

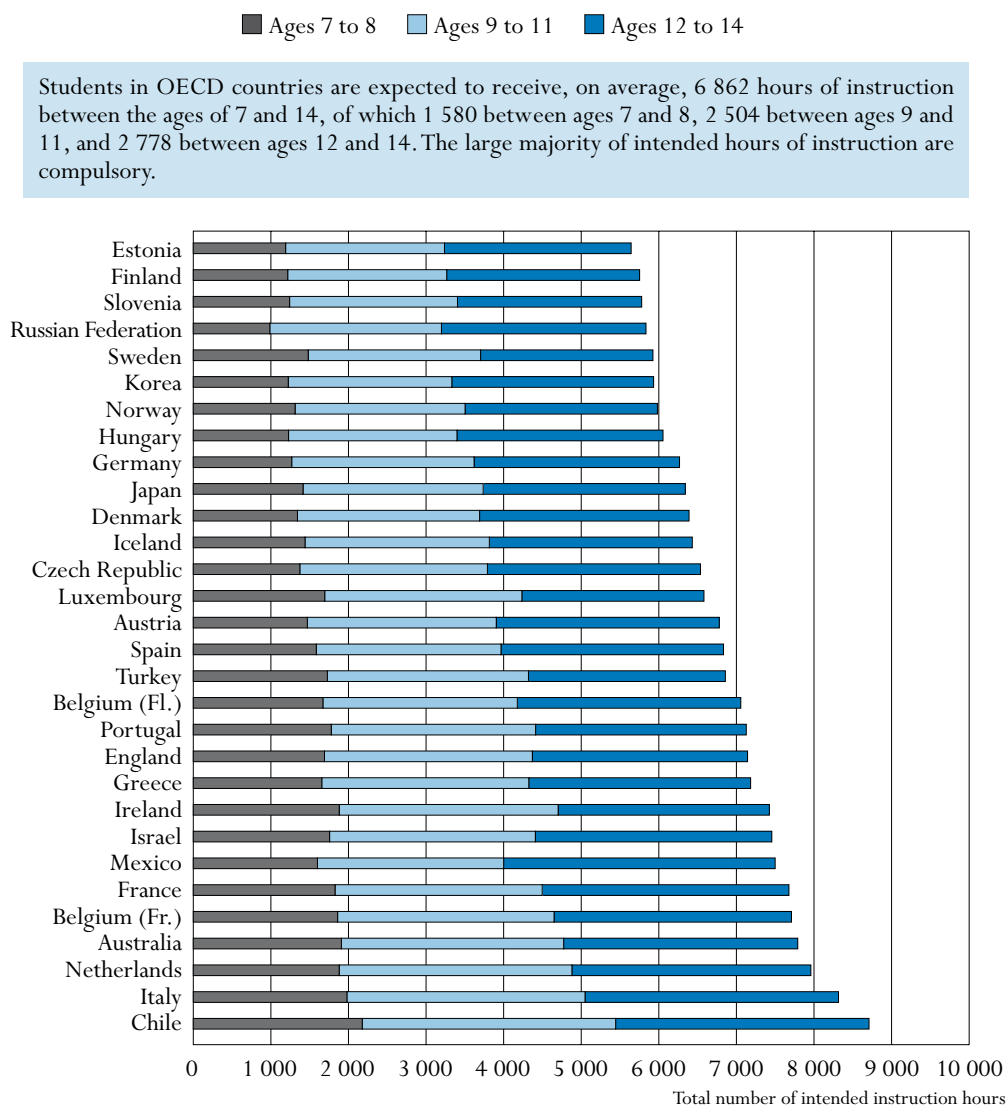
## HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

This indicator examines the amount of instruction time students are expected to receive between the ages of 7 and 15. It also discusses how instruction time is allocated to different curriculum areas.

### INDICATOR D1


#### Key results

**Chart D1.1. Total number of intended instruction hours in public institutions between the ages of 7 and 14 (2007)**



Countries are ranked in ascending order of total number of intended instruction hours.

Source: OECD, Table D1.1. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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### *Other highlights of this indicator*

- In OECD countries, compulsory instruction time for 7-8 year-old students averages 769 hours per year and intended instruction time averages 790 hours per year for this age group. Students aged 9 to 11 receive about 41 compulsory hours more per year than 7-8 year-olds and students aged 12 to 14 receive just over 82 hours more per year than 9-11 year-olds. Similarly, students aged 9 to 11 receive about 45 intended hours more per year than 7-8 year-olds and students aged 12 to 14 receive just over 91 hours more per year than 9-11 year-olds.
- On average across OECD countries, the teaching of reading, writing and literature, mathematics and science represents 47% of the compulsory instruction time for 9-11 year-olds and just above 40% for 12-14 year-olds. For 9-11 year-olds, the proportion of compulsory curriculum devoted to reading, writing and literature varies widely, from 13% in Australia to 30% or more in France, Mexico and the Netherlands.

## INDICATOR D1

## Policy context

Instruction time in formal classroom settings accounts for a large portion of the public investment in student learning and is a central component of effective schooling. The amount of instruction time available to students can determine the amount of formal classroom teaching they receive and therefore their opportunities for effective learning. Instruction time is the main factor in schools' operations. It is also central to education policy decision making. Matching resources with students' needs and making optimal use of time are major challenges for education policy. The main costs of education are teachers' work, institutional maintenance and other educational resources. The length of time during which these resources are made available to students (as partly shown in this indicator) is thus an important factor in the allocation of funding.

Countries make various choices concerning the overall length of time that should be devoted to instruction, and which subjects should be compulsory for students. These choices reflect national priorities and preferences for the education students receive at different ages and the emphasis placed on different subject areas. Countries usually have statutory or regulatory requirements regarding hours of instruction. These are most often stipulated as the minimum number of hours of instruction a school must offer. Central to the setting of minimum levels is the view that sufficient teaching time is essential to productive learning outcomes.

## Evidence and explanations

### What this indicator shows

Intended instruction time is an important indicator of students' opportunity to learn and of the public resources invested in education. This indicator captures intended instruction time, as established in public regulations, as a measure of exposure to learning in formal classroom settings. It does not show the actual number of hours of instruction received by students and does not cover learning outside of the formal classroom setting. Discrepancies may exist across countries between the regulatory minimum hours of instruction and the actual hours of instruction received by students. There is research showing that due to factors such as school timetable decisions, lesson cancellations and teacher absenteeism schools may not consistently reach the regulatory minimum instruction time (see Box D1.1 of *Education at a Glance 2007*).

The indicator also illustrates how minimum instruction times are allocated across different curricular areas. It shows the intended net hours of instruction for those grades in which the majority of students are between 7 and 15. Although the data are difficult to compare among countries because of different curriculum policies, they nevertheless provide an indication of how much formal instruction time is considered necessary for students to achieve the desired educational goals.

### Total intended instruction time: an average of 6 862 hours between the ages of 7 and 14

Total intended instruction time is an estimate of the number of hours during which students are taught both compulsory and non-compulsory parts of the curriculum as per public regulations.

In OECD countries, intended instruction time for students between the ages of 7 and 14 averages a total of 6 862 hours. However, formal requirements regarding intended instruction time range from 5 644 hours in the partner country Estonia to over 8 000 hours in Italy and the partner

country Chile. During these hours, schools are obliged to offer instruction in compulsory and non-compulsory subjects. The total intended instruction time for this age range is a good indicator of students' theoretical workload, but it cannot be interpreted as the actual instruction students receive during the years they spend in initial education.

In some countries with a heavier student workload, the age band of compulsory education is smaller and students drop out of the school system earlier; in other countries a more even distribution of student workload and study time over more years ultimately means a larger number of total instruction hours for all. Table D1.1 shows the age range for which over 90% of the population is in education and Chart D1.1 shows the total amount of intended instruction time students should receive between the ages of 7 and 14. Intended instruction time does not capture the quality of learning opportunities provided or the level or quality of the human and material resources involved. (For some insight into human resources, see Indicator D2, which shows the number of teachers relative to the student population).

In some countries, intended instruction time varies considerably among regions or types of schools. In many countries, local education authorities or schools can determine the number and allocation of hours of instruction. Additional teaching time is often planned for individual remedial teaching or curriculum enhancement. On the other hand, time may be lost due to student absences or a lack of qualified substitutes to replace absent teachers.

Annual instruction time should be examined together with the length of compulsory education, *i.e.* the period of time during which young people receive full-time educational support from public resources, and during which more than 90% of the population participates in education (see Indicator C1).

### **Compulsory instruction time: an average of 6 645 hours between the ages of 7 and 14**

Total compulsory instruction time is an estimate of the number of hours during which students are taught both the compulsory core and compulsory flexible parts of the curriculum.

For 7-8 year-olds and 9-11 year-olds, total intended instruction time equals the total compulsory instruction time in most countries; this is less often the case for older age groups. However, intended instruction time is fully compulsory for all age groups between 7 and 14 years in the Czech Republic, Denmark, England, Germany, Greece, Iceland, Japan, Korea, Luxembourg, Mexico, the Netherlands, Norway, Spain and Sweden, as well as the partner countries Chile, Estonia, the Russian Federation and Slovenia. Except for England, Greece, Mexico, the Netherlands and the partner country Chile, these countries have a total length of intended instruction time that is below the OECD average. Except for Greece (as well as for Japan and the Netherlands: the two countries for which data are missing), intended instruction time is also fully compulsory at age 15 in these countries.

Within the formal education system, OECD countries report an average annual total compulsory instruction time in classroom settings of 769 hours for 7-8 year-olds, 810 hours for 9-11 year-olds and 892 hours for 12-14 year-olds. The average annual number of compulsory instruction hours is 921 for the typical programme in which most 15-year-olds are enrolled (Table D1.1).

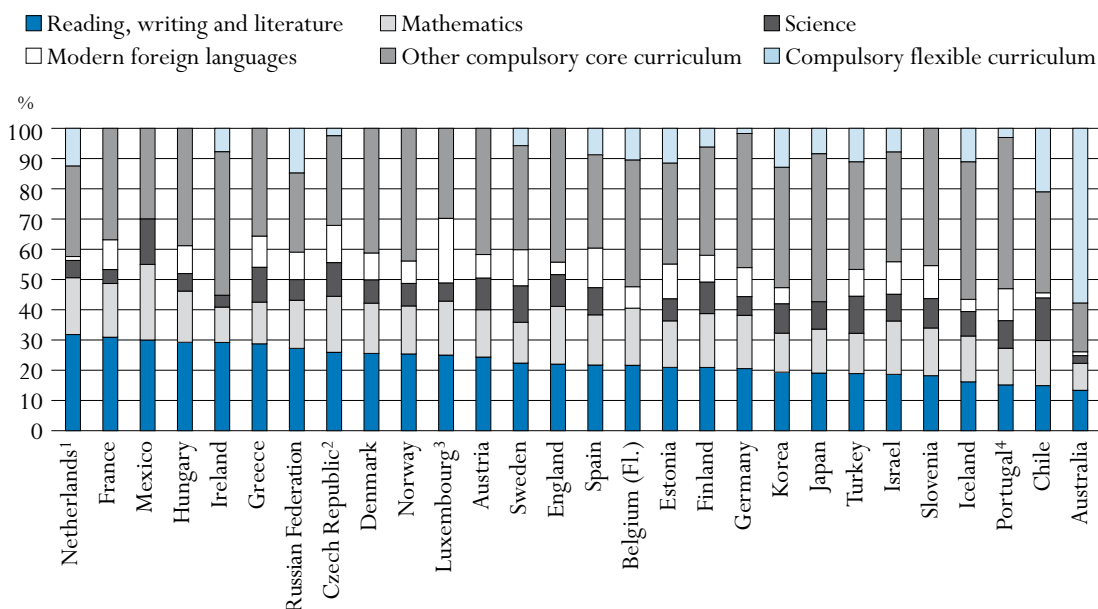
### Teaching of reading and writing, mathematics and science: at least 40% of compulsory instruction time, on average, for 12-14 year-olds

In OECD countries, study areas for 9-11 year-olds are not necessarily organised as separate classes. Students at this age spend an average of 47% of the compulsory curriculum on three basic subject areas: reading, writing and literature (23%), mathematics (16%) and science (8%). On average, an additional 8% of the compulsory curriculum is devoted to modern foreign languages. Together with social studies, the arts and physical education, these seven study areas form the major part of the curriculum for this age cohort in all OECD and partner countries except Australia (Table D1.2a and Chart D1.2a).

On average, reading and writing account for the greatest proportion of the curriculum for 9-11 year-olds, but the differences among countries are greater than for other subjects; this subject area accounts for 13% of compulsory instruction time in Australia, compared with 30% or more in France, Mexico and the Netherlands. There are also sizeable variations in the time spent learning modern foreign languages, which accounts for 1% or less of compulsory instruction time in Australia, Japan, Mexico and the Netherlands but 21% of total compulsory instruction time in Luxembourg and over 10% in the Czech Republic, Portugal, Spain, Sweden and in the partner countries Estonia, Israel and Slovenia.

**Chart D1.2a. Instruction time per subject as a percentage of total compulsory instruction time for 9-11 year-olds (2007)**

*Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum*



1. Includes 11-year-olds only.

2. For 9-10 year-olds, social studies is included in science.

3. German as a language of instruction is included in "Reading, writing and literature" in addition to the mother tongue Luxembourgish.

4. Includes 10-11 year-olds only.

Countries are ranked in descending order of the proportion of intended instruction hours devoted to reading, writing and literature.

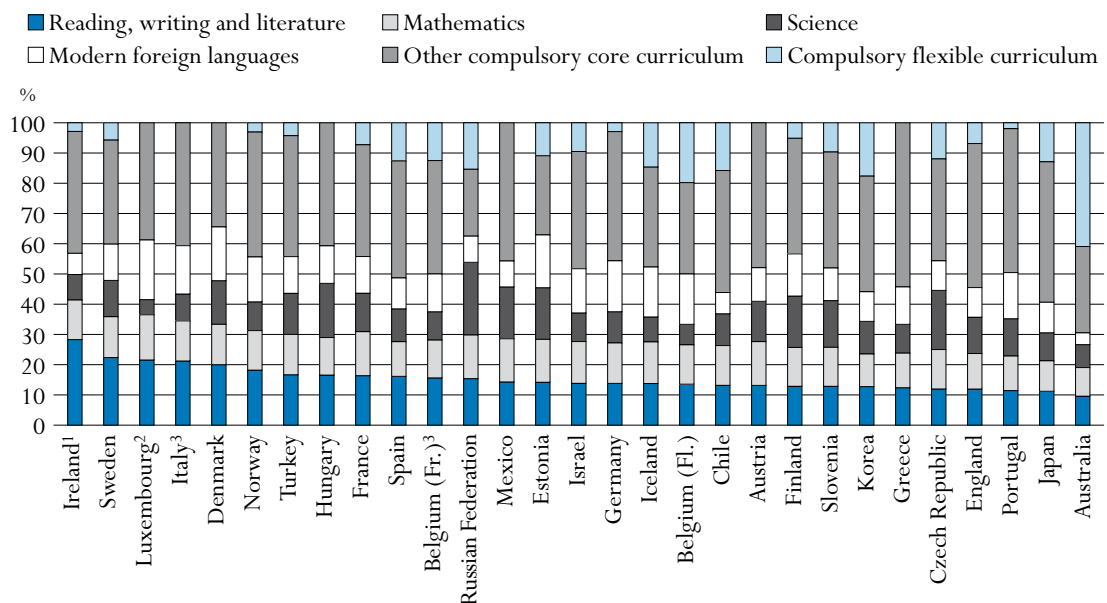
Source: OECD, Table D1.2a. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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In OECD countries, an average of 40% of the compulsory curriculum for 12-14 year-olds is devoted to three subject areas: reading, writing and literature (16%), mathematics (13%) and science (12%). For this age group, a relatively larger part of the curriculum is devoted to modern foreign languages (13%) and social studies (12%), and somewhat less time is devoted to the arts (8%). Together with physical education (8%), these seven study areas form part of the compulsory curriculum for lower secondary students in all OECD countries and partner countries (Table D1.2b and Chart D1.2b).

**Chart D1.2b. Instruction time per subject as a percentage of total compulsory instruction time for 12-14 year-olds (2007)**

*Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum*



1. For 13-14 year-olds, arts is included in non-compulsory curriculum.

2. German as a language of instruction is included in “Reading, writing and literature” in addition to the mother tongue Luxembourgish.

3. Includes 12-13 year-olds only.

Countries are ranked in descending order of the proportion of intended instruction hours devoted to reading, writing and literature.

Source: OECD, Table D1.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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Among countries, the allocation of time for the different subjects within the compulsory curriculum for 12-14 year-olds varies less than for 9-11 year-olds. These differences reflect different national and curriculum priorities. The greatest variation is again in reading and writing, which ranges from 10% or less of compulsory instruction time in Australia to 28% in Ireland (where reading and writing includes work in both English and Irish).

There is also substantial variation in the percentage of compulsory instruction time devoted to particular subjects for 9-11 year-olds compared to 12-14 year-olds. On average among OECD countries, 12-14 year-olds spend one-third less time studying reading, writing and literature

than 9-11 year-olds. However, the reverse is true for science, social studies, modern foreign languages, technology and practical and vocational skills.

These differences are larger in some countries than in others. The percentage of compulsory instruction time devoted to reading, writing and literature for 12-14 year-olds is equal to or less than one-half that for 9-11 year-olds in the Czech Republic, Greece, and Mexico. Yet in Ireland and Sweden, the difference is less than 5%. Clearly, countries place different emphases both on subjects and on when they should be taught to students.

Among OECD countries, the non-compulsory part of the curriculum comprises on average 4% to 5% of the total intended instruction time for 9-11 year-olds as well as for 12-14 year-olds. Nevertheless, a considerable amount of additional non-compulsory instruction time is sometimes provided. For 9-11 year-olds, all intended instruction time is compulsory in most countries, but students in Belgium (French Community) and in Italy spend over an additional 11% and students in Hungary and Turkey up to an additional 20% of their time on non-compulsory studies. For 12-14 year-olds, non-compulsory instruction time is a feature in Australia, Austria, Belgium (French Community), Finland, France, Hungary, Ireland, Italy, Portugal and Turkey, and ranges from 3% in Portugal to 32% in Hungary (Table D1.2a and Table D1.2b).

On average, 4% of compulsory instruction time belongs to the flexible part of the curriculum in the grades where most students are 9 to 11 years of age; the corresponding proportion is 8% for students aged 12 to 14. Most OECD countries define the number of hours of compulsory instruction. Within the compulsory part of the curriculum, students have varying degrees of freedom to choose the subjects they want to study. Australia allows the greatest flexibility in the compulsory curriculum with 58% for 9-11 year-olds and 41% for 12-14 year-olds. Several other countries allow 10% or more of flexibility in the compulsory curriculum for 12-14 year-olds (Belgium, the Czech Republic, Iceland, Japan, Korea and Spain, and the partner countries Chile, Estonia, the Russian Federation and Slovenia) (Table D1.2a and Table D1.2b).

### Definitions and methodologies

Data on instruction time are from the 2008 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2006/07.

Instruction time for 7-15 year-olds refers to the formal number of 60-minute hours per school year organised by the school for class instructional activities for students in the reference school year 2006/07. For countries with no formal policy on instruction time, the number of hours is estimated from survey data. Hours lost when schools are closed for festivities and celebrations, such as national holidays, are excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory and non-compulsory parts of the curriculum.

The compulsory curriculum refers to the amount and allocation of instruction time that almost every public school must provide and almost all public-sector students must attend. The measurement of the time devoted to specific study areas (subjects) focuses on the minimum

common core rather than on the average time spent, since the data sources (policy documents) do not allow for more precise measurement. The total compulsory curriculum comprises the compulsory core curriculum as well as the compulsory flexible curriculum.

The non-compulsory part of the curriculum refers to the average time of instruction to which students are entitled beyond the compulsory hours of instruction. These subjects often vary from school to school or from region to region, and may take the form of non-compulsory (elective) subjects.

In Table D1.1, typical instruction time for 15-year-olds refers to the programme in which most students at this age are enrolled. The programme may take place in lower or upper secondary education, and in most countries consists of a general programme. If the system channels students into different programme types at this age, the average instruction time may have been estimated for the most important mainstream programmes and weighted by the proportion of students in the grade in which most 15-year-olds are enrolled. When vocational programmes are also taken into account in typical instruction time, only the school-based part of the programme should be included in the calculations.

Instruction time for the least demanding programmes refers to programmes for students who are least likely to continue studying beyond the mandatory school age or beyond lower secondary education. Such programmes may or may not exist depending on a country's streaming and selection policies. In many countries students are offered the same amount of instruction time in all or most programmes, but there is flexibility in the choice of study areas or subjects. Often such choices have to be made quite early in the student's school career if programmes are long and differ substantially.

### Further references

Specific notes on definitions and methodologies for each country related to this indicator are given in Annex 3 at [www.oecd.org/edu/eqa2009](http://www.oecd.org/edu/eqa2009).



Table D1.1.

**Compulsory and intended instruction time in public institutions (2007)**

*Average number of hours per year of total compulsory and non-compulsory instruction time in the curriculum for 7-8, 9-11, 12-14 and 15-year-olds*

		Age range at which over 90% of the population are enrolled	Average number of hours per year of total compulsory instruction time					Average number of hours per year of total intended instruction time				
			Ages 7-8	Ages 9-11	Ages 12-14	Age 15 (typical programme)	Age 15 (least demanding programme)	Ages 7-8	Ages 9-11	Ages 12-14	Age 15 (typical programme)	Age 15 (least demanding programme)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD countries	Australia	5 - 16	954	955	962	938	938	954	955	1006	993	993
	Austria	5 - 16	690	767	913	1005	960	735	812	958	1050	1005
	Belgium (Fl.)	3 - 17	a	a	a	a	a	835	835	960	960	450
	Belgium (Fr.) <sup>1</sup>	3 - 17	840	840	960	m	m	930	930	1020	m	m
	Czech Republic	5 - 17	687	806	915	1030	439	687	806	915	1030	439
	Denmark	3 - 16	671	783	900	930	900	671	783	900	930	900
	England	4 - 16	846	893	925	950	a	846	893	925	950	a
	Finland	6 - 18	608	640	777	856	a	608	683	829	913	a
	France	3 - 17	913	890	966	1036	a	913	890	1060	1142	a
	Germany	4 - 17	634	784	883	895	m	634	784	883	895	m
	Greece	6 - 15	828	889	953	1117	958	828	889	953	1330	1170
	Hungary	4 - 17	555	601	671	763	763	614	724	885	1106	1106
	Iceland	3 - 16	720	792	872	888	a	720	792	872	888	a
	Ireland	5 - 18	941	941	848	802	713	941	941	907	891	891
	Italy	3 - 15	891	913	1001	1089	m	990	1023	1089	1089	m
	Japan	4 - 17	707	774	868	m	a	707	774	868	m	a
	Korea	6 - 17	612	703	867	1020	a	612	703	867	1020	a
	Luxembourg	4 - 15	847	847	782	750	a	847	847	782	750	a
	Mexico	5 - 14	800	800	1167	1058	a	800	800	1167	1058	a
	Netherlands	4 - 17	940	1000	1027	m	a	940	1000	1027	m	a
	New Zealand	4 - 15	m	m	m	m	m	m	m	m	m	m
	Norway	4 - 17	656	730	826	855	a	656	730	826	855	a
	Poland	6 - 18	m	m	m	m	m	m	m	m	m	m
	Portugal	5 - 16	855	849	880	821	m	889	878	905	872	m
	Scotland	4 - 16	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	6 - 17	m	m	m	m	m	m	m	m	m	m
	Spain	3 - 16	793	794	956	979	978	793	794	956	979	978
Sweden	3 - 18	741	741	741	741	a	741	741	741	741	a	
Switzerland	5 - 16	m	m	m	m	m	m	m	m	m	m	
Turkey	7 - 12	720	720	750	810	a	864	864	846	810	a	
United States	6 - 16	m	m	m	m	m	m	m	m	m	m	
OECD average			769	810	892	921	831	790	835	926	966	881
EU 19 average			781	822	888	918	816	802	847	928	977	867
Partner countries	Brazil	7 - 16	m	m	m	m	m	m	m	m	m	m
	Chile	6 - 16	1089	1089	1089	1203	1203	1089	1089	1089	1203	1203
	Estonia	6 - 16	595	683	802	840	m	595	683	802	840	m
	Israel	5 - 17	878	867	966	1040	1015	878	884	1016	1089	1064
	Russian Federation	7 - 15	493	737	879	912	m	493	737	879	912	m
	Slovenia	6 - 17	621	721	791	908	888	621	721	791	908	888

1. "Ages 12-14" covers ages 12-13 only.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


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Table D1.2a.

**Instruction time per subject as a percentage of total compulsory instruction time for 9-11 year-olds (2007)***Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum*

		Compulsory core curriculum												Compulsory flexible curriculum	Total compulsory curriculum	Non-compulsory curriculum	
		Reading, writing and literature	Mathematics	Science	Social studies	Modern foreign languages	Ancient Greek and/or Latin	Technology	Arts	Physical education	Religion	Practical and vocational skills	Other				Total compulsory core curriculum
OECD countries	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
	Australia <sup>1</sup>	13	9	3	3	1	n	3	4	4	1	n	1	42	58	100	n
	Austria	24	16	10	3	8	n	n	18	10	8	x(13)	3	100	x(13)	100	6
	Belgium (Fl.) <sup>1</sup>	22	19	x(12)	x(12)	7	n	n	10	7	7	n	18	89	11	100	n
	Belgium (Fr.) <sup>1</sup>	x(12)	x(12)	x(12)	x(12)	5	n	x(12)	x(12)	7	7	x(12)	81	100	n	100	11
	Czech Republic <sup>2</sup>	26	19	11	9	12	n	n	14	7	n	n	n	98	2	100	n
	Denmark	26	17	8	4	9	n	n	20	10	4	n	3	100	n	100	n
	England	22	19	10	10	4	n	10	9	7	5	n	3	100	n	100	n
	Finland	21	18	10	2	9	n	n	19	9	5	n	n	94	6	100	7
	France	31	18	5	10	10	n	3	11	13	n	n	n	100	n	100	n
	Germany	20	18	6	7	10	n	1	15	11	7	n	4	98	2	100	n
	Greece	29	14	11	11	10	n	n	8	7	7	n	2	100	n	100	n
	Hungary	29	17	6	7	9	n	n	14	12	n	5	2	100	n	100	20
	Iceland	16	15	8	8	4	n	6	12	9	3	5	2	89	11	100	n
	Ireland	29	12	4	8	x(14)	n	n	12	4	10	n	14	92	8	100	n
	Italy <sup>3</sup>	a	a	a	a	a	a	a	a	a	a	a	a	a	a	100	12
	Japan	19	15	9	9	n	n	n	10	9	n	n	21	92	8	100	m
	Korea	19	13	10	10	5	n	2	13	10	n	2	3	87	13	100	n
	Luxembourg <sup>4</sup>	25	18	6	2	21	n	n	11	10	7	n	n	100	n	100	n
	Mexico	30	25	15	20	n	n	n	5	5	n	n	n	100	n	100	n
	Netherlands <sup>5</sup>	32	19	6	6	1	n	n	9	7	5	3	n	88	13	100	n
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	25	16	7	9	7	n	n	15	9	8	n	3	100	n	100	n
	Poland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal <sup>6</sup>	15	12	9	6	11	n	x(7)	18	9	n	n	17	97	3	100	5
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	22	17	9	9	13	n	n	11	11	x(14)	n	n	91	9	100	n
	Sweden	22	14	12	13	12	n	x(3)	7	8	x(4)	7	n	94	6	100	n
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	19	13	12	10	9	n	n	7	4	7	2	6	89	11	100	20
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average <sup>1</sup>		23	16	8	8	8	n	1	12	8	4	1	4	91	4	100
EU 19 average <sup>1</sup>		25	16	8	7	9	n	1	13	9	4	1	3	97	3	100	4
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	15	15	14	4	2	n	7	10	7	5	n	1	79	21	100	n
	Estonia	21	15	7	6	12	n	4	9	10	n	n	4	88	12	100	n
	Israel	19	18	9	6	11	n	n	6	6	6	4	9	92	8	100	2
	Russian Federation	27	16	7	6	9	n	7	7	7	n	n	n	85	15	100	n
	Slovenia	18	16	10	8	11	n	2	11	11	n	3	10	100	n	100	n

1. Australia, Belgium (Fl.) and Belgium(Fr.) are not included in the averages.

2. For 9-10 year-olds, social studies is included in science.

3. For 9-10 year-olds the curriculum is largely flexible, for 11-year-olds it is about the same as for 12-13 year-olds.

4. German as a language of instruction is included in "Reading, writing and literature" in addition to the mother tongue Luxembourgish.

5. Includes 11-year-olds only.

6. Includes 10-11 year-olds only.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


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Table D1.2b.

**Instruction time per subject as a percentage of total compulsory instruction time for 12-14 year-olds (2007)***Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum*

	Compulsory core curriculum													Compulsory flexible curriculum	Total compulsory curriculum	Non-compulsory curriculum	
	Reading, writing and literature	Mathematics	Science	Social studies	Modern foreign languages	Ancient Greek and/or Latin	Technology	Arts	Physical education	Religion	Practical and vocational skills	Other	Total compulsory core curriculum				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
OECD countries	Australia	10	9	8	7	4	n	6	7	1	n	3	59	41	100	5	
	Austria	13	14	13	12	11	1	n	16	10	7	2	100	x(13)	100	5	
	Belgium (Fl.)	14	13	7	9	17	n	4	4	6	6	1	n	80	20	100	n
	Belgium (Fr.) <sup>1</sup>	16	13	9	13	13	n	3	3	9	6	n	3	88	13	100	6
	Czech Republic	12	13	20	16	10	n	3	8	7	n	n	n	88	12	100	n
	Denmark	20	13	14	9	18	n	n	11	8	3	n	3	100	n	100	n
	England	12	12	12	12	10	n	11	10	7	4	n	3	93	7	100	n
	Finland	13	13	17	7	14	n	n	15	7	5	4	n	95	5	100	7
	France	16	15	13	13	12	n	6	7	11	n	n	n	93	7	100	10
	Germany	14	13	10	12	17	n	3	10	9	5	2	2	97	3	100	n
	Greece	12	11	10	10	12	n	5	6	8	6	1	19	100	n	100	n
	Hungary	17	12	18	12	12	n	3	10	9	n	3	3	100	n	100	32
	Iceland	14	14	8	6	17	n	4	7	8	2	4	3	85	15	100	n
	Ireland <sup>2</sup>	28	13	8	17	7	n	x(16)	4	5	9	x(16)	5	97	3	100	7
	Italy <sup>1</sup>	21	13	9	11	16	n	7	13	6	3	n	n	100	n	100	14
	Japan	11	10	9	9	10	n	3	7	9	n	n	18	87	13	100	m
	Korea	13	11	11	10	10	n	4	8	8	n	4	5	82	18	100	n
	Luxembourg <sup>3</sup>	22	15	5	10	20	n	n	10	8	6	n	5	100	n	100	n
	Mexico	14	14	17	23	9	n	n	6	6	n	9	3	100	n	100	n
	Netherlands	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	18	13	10	10	15	n	n	11	9	7	n	5	97	3	100	n
	Poland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Portugal <sup>4</sup>	11	11	12	13	15	n	4	7	9	n	n	15	98	2	100	3	
Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Spain	16	11	11	10	10	n	8	11	7	x(14)	x(14)	3	87	13	100	n	
Sweden	22	14	12	13	12	n	x(3)	7	8	x(4)	7	n	94	6	100	n	
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	17	13	14	12	12	n	n	4	7	5	4	7	96	4	100	13	
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
OECD average	16	13	12	12	13	n	3	8	8	3	2	4	92	8	100	5	
EU 19 average	16	13	12	12	13	n	4	9	8	4	1	4	95	6	100	6	
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Chile	13	13	11	11	7	n	5	10	5	5	n	4	84	16	100	m
	Estonia	14	14	17	7	17	n	5	7	7	n	n	n	89	11	100	m
	Israel	14	14	9	7	15	n	5	5	5	5	5	6	91	9	100	m
	Russian Federation	15	14	24	9	9	n	3	4	6	n	1	n	85	15	100	m
	Slovenia	13	13	15	15	11	n	2	6	6	n	n	9	90	10	100	m

1. Includes 12-13 year-olds only.


2. For 13-14 year-olds, arts is included in non-compulsory curriculum.

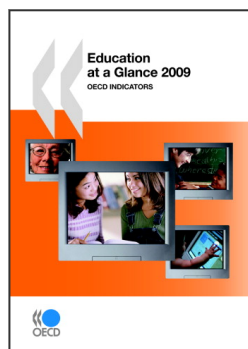
3. German as a language of instruction is included in "Reading, writing and literature" in addition to the mother tongue Luxembourgish.

4. Technology is included in arts for 14-year-olds.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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

StatLink  <http://dx.doi.org/10.1787/664775782328>



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