621	617	617	592
Denmark ^{2,3}	640	640	650	662	640	640	650	662	m	m	377	369
England ²	m	m	684	722	m	m	703	745	m	m	703	745
Estonia	630	630	630	619	630	630	630	619	578	578	578	568
Finland	656	677	680	677	570	592	595	592	527	550	553	550
France	924	924	924	924	648	648	648	648	648	648	648	648
Germany	783	808	805	800	732	758	756	752	690	714	713	715
Greece	609	604	589	569	426	434	415	415	429	430	415	415
Hungary	583	583	604	601	555	555	604	601	555	555	604	597
Iceland	629	671	624	624	629	671	624	624	464	560	544	544
Ireland	915	915	915	915	735	735	735	735	735	735	735	735
Israel	731	731	820	840	579	579	598	644	524	524	521	570
Italy	744	739	770	752	608	605	630	616	608	605	630	616
Japan ²	635	578	707	736	557	505	602	608	478	429	500	513
Korea	865	883	807	667	570	621	627	557	530	605	616	549
Luxembourg	m	774	739	810	m	642	634	739	m	642	634	739
Mexico	800	800	800	800	1182	1047	1047	1047	m	848	843	838
Netherlands	930	930	930	930	867	750	750	750	867	750	750	750
New Zealand	m	m	m	922	m	m	m	841	m	m	m	760
Norway	713	741	741	741	633	656	654	663	505	524	523	523
Poland ²	m	m	644	629	m	m	572	555	m	m	571	551
Portugal	779	765	779	747	634	623	634	609	577	567	634	609
Scotland	950	893	855	855	893	893	855	855	893	893	855	855
Slovak Republic	m	m	841	832	m	m	652	645	m	m	624	617
Slovenia	m	627	627	627	m	627	627	627	m	570	570	570
Spain	880	880	880	880	713	713	713	713	693	693	693	693
Sweden	m	m	m	a	m	m	m	a	m	m	m	a
Switzerland	884	m	m	m	859	m	m	m	674	m	m	m
Turkey	720	720	720	720	504	504	504	504	567	567	567	504
United States ²	m	m	m	m	m	m	m	981	m	m	m	m
OECD average	765	771	771	772	679	677	679	694	617	644	640	643
OECD average for countries with 2000, 2005, 2010 and 2013 data	760	760	764	757	671	665	670	666	564	567	572	566
EU21 average for countries with 2000, 2005, 2010 and 2013 data	677	674	676	671	626	622	624	619	604	599	604	598
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	1 000	1 000	1 000	m	1 200	1 200	1 200	m	1 200	1 200	1 200
India	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
Latvia	882	882	882	825	882	882	882	825	882	882	882	990
Russian Federation ²	m	615	615	561	m	507	507	483	m	507	507	483
Saudi Arabia	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Data on years 2000 to 2013 for pre-primary education (i.e. columns 1-10) are available for consultation on line. Data on years 2006, 2007, 2008, 2009, 2011 and 2012 for primary education, lower secondary education and upper secondary education (i.e. columns 13-16; 18-19; 23-26; 28-29; 33-36; 38-39) are available for consultation on line (see *StatLink* below).


1. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.

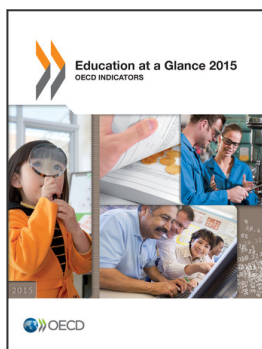
2. Actual teaching time.

3. Year of reference 2011 instead of 2012 and 2013 for upper secondary education.

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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