

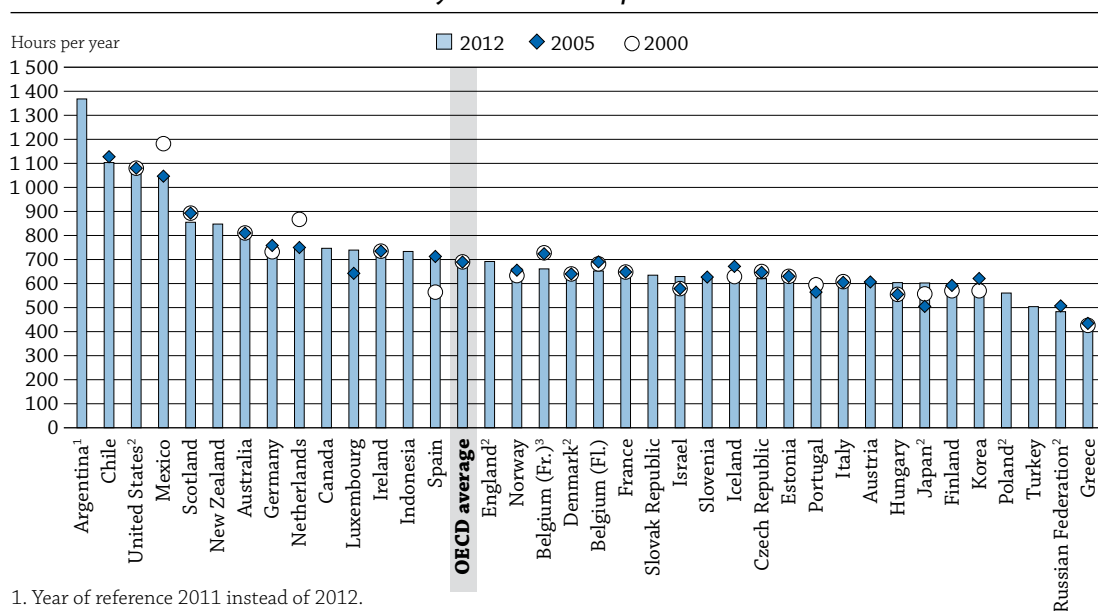
INDICATOR D4

HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- Public-school teachers teach an average of 1 001 hours per year at the pre-primary level, 782 hours at the primary level, 694 hours at the lower secondary level, and 655 hours at the upper secondary level of education.
- In about one third of the countries with available data, the amount of teaching time increased or decreased by at least 10% between 2000 and 2012 in primary, lower secondary and/or upper secondary education.

Chart D4.1. Number of teaching hours per year in lower secondary education in 2000, 2005 and 2012

Net statutory contact time in public institutions



1. Year of reference 2011 instead of 2012.

2. Actual teaching hours.

3. Break in time series following methodological changes in 2006.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education in 2012.

Source: OECD, Table D4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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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.

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**

- **The average number of teaching hours in public pre-primary schools is 1 001 hours per year**, but ranges from 532 hours in Mexico to over 1 500 hours in Iceland, Norway and Sweden.
- **Public primary school teachers teach an average of 782 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, Indonesia and the United States.
- **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 Argentina, Chile, Mexico and the United States.
- **Teachers in public upper secondary schools teach an average of 655 hours per year**, but ranges from 369 hours in Denmark to over 1 000 hours in Argentina, Chile and the United States.
- On average, **pre-primary teachers are required to teach around 25% 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 equivalent for these two levels of education.
- **Regulations concerning teachers' required working time vary significantly**. In most countries, teachers are formally required to work a specific number of hours per year. In some, teaching time is only specified by the number of lessons per week and assumptions may be made about the amount of non-teaching time required per lesson at school or elsewhere.

■ **Trends**

About one third of the countries with available data reported an increase or decrease of 10% or more in teaching time between 2000 and 2012 in primary, lower secondary and/or upper secondary education. The number of teaching hours changed dramatically in a few countries: it increased by 26% in Spain at the secondary level, and decreased by almost 20% in Korea at the primary level.

Analysis

Teaching time

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

At the pre-primary level, the teaching time required in public school varies more across countries than it does for any other level. The number of teaching days ranges from 144 days in France to 251 in Indonesia; annual teaching hours range from less than 700 hours in Argentina, England, Greece, Indonesia, Korea and Mexico to more than 1 500 in Iceland, Norway and Sweden. On average across OECD countries, teachers at this level of education are required to teach 1 001 hours per year spread over 40 weeks or 191 days of teaching.

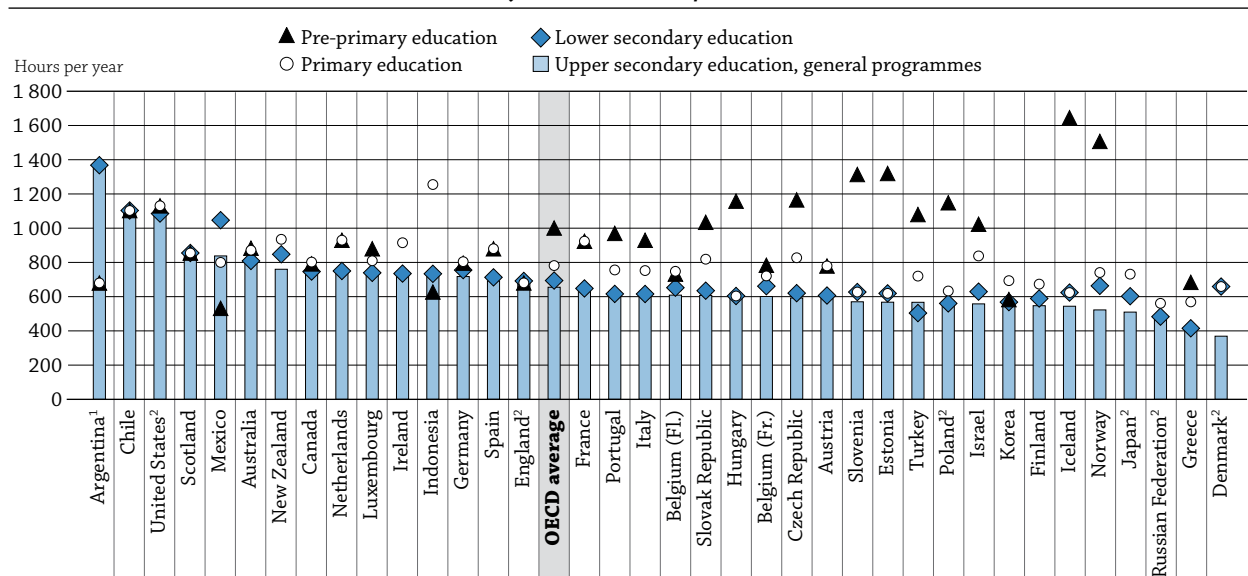
Primary school teachers are required to teach an average of 782 hours per year. In most countries with available data, teachers are required to teach between 3 and 6 hours a day. The exceptions are Chile, France and the United States, where teachers teach slightly more than 6 hours per day. There is 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 4.3 hours.

Lower secondary school teachers 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 Argentina, Chile, Mexico and the United States.

A teacher of general subjects in upper secondary education has an average teaching load of 655 hours per year. Teaching time exceeds 800 hours in only six countries: Argentina, Australia, Chile, Mexico, Scotland and the United States. 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 and Slovenia teach for three hours or less per day, on average, compared to more than five hours in Chile and the United States and up to eight hours in Argentina. Including breaks between classes in teaching time in some countries, but not in others, may explain some of these differences (Table D4.1 and Chart D4.2).

Chart D4.2. Number of teaching hours per year, by level of education (2012)

Net statutory contact time in public institutions



1. Year of reference 2011.

2. Actual teaching hours.

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/edu/eag.htm).

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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 teachers are required to teach the same number of hours irrespective of the level of education taught, and Argentina, England, Indonesia 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 25% 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 than primary school teachers. Even though the duties of teachers are likely to be different between these two levels of education, considerable differences in working conditions between pre-primary and other levels of education might affect the attractiveness of the teaching profession at the pre-primary level of education.

In the Czech Republic, France, Greece, Indonesia, Israel and Turkey, primary school teachers have at least 30% more annual teaching time than lower secondary school teachers. In contrast, the difference does not exceed 5% in the United States, and there is no difference in Chile, Denmark, Estonia, Hungary, Iceland, Scotland and Slovenia. Argentina, 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.

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 is based on administrative registers, statistical databases, representative sample surveys or other representative sources.

Only 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 Australia, for example, lower secondary school teachers work around 5% more than the statutory benchmark time, while in Poland, actual teaching time is up to 14% more than statutory requirements. In contrast, in Estonia, actual teaching time is 5% less than statutory teaching time at the lower secondary level (Table D4.3 and Chart D4.4, available on line).

Trends in teaching time

In about one third of the countries with available data, teaching time varied by at least 10% at one or various levels of education between 2000 and 2012 (Table D4.2 and Chart D4.1).

In Israel and Japan, there was a 15% increase in teaching time at the primary level between 2000 and 2012 and teaching time also increased by 13% in Turkey at this level of education. 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 has been 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).

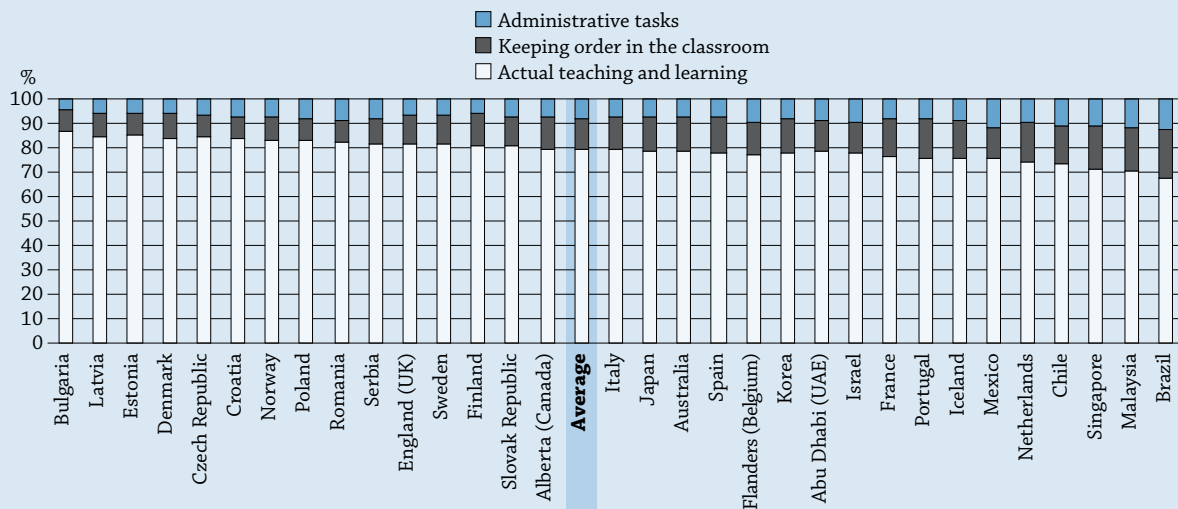
Secondary school teachers in Spain were required to teach 26% more in 2012 than in 2000; in Luxembourg, secondary school teachers were required to teach 15% more hours in 2012 than in 2005. Teaching time also increased by around 20% in Portugal, 17% in Iceland and by 13% in Turkey at the upper secondary level between 2000 and 2012.

In contrast, net teaching time dropped by around 20% between 2000 and 2012 in Korea at primary level and by around 10% in Mexico (lower secondary level), in the Netherlands (lower and upper secondary levels) and in Scotland (primary level). In Scotland, the decrease was part of the Teachers’ Agreement, “A teaching profession for the 21st century”, which introduced a 35-hour workweek 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, teachers at these levels in Scotland are still required to teach more hours than on average across OECD countries.

Box D4.1. How do lower secondary teachers spend their class time?

According to the 2013 OECD Teaching and Learning International Survey (TALIS), among the three types of activities – teaching and learning activities, administrative tasks, and keeping order (or behaviour management of individual students or the entire class) – lower secondary teachers in participating countries and economies reported spending most of their class time (79%) on teaching and learning activities. However, this proportion varies across countries, from 87% in Bulgaria to 67% in Brazil. Keeping order in the classroom, often a major concern for new teachers, reportedly occupied an average of 13% of teachers’ time across countries, although this proportion also varied among countries, from 8% in Poland to 20% in Brazil. Administrative tasks reportedly require the least amount of time from teachers (8%) compared to the other two broad categories. Teachers in Bulgaria and Estonia reported spending 5% of their class time on administrative tasks, while teachers in Brazil reported that 12% of their class time was devoted to such tasks. There is no doubt that teaching and learning should comprise the largest share of teachers’ class time each day. Time spent on administrative tasks and keeping order reduces the amount of time available for instruction. However, it is unclear whether the other two tasks interfere with high-quality instruction or if teachers, and ultimately students, would benefit from reductions in class time spent on administrative tasks and keeping order so that teachers and students could devote more time to teaching and learning.

Chart D4.a. Distribution of class time during an average lesson (2013)
Average proportion of time lower secondary education teachers report spending on each of these activities in an average lesson¹



1. These data are reported by teachers and refer to a randomly chosen class they currently teach from their weekly timetable. Countries are ranked in descending order, based on the average proportion of time teachers in lower secondary education report spending on actual teaching and learning.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing.
 StatLink <http://dx.doi.org/10.1787/888933042124>

Teachers’ working time

In most countries, teachers are formally required to work a specified number of hours per week, including teaching and non-teaching time, 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 slightly 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 and Sweden, 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 Czech Republic, Denmark, France (lower and upper secondary education), Germany, Japan (primary, lower and upper secondary education) and the Netherlands, teachers' total annual statutory working time, at school or 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 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.

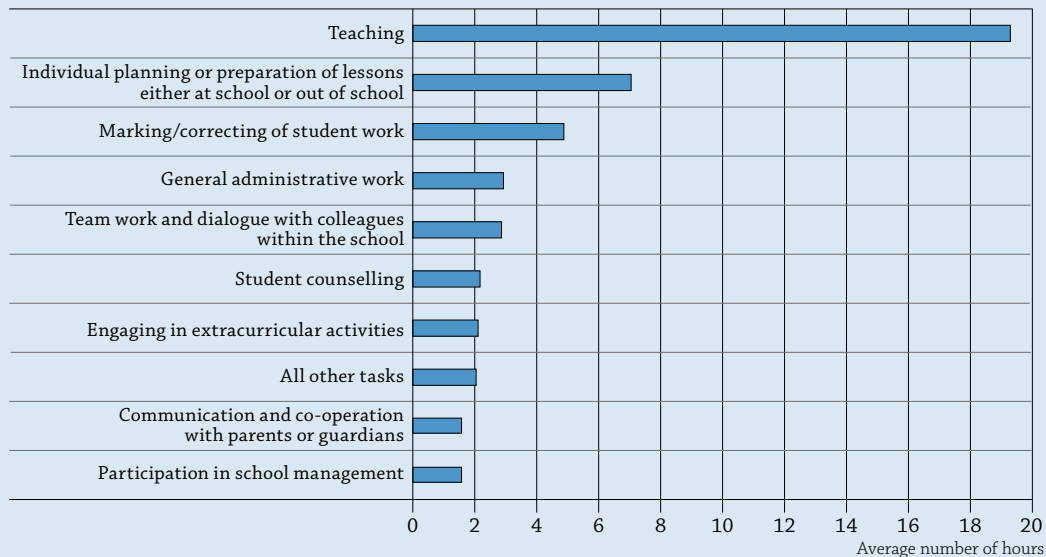
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Box D4.2. What amount of time do teachers spend on various work-related tasks during a typical week?

Findings from the 2013 TALIS survey suggest that lower secondary teachers' work consists of a multitude of often competing responsibilities. As expected, both full-time and part-time teachers reported spending more time teaching than on any other single task. The overall average is 19 hours per week, ranging from 15 hours in Norway to 27 hours in Chile. Japanese teachers reported spending only 18 hours teaching out of an average reported 54 total working hours, meaning they spend substantially more time on other tasks related to their job than they actually do on teaching. The average time reported to be spent on planning or preparing lessons is 7 hours, ranging from 5 hours in Finland, Israel, Italy, the Netherlands, and Poland, to 10 hours in Croatia. Time reported to be spent marking student work averages 5 hours, but is around double that in Portugal (10 hours) and Singapore (9 hours).

Chart D4.b. Teachers' working hours (2013)


Average number of 60-minute hours lower secondary education teachers report having spent on the following activities during the most recent complete calendar week¹



1. A "complete" calendar week is one that was not shortened by breaks, public holidays, sick leave, etc. Also includes tasks that took place during weekends, evenings or other off-classroom hours.

Items are ranked in descending order, based on the average number of 60-minute hours spent on the following activities during the most recent complete calendar week.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing.

StatLink  <http://dx.doi.org/10.1787/888933042029>

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Other tasks, such as school management, working with parents, and extracurricular activities, fill an average of only 2 hours per week for each activity. Teachers in Korea and Malaysia reported spending twice as much time (six hours) as the TALIS average on general administrative work. Extracurricular activities are an important part of teachers' work in Japan, where teachers reported spending 8 hours on extracurricular activities, far above the TALIS average of 2 hours.

These findings are meant to paint a picture of the typical workweek among lower secondary teachers in each country and therefore include responses from both full-time and part-time teachers. Because there may be overlap in some of the activities, they should not be added to a total number of work 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 six 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.

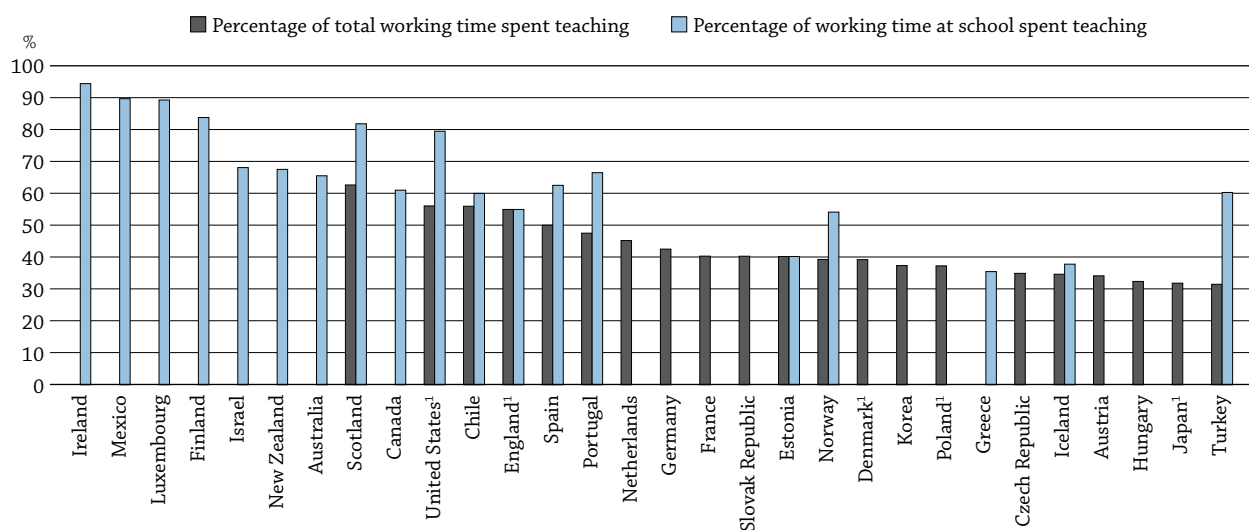
Non-teaching time

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 21 countries with both teaching and total working time data for lower secondary teachers, the percentage of teachers' working time spent teaching ranges from less than 35% in Austria, the Czech Republic, Hungary, Iceland, Japan and Turkey, to 63% in Scotland (Chart D4.3).

In the 19 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' working time at school spent teaching ranges from less than 40% in Greece and Iceland to more than 90% in Ireland.

Chart D4.3. Percentage of lower secondary teachers' working time spent teaching (2012)
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/edu/eag.htm).

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Box D4.3. Non-teaching tasks required of teachers in lower secondary education (2012)

Tasks required according to regulations or agreements within statutory working time at school and/or statutory total working time


Teachers' tasks	Task required	At the discretion of individual schools
Individual planning or preparing lessons	AUS, BFL, BFR, CHL, DNK, ENG, ESP, EST, GRC, ISL, ISR, ITA, NOR, POL, PRT, SCO, SVK ¹ , SWE, TUR, USA	BRA, CZE, HUN, KOR, NLD, NZL, SVK ² , SVN, USA
Teamwork and dialogue with colleagues	AUS, BFR, CHL, DNK, ENG, ESP, EST, FIN, FRA, GRC, ISR, ITA, LUX, NOR, POL, PRT, SCO, SVK, SWE, TUR	BFL, BRA, CZE, HUN, ISL, KOR, NLD, NZL, SVN, USA
Marking/correcting student work	AUS, CHL, DNK, ENG, ESP, EST, FRA, GRC, ISL, ISR, NOR, POL, PRT, SCO, SVK ¹ , SWE, TUR, USA	BFL, BRA, CZE, HUN, KOR, NLD, NZL, SVK ² , SVN, USA
Supervising students during breaks	AUS, CHL, DNK, EST, GRC, ISR, LUX, POL, SVK, TUR	BFL, BRA, CZE, ENG, HUN, IRL, KOR, NLD, NZL, SCO, SVN, SWE, USA
Providing counselling and guidance to students	CHL, DNK, ESP, EST, FRA, GRC, ISR, LUX, PRT, SVK, SWE, TUR	AUS, BFL, BRA, CZE, HUN, ISL, KOR, NLD, NZL, SCO, SVN, USA
Participating in school management	CHL, DNK, ESP, EST, FRA, GRC, ISL, ISR, PRT, SVK, TUR	AUS, BFL, BRA, CZE, HUN, KOR, NLD, NZL, SCO, SVN, SWE, USA
General administrative communication and paperwork	AUS, BFR, CHL, DNK, ENG, EST, FRA, GRC, ISL, ISR, NOR, POL, PRT, SVK ¹ , SWE, TUR	BFL, BRA, CZE, HUN, KOR, NLD, SCO, SVN, SVK ² , USA
Communicating and co-operating with parents or guardians	AUS, BFR, CHL, DNK, ENG, ESP, EST, FIN, FRA, GRC, ISL, ISR, ITA, LUX, NOR, POL, PRT, SVK, SWE, TUR	BFL, BRA, CZE, HUN, KOR, NLD, NZL, SCO, SVN, USA
Engaging in extracurricular activities after school	CHL, DNK, ESP, EST, ISR, POL, PRT, TUR	AUS, BFL, BRA, CZE, ENG, GRC, HUN, KOR, NLD, NZL, SVN, USA
Professional development activities	BFR, DNK, ENG, EST, FIN, GRC, HUN, ISR, NOR, POL, PRT, SCO ¹ , SVK ¹ , SWE, TUR	AUS, BFL, BRA, CHL, CZE, ISL, KOR, NLD, NZL, SCO ² , SVK ² , SVN, USA
Other	CHL, DNK, FIN, FRA, GRC, IRL, PRT, SWE	BFL, BFR, CZE, EST, HUN, KOR, NLD, NZL, SCO, SVN, POL, USA

1. Defined within total working time.

2. Defined within working time at school.

Source: OECD, Table D4.4c, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for list of country codes for country names used in this box.

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Non-teaching tasks are a part of teachers' workload and working conditions. The 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 on the breadth and complexity of teachers' roles.

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 are 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 are 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 most countries that record the non-teaching tasks required of teachers, the specific number of hours allocated for each task is, however, not specified. In Brazil, the Czech Republic, Hungary, Korea, the Netherlands, New Zealand and Slovenia, any of these non-teaching tasks may be required of teachers, but the decision is taken at the school level.

In Austria (upper secondary level), Belgium (Flemish Community, secondary level), Belgium (French Community), 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.

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. It is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). Some countries provide estimates of teaching time based on survey data. At the primary school level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks.

Working time refers to the number of hours that a full-time teacher is expected to work as set by policy. 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 2013 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2011/12.

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, 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.

Reference

OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264196261-en>.

Tables of Indicator D4


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Table D4.1. Organisation of teachers' working time (2012)

Number of 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 education	Primary education	Lower secondary education	Upper secondary education, general programmes	Pre-primary education	Primary education	Lower secondary education	Upper secondary education, general programmes	Pre-primary education	Primary education	Lower secondary education	Upper secondary education, general programmes	Pre-primary education	Primary education	Lower secondary education	Upper secondary education, general programmes	Pre-primary education	Primary education	Lower secondary education	Upper secondary education, 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	197	197	197	195	884	871	809	801	1 172	1 211	1 234	1 234	a	a	a	a
Austria ¹	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	176	176	174	174	732	748	652	609	915	915	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	a	a	a	a
Canada ¹	37	37	37	37	183	183	183	183	792	802	747	751	1 213	1 223	1 224	1 229	a	a	a	a
Chile ²	38	38	38	38	179	179	179	179	1 103	1 103	1 103	1 103	1 839	1 839	1 839	1 839	1 971	1 971	1 971	1 971
Czech Republic ¹	39	39	39	39	188	188	188	188	1 166	827	620	592	a	a	a	a	1 776	1 776	1 776	1 776
Denmark ³	a	a	a	a	a	a	a	a	a	659	659	369	a	a	a	a	1 680	1 680	1 680	1 680
England ³	38	38	38	38	189	189	189	189	680	680	692	692	1 259	1 259	1 259	1 259	1 259	1 259	1 259	1 259
Estonia ²	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 ⁴	m	38	38	38	m	187	187	187	m	673	589	547	m	787	703	642	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	796	804	755	718	a	a	a	a	1 776	1 776	1 776	1 776
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 ⁴	37	37	37	37	181	183	183	183	1 158	604	604	604	m	m	m	m	1 864	1 864	1 864	1 864
Iceland ¹	48	37	37	35	227	180	180	170	1 646	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	1 079	778	778	a	a	a	a
Israel ¹	38	38	37	37	182	182	175	175	1 023	838	629	558	1 023	1 219	924	781	a	a	a	a
Italy ¹	42	39	39	39	186	171	171	171	930	752	616	616	a	a	a	a	a	a	a	a
Japan ³	39	40	40	39	m	200	200	196	m	731	602	510	a	a	a	a	a	1 891	1 891	1 891
Korea ⁴	36	38	38	38	180	190	190	190	583	694	568	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 ²	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	39	39	38	m	195	193	190	m	935	848	760	m	1 560	1 255	950	a	a	a	a
Norway ¹	45	38	38	38	225	190	190	190	1 508	741	663	523	1 508	1 300	1 225	1 150	1 688	1 688	1 688	1 688
Poland ³	45	38	38	37	218	184	182	180	1 149	633	561	558	m	m	m	m	1 816	1 520	1 504	1 488
Portugal ²	42	37	37	37	194	168	168	168	970	756	616	616	1 116	1 027	926	926	1 426	1 296	1 296	1 296
Scotland ²	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	199	184	184	184	1 035	819	635	607	m	m	m	m	1 575	1 575	1 575	1 575
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	171	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	m	m	m	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	567	1 160	980	836	921	1 600	1 600	1 600	1 600
United States ³	36	36	36	36	180	180	180	180	1 131	1 131	1 085	1 076	1 365	1 362	1 366	1 365	1 890	1 922	1 936	1 960
OECD average	40	38	38	37	191	183	182	180	1 001	782	694	655	1 258	1 200	1 173	1 142	1 654	1 649	1 649	1 643
EU21 average	40	38	37	37	190	180	179	179	988	754	653	622	1 205	1 104	1 075	1 069	1 615	1 592	1 591	1 577
Partners																				
Argentina ⁵	36	36	36	36	170	170	171	171	680	680	1 368	1 368	m	m	m	m	m	m	m	m
Brazil	42	42	42	42	203	203	203	203	m	m	m	m	a	a	a	a	a	a	a	a
China	m	m	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	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	44	44	44	44	251	251	163	163	628	1 255	734	734	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation ³	m	34	35	35	m	170	210	210	m	561	483	483	a	a	a	a	a	a	a	a
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. Maximum teaching time.
3. Actual teaching time.
4. Minimum teaching time.
5. Year of reference 2011.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. 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/10.1787/888933120024>

Table D4.2. **Number of teaching hours per year (2000, 2005, 2010 and 2012)***Net statutory contact time in public institutions, by level of education*

	Primary education				Lower secondary education				Upper secondary education			
	2000	2005	2010	2012	2000	2005	2010	2012	2000	2005	2010	2012
	(1)	(2)	(7)	(9)	(10)	(11)	(16)	(18)	(19)	(20)	(25)	(27)
OECD												
Australia	882	888	868	871	811	810	819	809	803	810	803	801
Austria	m	774	779	779	m	607	607	607	m	589	589	589
Belgium (Fl.)	767	761	761	748	682	690	675	652	638	645	630	609
Belgium (Fr.) ¹	804	722	732	721	728	724	671	661	668	664	610	601
Canada	m	m	799	802	m	m	740	747	m	m	744	751
Chile	m	1 128	1 105	1 103	m	1 128	1 105	1 103	m	1 128	1 105	1 103
Czech Republic	m	813	862	827	650	647	647	620	621	617	617	592
Denmark ²	640	640	650	659	640	640	650	659	m	m	377	369
England ²	m	m	684	680	m	m	703	692	m	m	703	692
Estonia	630	630	630	619	630	630	630	619	578	578	578	568
Finland	656	677	680	673	570	592	595	589	527	550	553	547
France	936	936	936	924	648	648	648	648	648	648	648	648
Germany	783	808	805	804	732	758	756	755	690	714	713	718
Greece	609	604	589	569	426	434	415	415	429	430	415	415
Hungary	583	583	604	604	555	555	604	604	555	555	604	604
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	838	579	579	598	629	524	524	521	558
Italy	744	739	770	752	608	605	630	616	608	605	630	616
Japan ²	635	578	707	731	557	505	602	602	478	429	500	510
Korea	865	883	807	694	570	621	627	568	530	605	616	549
Luxembourg	m	774	739	810	m	642	634	739	m	642	634	739
Mexico	800	800	800	800	1 182	1 047	1 047	1 047	m	848	843	838
Netherlands	930	930	930	930	867	750	750	750	867	750	750	750
New Zealand	m	m	930	935	m	m	845	848	m	m	760	760
Norway	713	741	741	741	633	656	654	663	505	524	523	523
Poland ²	m	m	644	633	m	m	572	561	m	m	571	558
Portugal	815	855	779	756	595	564	634	616	515	513	634	616
Scotland	950	893	855	855	893	893	855	855	893	893	855	855
Slovak Republic	m	m	841	819	m	m	652	635	m	m	624	607
Slovenia	m	627	627	627	m	627	627	627	m	570	570	570
Spain	880	880	880	880	564	713	713	713	548	693	693	693
Sweden	m	m	m	m	m	m	m	m	m	m	m	m
Switzerland	884	m	m	m	859	m	m	m	674	m	m	m
Turkey	639	639	621	720	a	a	a	504	504	567	551	567
United States ²	1 080	1 080	1 097	1 131	1 080	1 080	1 068	1 085	1 080	1 080	1 051	1 076
OECD average	780	783	783	782	697	698	701	694	628	659	656	655
OECD average for countries with 2000, 2005 and 2010 and 2012 data	776	774	775	773	690	689	694	689	626	639	642	639
EU21 average for countries with 2000, 2005 and 2010 and 2012 data	776	771	768	761	658	661	663	657	635	639	644	638
Partners												
Argentina ³	m	m	720	680	m	m	1 448	1 368	m	m	1 448	1 368
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	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	1 255	m	m	m	734	m	m	m	734
Latvia	m	m	m	m	m	m	m	m	m	m	m	m
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

Note: Years 2006, 2007, 2008, 2009 and 2011 (i.e. columns 3-6, 8, 12-15, 17, 21-24, 26) are available for consultation on line (see *StatLink* below).


1. Break in time series following methodological changes in 2006.

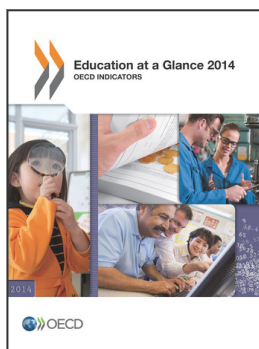
2. Actual teaching time.

3. Year of reference 2011 instead of 2012.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. 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.

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