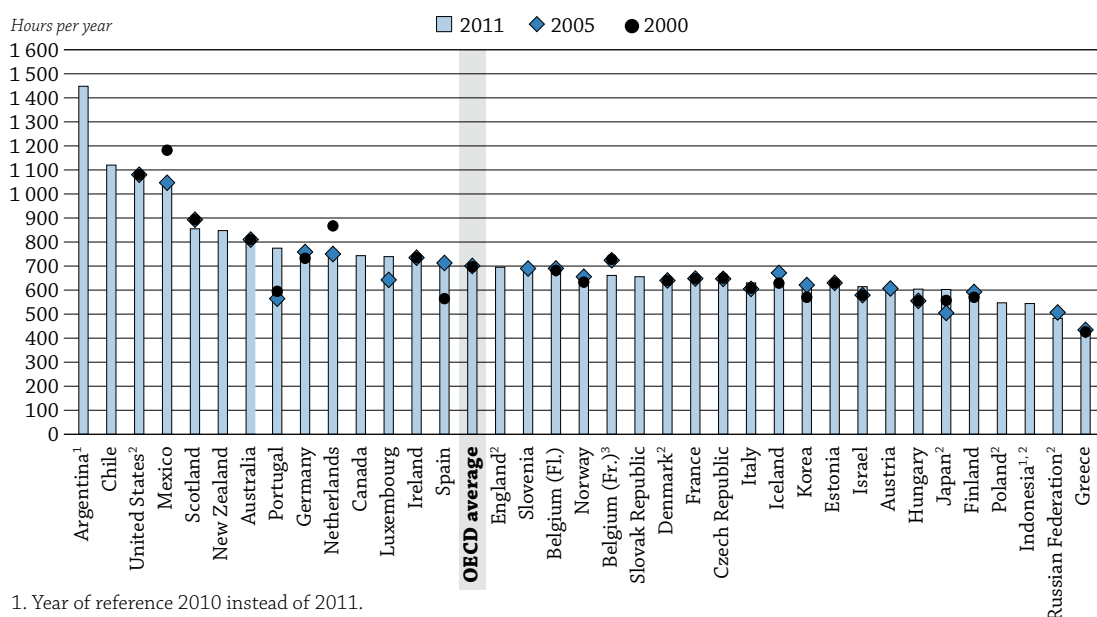


## HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- Public-school teachers teach an average of 994 hours per year at the pre-primary level, 790 hours at the primary level, 709 hours at the lower secondary level, and 664 hours at the upper secondary level of education.
- In almost half of the countries with available data, the amount of teaching time increased or decreased by at least 10% between 2000 and 2011 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 2011**

*Net statutory contact time in public institutions*



1. Year of reference 2010 instead of 2011.

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 2011.

**Source:** OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table D4.2. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink** <http://dx.doi.org/10.1787/888932847868>

### 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 994 hours per year**, but ranges from 450 hours in Indonesia to over 1 500 hours in Iceland, Norway and Sweden.
- **Public primary school teachers teach an average of 790 hours per year**, but teaching time ranges from less than 600 hours in Greece and the Russian Federation to over 1 000 hours in Chile and the United States.
- **The number of teaching hours in public lower secondary schools averages 709 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 664 hours per year**, but ranges from 369 hours in Denmark to 1 448 hours in Argentina.
- **On average, pre-primary teachers are required to teach almost 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 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

Nearly half of the countries with available data reported a 10% or more increase or decrease in teaching time between 2000 and 2011 in primary, lower secondary and/or upper secondary education. In most countries with a significant change, teaching time increased over this period. The number of teaching hours changed dramatically in a few countries: it increased by more than 25% in Portugal and Spain at the secondary level.

## Analysis

### Teaching time

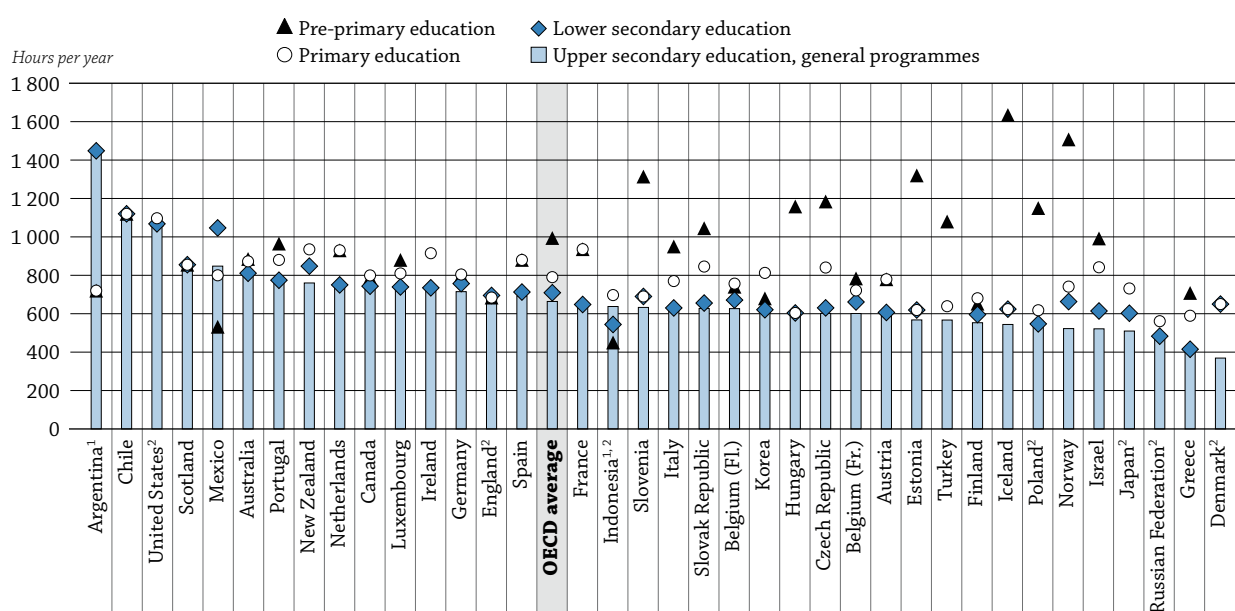
At all levels of education, countries vary in the number of teaching hours per year required of the average public school teacher.

At the pre-primary level, the teaching time required in public schools varies more across countries than it does for any other level. The number of teaching days ranges from 141 days in France to 232 in Indonesia; annual teaching hours range from less than 700 hours in England, Finland, 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 994 hours per year spread over 40 weeks or 193 days of teaching.

Primary school teachers are required to teach an average of 790 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 more than 6 hours per day, and Indonesia, where teachers teach less than 3 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. In contrast, primary school teachers in Korea must complete a very large number of days of instruction – more than five days a week, on average – but their average teaching time per day is only 3.7 hours.

Lower secondary school teachers teach an average of 709 hours per year. On average across OECD countries that are part of the European Union, teachers are required to teach 665 hours per year, almost 45 hours less than the average for all OECD countries. The teaching time at the lower secondary level ranges from less than 600 hours in Finland, Greece, Indonesia, Poland and the Russian Federation to more than 1 000 hours in Argentina, Chile, Mexico and the United States.

**Chart D4.2. Number of teaching hours per year, by level of education (2011)**  
Net statutory contact time in public institutions



1. Year of reference 2010.

2. Actual teaching hours.

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

**Source:** OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table D4.1. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink** <http://dx.doi.org/10.1787/888932847887>

A teacher of general subjects in upper secondary education has an average teaching load of 664 hours per year. Teaching time exceeds 800 hours in only six countries: Argentina, Australia, Chile, Mexico, Scotland and the United States. In contrast, teachers are required to teach less than 500 hours per year in Denmark, Greece and the Russian Federation. Teachers in Denmark, Finland, Greece, Israel, Japan, Korea, Norway and the Russian Federation 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).

### **Differences in teaching time between levels of education**

In most countries, teaching time at the upper secondary level is lower 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 across OECD countries, pre-primary school teachers are required to spend almost 30% more time in the classroom than primary school teachers. In Estonia, Iceland and Norway, 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, Israel and Korea, primary school teachers have at least 30% more annual teaching time than lower secondary school teachers. In contrast, the difference does not exceed 3% 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 over 75% in Denmark.

### **Trends in teaching time**

In almost half of the countries with available data, teaching time varied by at least 10% at one or various levels of education between 2000 and 2011. In most countries with a significant change, teaching time increased over this period (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 2011. 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 Portugal and Spain were required to teach over 25% more in 2011 than in 2000 (up to 50% more in Portugal at the upper secondary level); in Luxembourg, secondary school teachers were required to teach 15% more hours in 2011 than in 2005. Teaching time also increased by around 15% at the upper secondary level in Korea and Iceland.

In contrast, net teaching time dropped by around 10% between 2000 and 2011 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 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, teachers at these levels in Scotland are still required to teach more hours than on average across OECD countries.

### 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).

Australia, Belgium (Flemish Community, for pre-primary and primary education), Canada, Chile, England, Estonia, Finland, France (for pre-primary and primary education), Greece, Iceland, Indonesia, Ireland (for primary and secondary education), Israel, Luxembourg, Mexico, New Zealand (for primary and secondary education), Norway, Portugal, Spain, Sweden, Turkey and the United States, all specify the time during which teachers are required to be available at school, for both teaching and non-teaching activities. In around two-thirds 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% (Table D4.1).

In Austria (pre-primary, primary and lower secondary education), the Czech Republic, France (lower and upper secondary education), Germany, Hungary, Japan, Korea, the Netherlands (primary, lower and upper secondary education) and Scotland, teachers' total annual 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) – after consultation with the local teacher unions.

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. 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.

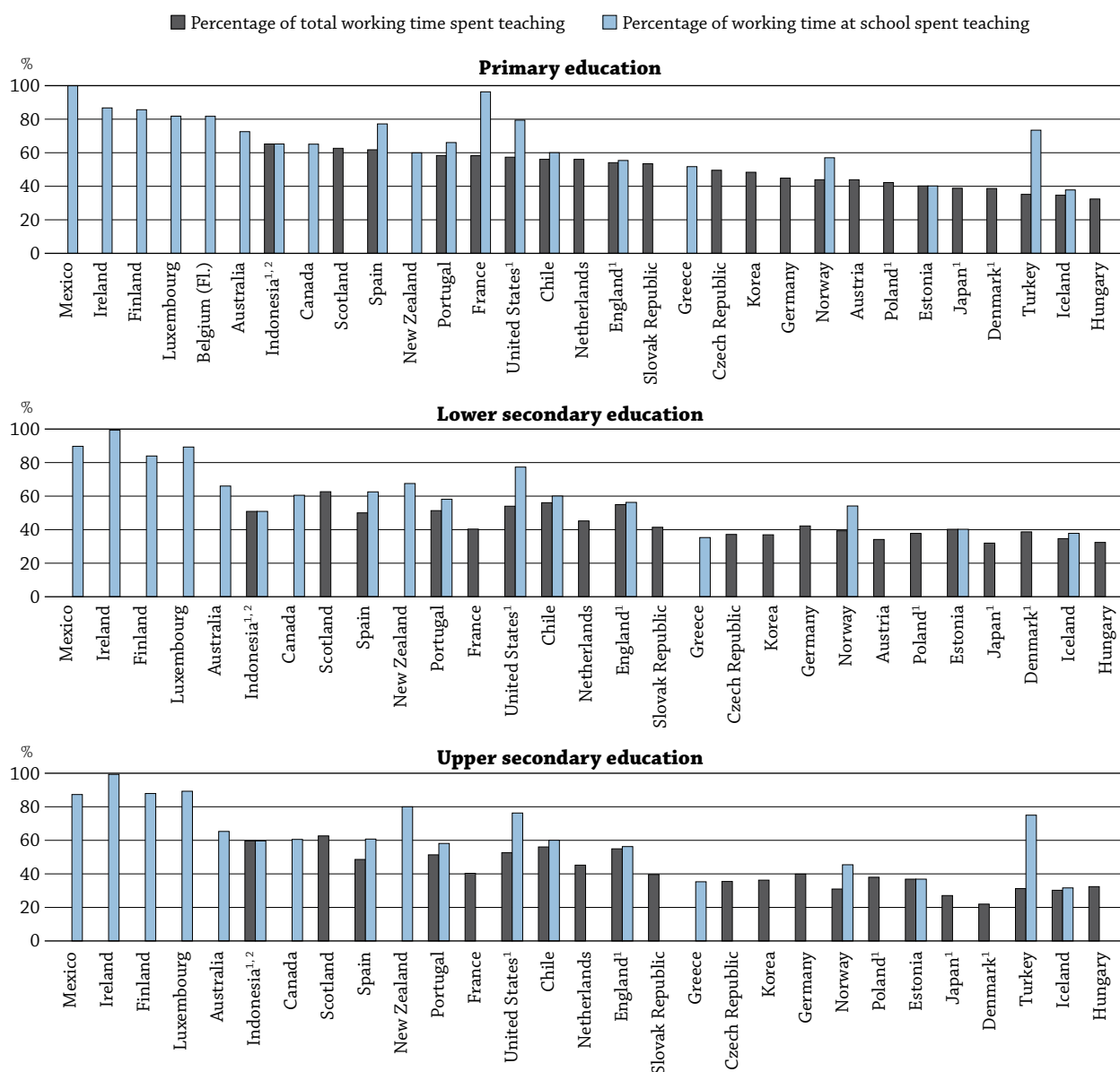
### Non-teaching time

Although teaching time is a substantial component of teachers' workloads, assessing students, preparing lessons, corrections, 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 22 countries that specify both teaching and total working time, the percentage of teachers' working time spent teaching ranges from less than 40% in Denmark, Hungary, Iceland, Japan and Turkey at primary, lower and upper secondary levels of education, to 65% in Indonesia at the primary level. In 13 countries, the proportion of non-teaching time is higher at the secondary level than at the primary level (Table D4.1 and Chart D4.3).

In the 20 countries that specify both teaching time and the amount of time that teachers are required to be available at school at primary, lower or upper secondary levels of education, the percentage of teachers' working time at school spent teaching ranges from less than 40% in Estonia (upper secondary level), Greece (secondary level) and Iceland (primary and secondary levels), to 100% in Mexico (primary level). In 9 countries, the proportion of time spent in non-teaching activities is greater at the secondary level than at the primary level.

**Chart D4.3. Percentage of teachers' working time spent teaching, by level of education (2011)**  
*Net teaching time as a percentage of total statutory working time and working time required at school*



1. Actual teaching time.

2. Year of reference 2010.

Countries are ranked in descending order of the percentage of teachers' working time spent teaching in primary education.

Source: OECD, Table D4.1. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink <http://dx.doi.org/10.1787/888932847906>

In Austria (for the upper secondary level), Belgium (Flemish Community, for the secondary level), Belgium (French Community), Italy, the Netherlands (for the pre-primary level), the Russian Federation and Slovenia, 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 Belgium (Flemish Community), 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

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.

**Teaching time** is defined as the scheduled number of 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 in school** refers to the time teachers are required to spend working in school, including teaching and non-teaching time.

## Methodology

Data are from the 2012 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2010-11.

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/edu/eag.htm](http://www.oecd.org/edu/eag.htm).

The statistical data for Israel are supplied by and 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.

## Indicator D4 Tables

Table D4.1 Organisation of teachers' working time (2011)


StatLink  <http://dx.doi.org/10.1787/888932851953>

Table D4.2 Number of teaching hours per year (2000 and 2005-11)


StatLink  <http://dx.doi.org/10.1787/888932851972>

Table D4.1. Organisation of teachers' working time (2011)

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 <sup>1</sup>	40	40	40	40	196	196	196	195	885	873	811	802	1 135	1 202	1 228	1 228	a	a	a	a
	Austria <sup>1</sup>	38	38	38	38	180	180	180	180	779	779	607	589	a	a	a	a	1 776	1 776	1 776	a
	Belgium (Fl.) <sup>1</sup>	37	37	37	37	178	178	179	179	740	757	671	626	926	926	a	a	a	a	a	a
	Belgium (Fr.) <sup>1</sup>	37	37	37	37	181	181	181	181	784	721	661	601	a	a	a	a	a	a	a	a
	Canada <sup>1</sup>	37	37	37	37	183	183	183	183	788	799	743	747	1 217	1 227	1 228	1 234	a	a	a	a
	Chile <sup>2</sup>	38	38	38	38	182	182	182	182	1 120	1 120	1 120	1 120	1 866	1 866	1 866	1 866	1 998	1 998	1 998	1 998
	Czech Republic <sup>1</sup>	39	39	39	39	191	191	191	191	1 184	840	630	602	a	a	a	a	1 696	1 696	1 696	1 696
	Denmark <sup>3</sup>	42	42	42	42	200	200	200	200	m	650	650	369	m	m	m	m	1 680	1 680	1 680	1 680
	England <sup>3</sup>	38	38	38	38	190	190	190	190	684	684	695	695	1 235	1 235	1 235	1 235	1 265	1 265	1 265	1 265
	Estonia <sup>2</sup>	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 <sup>4</sup>	38	38	38	38	189	189	189	189	652	680	595	553	766	794	709	629	a	a	a	a
	France <sup>1</sup>	36	36	36	36	141	141	m	m	936	936	648	648	972	972	a	a	1 607	1 607	1 607	1 607
	Germany <sup>1</sup>	40	40	40	40	193	193	193	193	800	804	757	715	a	a	a	a	1 793	1 793	1 793	1 793
	Greece <sup>1</sup>	36	36	31	31	177	177	153	153	708	589	415	415	1 140	1 140	1 176	1 176	a	a	a	a
	Hungary <sup>4</sup>	37	37	37	37	181	183	183	183	1 158	604	604	604	a	a	a	a	1 864	1 864	1 864	1 864
	Iceland <sup>1</sup>	48	37	37	35	227	180	180	170	1 634	624	624	544	1 800	1 650	1 650	1 720	1 800	1 800	1 800	1 800
	Ireland <sup>1</sup>	m	37	33	33	m	183	167	167	m	915	735	735	m	1 055	740	740	a	a	a	a
	Israel <sup>1</sup>	38	38	37	37	183	183	175	175	992	842	614	521	992	1 165	874	700	a	a	a	a
	Italy <sup>4</sup>	42	39	39	39	190	175	175	175	950	770	630	630	a	a	a	a	a	a	a	a
	Japan <sup>3</sup>	39	40	40	39	m	200	200	196	m	731	602	510	a	a	a	a	1 883	1 883	1 883	1 883
	Korea <sup>2</sup>	40	40	40	40	220	220	220	220	680	812	621	609	a	a	a	a	1 680	1 680	1 680	1 680
	Luxembourg <sup>1</sup>	36	36	36	36	176	176	176	176	880	810	739	739	1 060	990	828	828	a	a	a	a
	Mexico <sup>1</sup>	41	41	41	36	200	200	200	173	532	800	1 047	848	772	800	1 167	971	a	a	a	a
	Netherlands <sup>2</sup>	40	40	m	m	195	195	m	m	930	930	750	750	a	a	a	a	a	1 659	1 659	1 659
	New Zealand <sup>1</sup>	m	39	39	38	m	195	193	190	m	935	848	760	m	1 560	1 255	950	a	a	a	a
	Norway <sup>1</sup>	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 <sup>3</sup>	45	37	36	36	219	179	177	175	1 150	618	547	544	m	m	m	m	1 808	1 464	1 448	1 432
	Portugal <sup>2</sup>	42	38	38	38	193	176	176	176	965	880	774	774	1 421	1 332	1 332	1 332	1 614	1 508	1 508	1 508
	Scotland <sup>2</sup>	38	38	38	38	190	190	190	190	855	855	855	855	a	a	a	a	1 365	1 365	1 365	1 365
	Slovak Republic <sup>1</sup>	42	39	39	39	201	190	190	190	1 045	846	656	627	m	m	m	m	1 583	1 583	1 583	1 583
	Slovenia <sup>1</sup>	46	40	40	40	219	190	190	190	1 314	690	690	633	a	a	a	a	a	a	a	a
	Spain <sup>1</sup>	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 <sup>1</sup>	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 <sup>1</sup>	38	38	a	38	180	180	a	180	1 080	639	a	567	1 160	870	a	756	1 816	1 816	a	1 816
	United States <sup>3</sup>	36	36	36	36	180	180	180	180	1 090	1 097	1 068	1 051	1 380	1 381	1 381	1 378	1 824	1 913	1 977	1 998
	OECD average	40	38	38	37	193	185	185	183	994	790	709	664	1 257	1 215	1 219	1 154	1 689	1 671	1 667	1 669
	EU21 average	40	38	37	37	191	182	181	181	977	766	665	635	1 206	1 135	1 118	1 109	1 622	1 599	1 598	1 585
Other G20	Argentina <sup>5</sup>	38	38	38	38	180	180	181	181	720	720	1 448	1 448	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	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	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 <sup>3,5</sup>	42	44	44	44	232	244	200	200	450	697	544	638	1 069	1 069	1 069	1 069	1 069	1 069	1 069	1 069
	Russian Federation <sup>3</sup>	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 2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://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/10.1787/888932851953>



Table D4.2. **Number of teaching hours per year (2000 and 2005–2011)***Net statutory contact time in public institutions, in hours per year, by level of education*

		Primary level			Lower secondary level			Upper secondary level		
		2000	2005	2011	2000	2005	2011	2000	2005	2011
		(1)	(2)	(8)	(9)	(10)	(16)	(17)	(18)	(24)
OECD	Australia	882	888	873	811	810	811	803	810	802
	Austria	m	774	779	m	607	607	m	589	589
	Belgium (Fl.)	767	761	757	682	690	671	638	645	626
	Belgium (Fr.) <sup>1</sup>	804	722	721	728	724	661	668	664	601
	Canada	m	m	799	m	m	743	m	m	747
	Chile	m	1 128	1 120	m	1 128	1 120	m	1 128	1 120
	Czech Republic	m	813	840	650	647	630	621	617	602
	Denmark <sup>2</sup>	640	640	650	640	640	650	m	m	369
	England <sup>2</sup>	m	m	684	m	m	695	m	m	695
	Estonia	630	630	619	630	630	619	578	578	568
	Finland	656	677	680	570	592	595	527	550	553
	France	936	936	936	648	648	648	648	648	648
	Germany	783	808	804	732	758	757	690	714	715
	Greece	609	604	589	426	434	415	429	430	415
	Hungary	583	583	604	555	555	604	555	555	604
	Iceland	629	671	624	629	671	624	464	560	544
	Ireland	915	915	915	735	735	735	735	735	735
	Israel	731	731	842	579	579	614	524	524	521
	Italy	744	739	770	608	605	630	608	605	630
	Japan <sup>2</sup>	635	578	731	557	505	602	478	429	510
	Korea	865	883	812	570	621	621	530	605	609
	Luxembourg	m	774	810	m	642	739	m	642	739
	Mexico	800	800	800	1 182	1 047	1 047	m	848	848
	Netherlands	930	930	930	867	750	750	867	750	750
	New Zealand	m	m	935	m	m	848	m	m	760
	Norway	713	741	741	633	656	663	505	524	523
	Poland <sup>2</sup>	m	m	618	m	m	547	m	m	544
	Portugal	815	855	880	595	564	774	515	513	774
	Scotland	950	893	855	893	893	855	893	893	855
	Slovak Republic	m	m	846	m	m	656	m	m	627
	Slovenia	m	690	690	m	690	690	m	633	633
	Spain	880	880	880	564	713	713	548	693	693
	Sweden	m	m	m	m	m	m	m	m	m
	Switzerland	884	m	m	859	m	m	674	m	m
	Turkey	639	639	639	a	a	a	504	567	567
	United States <sup>2</sup>	1 080	1 080	1 097	1 080	1 080	1 068	1 080	1 080	1 051
	OECD average	780	785	790	697	700	709	628	662	664
	OECD average for countries with 2000, 2005 and 2011 data	776	776	784	690	689	698	626	639	648
	EU21 average for countries with 2000, 2005 and 2011 data	776	774	777	658	661	669	635	639	651
Other G20	Argentina	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
	Indonesia <sup>2</sup>	m	m	m	m	m	m	m	m	m
	Russian Federation <sup>2</sup>	m	615	561	m	507	483	m	507	483
	Saudi Arabia	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m
G20 average		m	m	m	m	m	m	m	m	m


Notes: Years 2006, 2007, 2008, 2009 and 2010 are available for consultation on line (see *StatLink* below).

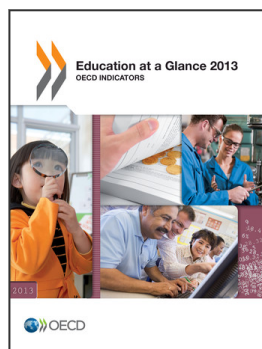
1. Break in time series following methodological changes in 2006.

2. Actual teaching time.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://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/10.1787/888932851972>



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