

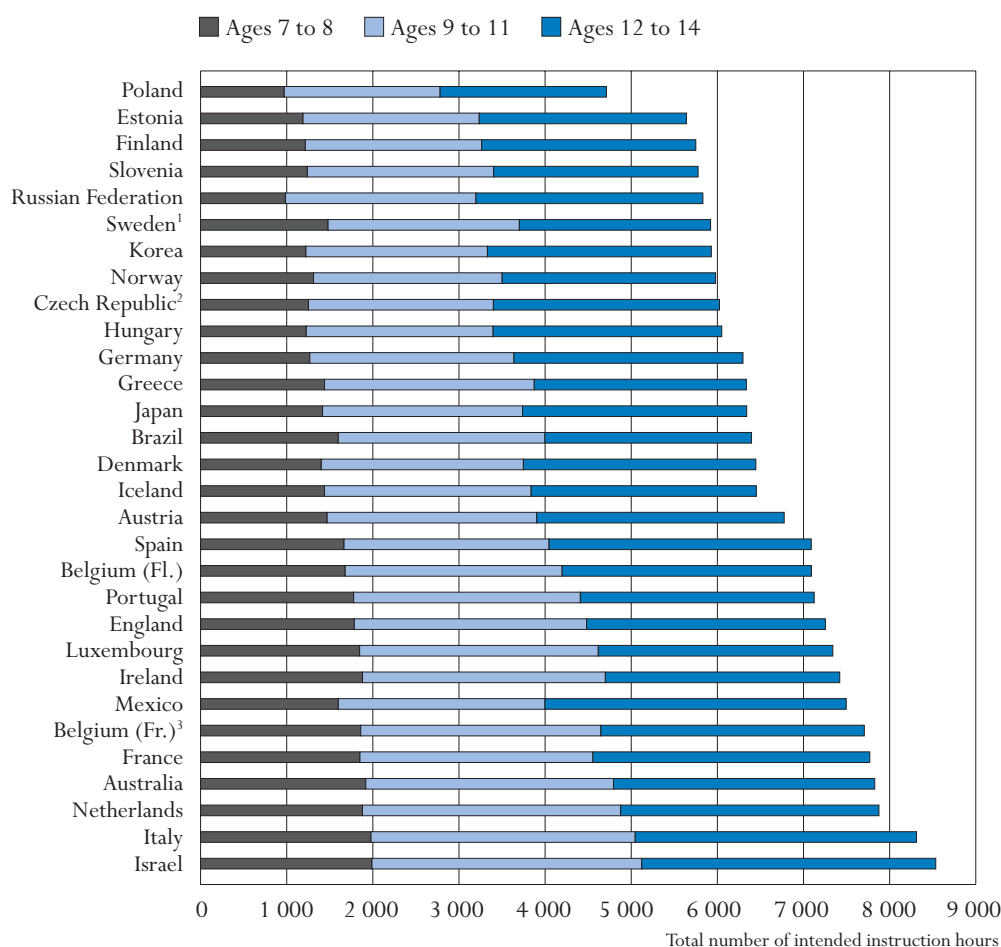
HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

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.

Key results

Chart D1.1. Total number of intended instruction hours in public institutions between the ages of 7 and 14 (2008)

Students in OECD countries are expected to receive, on average, 6 777 hours of instruction between the ages of 7 and 14, of which 1 554 between ages 7 and 8, 2 467 between ages 9 and 11, and 2 755 between ages 12 and 14. The large majority of intended hours of instruction is compulsory.




1. Estimated because breakdown by age not available.

2. Minimum number of hours per year.

3. "Ages 12 to 14" covers ages 12 to 13 only.

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

Source: OECD, Table D1.1. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Other highlights of this indicator

- In OECD countries, compulsory instruction time for 7-8 year-old students averages 759 hours per year and intended instruction time averages 777 hours per year. Students aged 9 to 11 receive about 43 compulsory hours more per year than 7-8 year-olds and students aged 12 to 14 receive about 85 hours more per year than 9-11 year-olds. Similarly, students aged 9 to 11 receive just over 45 intended hours more per year than 7-8 year-olds and students aged 12 to 14 receive 96 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 48% of the compulsory instruction time for 9-11 year-olds and 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 16% in Iceland 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. 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 the use and deployment of teacher resources, 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 (see Indicator B7).

Countries make various choices concerning the overall length of time to be devoted to instruction and which subjects should be compulsory for students. These choices reflect national and/or regional 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. Differences 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, owing 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 in *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 years old. 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 6 777 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 6 777 hours. However, formal requirements regarding intended instruction time range

from 4 715 hours in Poland to over 8 000 hours in Italy and the partner country Israel. 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 in school, 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 (see Indicator C1) 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. Intended instruction time can also differ from the actual instruction time. Additional teaching time is often planned for individual remedial teaching or curriculum enhancement. On the other hand, time may be lost because of 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 6 582 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.

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, Sweden and the partner countries Brazil, Estonia, the Russian Federation and Slovenia. Except for England, Luxembourg, Mexico, the Netherlands and Spain, these countries have a total length of intended instruction time that is below the OECD average. Intended instruction time is also fully compulsory at age 15 in these 14 countries, with the exception of Japan and the Netherlands for which data are missing. In Australia, France and Ireland, although total intended instruction time is fully compulsory for 7-8 year-olds and 9-11 year-olds, this is not the case for the older age groups.

Within the formal education system, OECD countries report an average annual total compulsory instruction time in classroom settings of 759 hours for 7-8 year-olds, 802 hours for 9-11 year-olds and 886 hours for 12-14 year-olds. The average annual number of compulsory instruction hours is 902 for the typical programme in which most 15-year-olds are enrolled (Table D1.1).

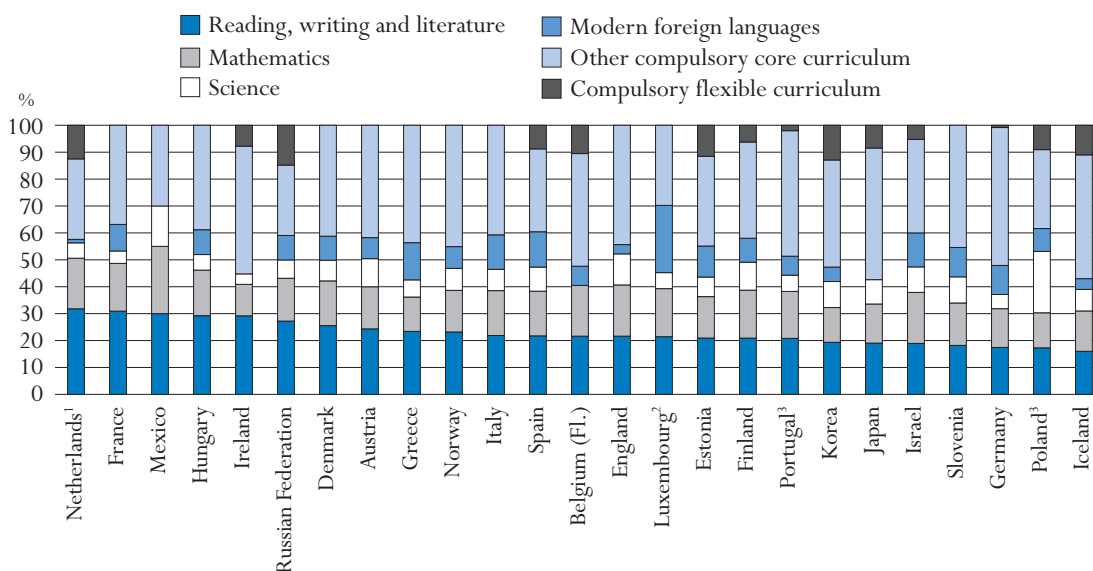
Teaching of reading and writing, mathematics and science: on average, at least 48% and 40% of compulsory instruction time for 9-11 year-olds and 12-14 year-olds, respectively

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 48% of the compulsory curriculum on three basic subject areas: reading, writing and literature (23%), mathematics (16%) and science (9%). On average, an additional 8% of the compulsory curriculum is devoted to each modern foreign language and social studies. Together with the arts (12%) and physical education (9%), these seven study areas form the major part of the curriculum for this age cohort in all OECD and partner countries with available data. Ancient Greek and/or Latin, technology, religion, practical and vocational skills and other make up the remainder (11%) of the compulsory core curriculum for 9-11 year-olds (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 16% of compulsory instruction time in Iceland, 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 3% or less in England, Japan, Mexico and the Netherlands, but 25% of total compulsory instruction time in Luxembourg and over 10% in Germany, Greece, Italy, Spain and 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 (2008)

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




1. Includes 11-year-olds only.

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

3. Includes 10-11 year-olds only.

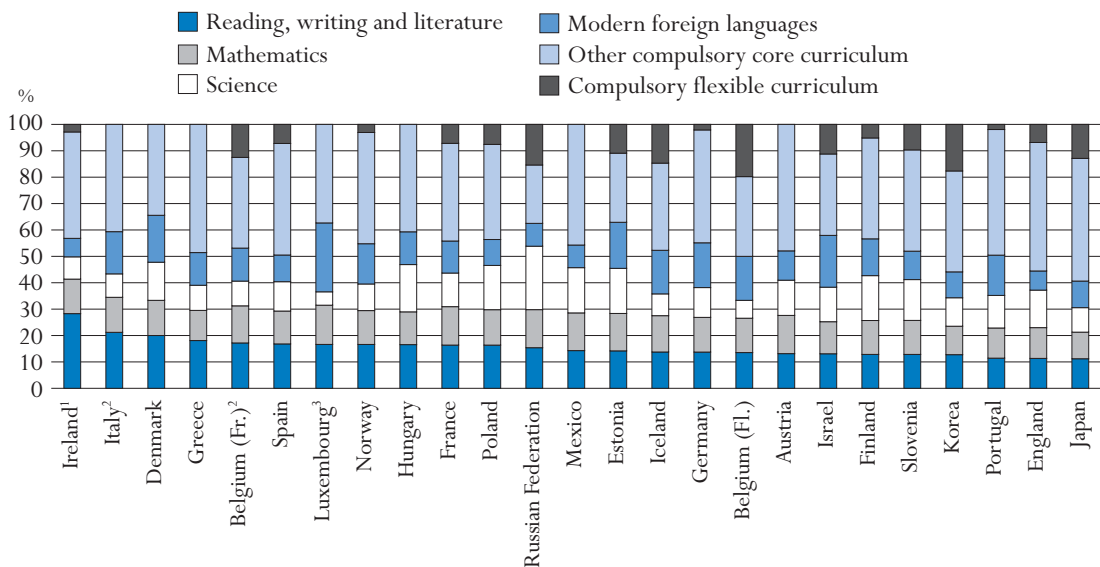
Countries are ranked in descending order of the proportion of intended instruction hours devoted to reading, writing and literature. Source: OECD, Table D1.2a. See Annex 3 for notes (www.oecd.org/edu/eqa2010).

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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 compared with the younger 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%) and physical education (8%). Together, these seven study areas form the major part of the compulsory curriculum for lower secondary students in all OECD countries and partner countries. Ancient Greek and/or Latin, technology, religion, practical and vocational skills and other make up the remainder (12%) of the compulsory core curriculum for 12-14 year-olds (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 (2008)

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. Includes 12-13 year-olds only.

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

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/eag2010).

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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 11% of compulsory instruction time in England, Japan and Portugal 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. Conversely, time spent on science, social studies, modern foreign languages, technology and practical and vocational skills increases with students' age. 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 around one-half that for 9-11 year-olds in England, France and Mexico. Yet in Ireland and Italy the difference is less than 5%. Clearly, countries place different emphases both on subjects and on when they should be taught to students.

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Among OECD countries, the non-compulsory part of the curriculum comprises on average 3% of the total intended instruction time for 9-11 year-olds and 5% of the total intended instruction time 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 additional non-compulsory time is as much as 11% in Belgium (French Community), 20% in Hungary, 12% in Italy and 13% in the partner country Israel. For 12-14 year-olds, non-compulsory instruction time is a feature in Australia, Austria, Belgium (French Community), Finland, France, Hungary, Ireland, Italy, Poland, Portugal and the partner country Israel and ranges from 3% in Portugal to 32% in Hungary (Tables D1.2a and 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 57% for 9-11 year-olds and 41% for 12-14 year-olds. Several other countries allow 10% or more flexibility in the compulsory curriculum for 12-14 year-olds (Belgium, Iceland, Japan, Korea and the partner countries Estonia, Israel, the Russian Federation and Slovenia) (Tables D1.2a and D1.2b).

Definitions and methodologies

Data on instruction time are from the 2009 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2007-08.

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 2007-08. 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/eqg2010.

Table D1.1.

Compulsory and intended instruction time in public institutions (2008)

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	959	959	968	937	937	959	959	1 011	992	992	
	Austria	5-16	690	767	913	1 005	960	735	812	958	1 050	1 005	
	Belgium (Fl.)	3-17	a	a	a	a	a	840	840	965	965	453	
	Belgium (Fr.) ¹	3-17	840	840	960	m	m	930	930	1 020	m	m	
	Chile	6-15	m	m	m	m	m	m	m	m	m	m	
	Czech Republic ²	5-17	627	716	876	955	687	627	716	876	955	687	
	Denmark	3-16	701	783	900	930	900	701	783	900	930	900	
	England	4-16	893	899	925	950	a	893	899	925	950	a	
	Finland	6-18	608	640	777	856	a	608	683	829	913	a	
	France	3-17	926	902	978	1 048	a	926	902	1 072	1 153	a	
	Germany	4-17	635	790	887	896	m	635	790	887	896	m	
	Greece	6-16	720	812	821	798	a	720	812	821	798	a	
	Hungary	4-17	555	601	671	763	763	614	724	885	1 106	1 106	
	Iceland	3-16	720	800	872	888	a	720	800	872	888	a	
	Ireland	5-18	941	941	848	802	713	941	941	907	891	891	
	Italy	3-16	891	913	1 001	1 089	m	990	1 023	1 089	1 089	m	
	Japan	4-17	709	774	868	m	a	709	774	868	m	a	
	Korea	6-16	612	703	867	1 020	a	612	703	867	1 020	a	
	Luxembourg	4-15	924	924	908	900	a	924	924	908	900	a	
	Mexico	4-14	800	800	1 167	1 058	a	800	800	1 167	1 058	a	
	Netherlands	4-17	940	1 000	1 000	m	a	940	1 000	1 000	m	a	
	New Zealand	4-15	m	m	m	m	m	m	m	m	m	m	
	Norway	3-17	656	730	826	858	a	656	730	826	858	a	
	Poland	6-18	446	563	604	595	a	486	603	644	635	a	
	Portugal	5-16	855	849	880	872	m	889	878	905	923	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	833	794	1 015	979	978	833	794	1 015	979	978	
	Sweden ³	4-18	741	741	741	741	a	741	741	741	741	a	
	Switzerland	5-16	m	m	m	m	m	m	m	m	m	m	
	Turkey	7-13	m	m	m	m	m	m	m	m	m	m	
	United States	6-16	m	m	m	m	m	m	m	m	m	m	
	OECD average			759	802	886	902	848	777	822	918	941	876
	EU19 average			765	804	872	886	833	788	831	913	934	860
Partner countries	Brazil	7-15	800	800	800	800	800	800	800	800	800	800	
	China	m	531	613	793	748	m	m	m	m	m	m	
	Estonia	4-17	595	683	802	840	m	595	683	802	840	m	
	India	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	551	654	m	m	m	m	m	m	m	
	Israel	5-16	878	927	999	1 036	952	996	1 044	1 139	1 176	1 092	
	Russian Federation	7-16	493	737	879	886	m	493	737	879	886	m	
	Slovenia	6-17	621	721	791	908	888	621	721	791	908	888	

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

2. Minimum number of hours per year.

3. Estimated because breakdown by age not available.

Source: OECD. India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The Ministry of Education, Notes on the Experimental Curriculum of Compulsory Education, 19 November 2001. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

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Table D1.2a.

Instruction time per subject as a percentage of total compulsory instruction time for 9-11 year-olds (2008)*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 ¹	m	m	m	m	m	m	m	m	m	m	m	43	57	100	n	
	Austria	24	16	10	3	8	n	n	18	10	8	x(12)	3	100	x(12)	100	6
	Belgium (Fl.) ¹	22	19	x(12)	x(12)	7	n	n	10	7	7	n	18	89	11	100	n
	Belgium (Fr.) ¹	x(12)	x(12)	x(12)	x(12)	5	n	x(12)	x(12)	7	7	n	81	100	n	100	11
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Denmark	26	17	8	4	9	n	n	20	10	4	n	3	100	n	100	n
	England	22	19	12	9	3	n	11	9	7	4	1	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	17	14	5	6	11	n	1	15	11	7	n	12	99	1	100	n
	Greece	23	13	6	16	14	n	n	7	6	6	n	7	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	3	89	11	100	n
	Ireland	29	12	4	8	x(14)	n	n	12	4	10	n	14	92	8	100	n
	Italy ²	22	17	8	11	13	n	2	14	7	6	n	n	100	n	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 ³	21	18	6	2	25	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 ⁴	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	23	15	8	10	8	n	n	15	9	8	n	3	100	n	100	n
	Poland ⁵	17	13	23	8	9	n	4	4	13	n	n	n	91	9	100	7
	Portugal ^{5,6}	21	17	6	11	7	n	x(8)	12	6	n	n	18	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	22	17	9	9	13	n	n	11	11	x(14)	n	n	91	9	100	n
	Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average ¹	23	16	9	8	8	n	2	12	9	4	1	5	96	4	100	3
	EU19 average ¹	24	16	8	7	10	n	2	12	9	4	1	4	97	3	100	4
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	20-22	13-15	7-9	3-4	6-8	m	m	9-11	10-11	m	16-20	7-9	m	m	m	m
	Estonia	21	15	7	6	12	n	4	9	10	n	n	4	88	12	100	n
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	11	11	9	7	a	n	a	9	9	7	4	4	100	x(13)	100	4
	Israel	19	19	9	13	13	n	n	6	6	6	n	3	95	5	100	13
	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 and 10 year-olds the curriculum is largely flexible, for 11 year-olds it is about the same as for 12 and 13 year-olds.

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

4. Includes 11 year-olds only.

5. Includes 10-11 year-olds only.

6. For 9 year-olds, technology, arts and practical and vocational skills are included in other.

Source: OECD. India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The Ministry of Education, Notes on the Experimental Curriculum of Compulsory Education, 19 November 2001. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

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Table D1.2b.

Instruction time per subject as a percentage of total compulsory instruction time for 12-14 year-olds (2008)*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)			
OECD countries	Australia ¹	m	m	m	m	m	m	m	m	m	m	m	59	41	100	5	
	Austria	13	14	13	12	11	1	n	16	10	7	2	n	100	x(12)	100	5
	Belgium (Fl.)	14	13	7	9	17		n	4	6	1	n	n	80	20	100	n
	Belgium (Fr.) ²	17	14	9	13	13	x(14)	3	3	9	6	n	n	88	13	100	6
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Denmark	20	13	14	9	18	n	n	11	8	3	n	3	100	n	100	n
	England	11	12	14	12	7		12	9	7	4	3	2	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	11	12	17	n	3	10	9	5	2	2	98	2	100	n
	Greece	18	11	10	12	12	9	5	6	8	6	3	1	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 ³	28	13	8	17	7	n	x(16)	4	5	9	x(16)	5	97	3	100	7
	Italy ²	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 ⁴	17	15	5	10	26	n	n	10	8	6	n	3	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	17	13	10	11	15	n	n	11	9	7	n	5	97	3	100	n
	Poland	16	13	17	15	10	n	4	4	13	n	n	n	92	8	100	7
	Portugal ⁵	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	17	12	11	10	10	n	7	10	7	x(14)	n	8	93	7	100	n	
Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
OECD average ¹		16	13	12	12	13	n	3	8	8	3	2	4	97	8	100	5
EU19 average ¹		16	13	12	12	14	n	4	9	8	4	1	3	95	5	100	6
Partner countries	Brazil	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
	Estonia	14	14	17	7	17	n	5	7	7	n	n	n	89	11	100	n
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	13	13	13	12	9	n	4	8	8	7	6	6	100	x(13)	100	6
	Israel	13	12	13	16	20	n	n	n	6	6	n	4	89	11	100	14
	Russian Federation	15	14	24	9	9	n	3	4	6	n	1	n	85	15	100	n
Slovenia	13	13	15	15	11	n	2	6	6	n	n	9	90	10	100	n	

1. Australia is not included in the averages.

2. Includes 12-13 year-olds only.


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

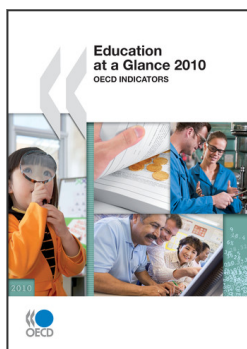
4. German as a language of instruction is included in "Reading, writing and literature" in addition to the mother tongue Luxembourgish.

5. Technology is included in Arts for 14 year-olds.

Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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

StatLink  <http://dx.doi.org/10.1787/888932310472>



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