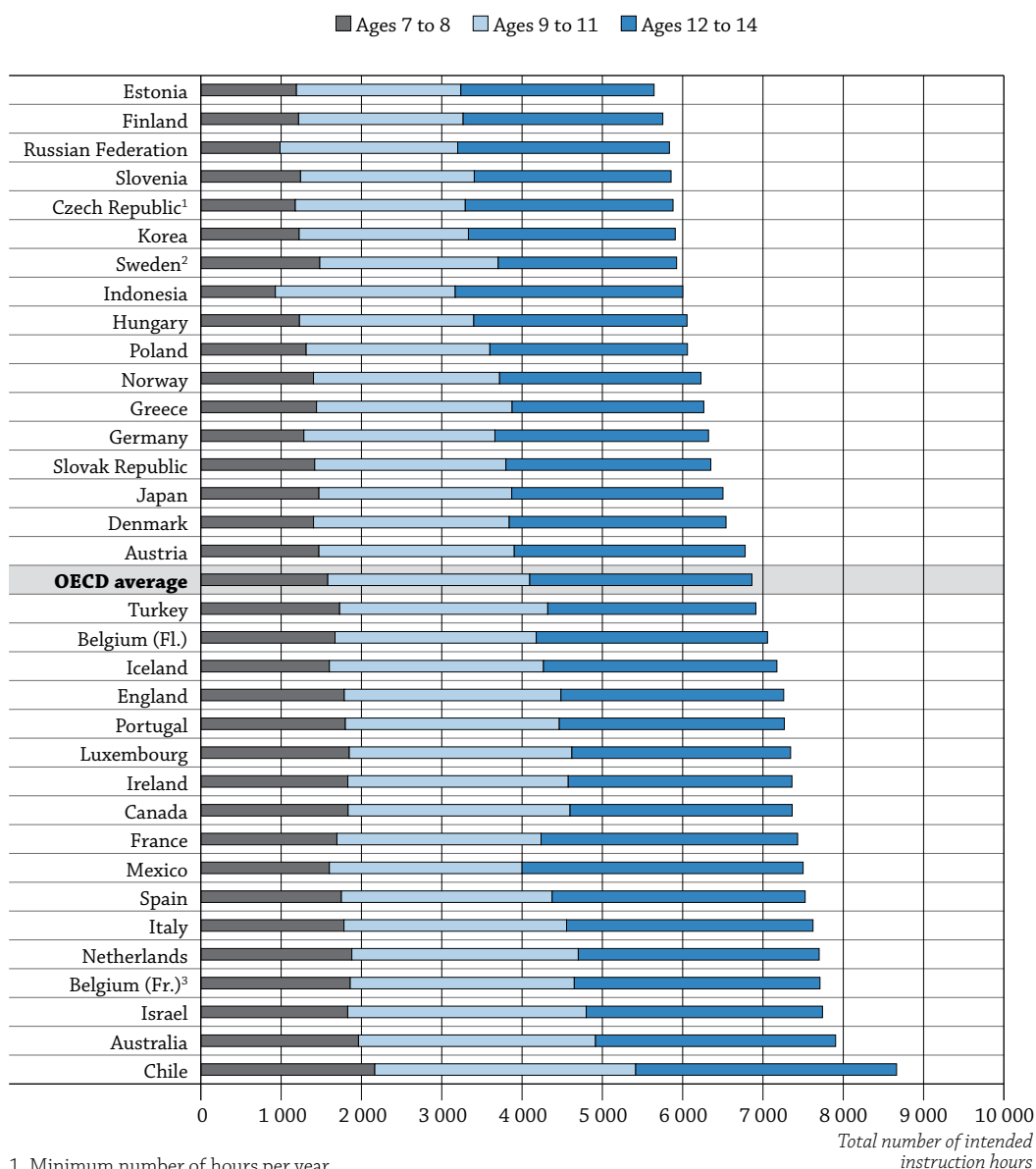


HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

- Students in OECD countries are expected to receive an average of 6 862 hours of instruction between the ages of 7 and 14, and most of that intended instruction time is compulsory.
- On average across OECD countries, instruction in reading, writing and literature, mathematics and science represents 55% of the compulsory instruction time for 7-8 year-olds, 47% of the compulsory instruction time for 9-11 year-olds and 41% for 12-14 year-olds.

Chart D1.1. Total number of intended instruction hours in public institutions between the ages of 7 and 14 (2010)



1. Minimum number of hours per year.

2. Estimated because breakdown by age is not available.

3. "Ages 12-14" covers ages 12-13 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/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663511>

■ Context

Providing instruction in formal classroom settings accounts for a large portion of public investment in student learning and is a central component of schooling. The amount of instruction time and after-school lessons available to students are important indicators of students' opportunities to learn. Matching resources with students' needs and making optimal use of time are central to education policy. Teachers' salaries, institutional maintenance and provision of other educational resources constitute the main costs of education. 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 determining how funds for education are allocated (see Indicator B7).

Countries make various choices concerning the overall amount of time devoted to instruction and which subjects are compulsory. These choices reflect national and/or regional priorities and preferences concerning what material students should be taught and at what age. 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 and are based on the notion that sufficient teaching time is required for good learning outcomes.

■ Other findings

- In OECD countries, **compulsory instruction time** for 7-8 year-old students averages 774 hours per year and **intended instruction time** averages 790 hours per year. Students aged 9 to 11 receive, on average, about 47 more hours of compulsory education per year than 7-8 year-olds, while students aged 12 to 14 receive about 78 more hours per year than 9-11 year-olds. Students aged 9 to 11 receive just over 48 more hours of intended instruction per year than 7-8 year-olds, and students aged 12 to 14 receive 84 more hours per year than 9-11 year-olds.
- **The proportion of the compulsory curriculum that is devoted to reading, writing and literature varies widely.** For 7-8 year-olds, it ranges from 20% in Iceland to 45% in Denmark, for 9-11 year-olds, it ranges from 13% in England to 32% in the Netherlands, and for 12-14 year-olds it ranges from 11% in Japan and Portugal to 26% in Ireland.
- The **allocation of time for the different subjects** within the compulsory curriculum for 7-8 year-olds and 12-14 year-olds varies less among countries than it does for 9-11 year-olds.
- In OECD countries, the **flexible part of the curriculum** accounts for some 6% of compulsory instruction time for 7-8 year-olds and 9-11 year-olds and 7% for 12-14 year-olds.
- **Decisions about the organisation of instruction are predominantly taken by schools**, while decisions about instruction time are made at the state or central level.
- **Decisions about programmes of study and learning resources are largely decided at the state or central level** or at the school level, but within a centrally established framework.

Analysis

Total intended instruction time

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.

On average, students between the ages of 7 and 8 in OECD countries are expected to receive 1 580 hours of instruction, those between the ages of 9 and 11 are expected to receive 2 515 hours, and those between the ages of 12 and 14 are expected to receive 2 767 hours. Most of this instruction time is compulsory (Table D1.1).

While the average intended instruction time for students in OECD countries between the ages of 7 and 14 is 6 862 hours, formal teaching-time requirements range from 5 644 hours in Estonia to 8 664 hours in Chile. During these hours, schools are obliged to offer instruction in compulsory and non-compulsory subjects.

Annual instruction time should be examined together with the length of compulsory education. In some countries with a heavier student workload, compulsory education covers fewer years and students leave the school system earlier; in other countries, a more even distribution of 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 at which over 90% of the population is in education (see Indicator C1). 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 (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, although decisions about the organisation of instruction are predominantly taken by school authorities, decisions about instruction time are made by central and state authorities (Table D1.3, available on line). Intended instruction time can also differ from the actual instruction time, as it only captures the time spent by students in formal classroom settings. This is only a part of the total time students spend receiving instruction. Instruction also occurs outside the classroom and/or school. In some countries, secondary school students are encouraged to take after-school classes in subjects already taught in school to help them improve their performance in key subjects. Students can take part in after-school lessons in the form of remedial “catch-up” classes or enrichment courses, with individual tutors or in group lessons provided by school teachers, or other independent courses. These lessons can be financed publically, or can be financed by students and their families (see Box D1.1, *Education at a Glance 2011*). However, time may be lost because of student absences or a lack of qualified substitutes to replace absent teachers.

Compulsory instruction time

Total compulsory instruction time is the estimated number of hours during which students are taught both the compulsory core curriculum and flexible parts of the compulsory curriculum. In OECD countries, students between the ages of 7 and 14 receive an average of 6 710 hours of compulsory instruction (Table D1.1).

Intended instruction time is fully compulsory for all age groups between 7 and 14 years in Australia, Canada, Chile, the Czech Republic, Denmark, England, Estonia, Germany, Greece, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, Norway, the Russian Federation, Slovenia, Spain and Sweden. Except for Australia, Canada, Chile, England, Iceland, Ireland, Israel, Italy, Luxembourg, Mexico, the Netherlands and Spain, the total length of intended instruction time in these countries is less than the OECD average. Intended instruction time is also fully compulsory at age 15 in these 24 countries, except in Israel, and except in Japan, for which data are missing. In France, although total intended instruction time is fully compulsory for 7-8 year-olds and 9-11 year-olds, it is not so for the older age groups as they can attend one or two non-compulsory subjects. In Finland, total intended instruction time is only fully compulsory for 7-8 year-olds.

OECD countries report an average annual total compulsory instruction time in classroom settings of 774 hours for 7-8 year-olds, 821 hours for 9-11 year-olds and 899 hours for 12-14 year-olds. Most 15-year-olds are enrolled in programmes that provide an average of 920 hours of compulsory instruction.

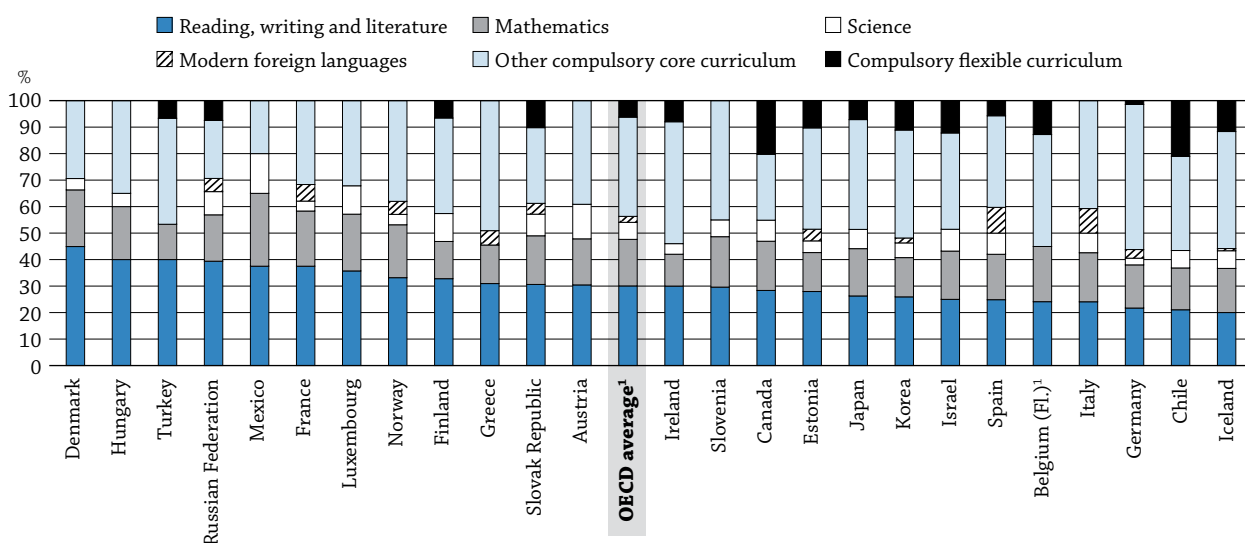
Instruction time in reading, writing and literature, mathematics and science

In OECD countries, 7-8 year-olds do not necessarily attend separate classes for each subject they study. Students at this age spend an average of 55% of the compulsory curriculum on three basic subjects: reading, writing and literature (30%), mathematics (18%) and science (6%). Together with the arts (12%), physical education (9%) and social studies (6%), these six study areas form the major part of the curriculum for this age group in all OECD and other G20 countries with available data. Religion, modern foreign languages, practical and vocational skills, technology and other subjects make up the remainder (13%) of the compulsory core curriculum for 7-8 year-olds (Table D1.2a and Chart D1.2a).

On average, the largest portion of the curriculum for 7-8 year-olds is devoted to reading and writing, but the differences among countries are large. For example, in Iceland, reading and writing accounts for 20% of compulsory instruction time while in Denmark, Hungary and Turkey, it accounts for 40% or more of compulsory instruction time. The variations between countries in the time spent learning science and arts are even bigger. In Denmark, Estonia, France, Germany, Greece, Ireland, Norway and Turkey, instruction in science accounts for 4% or less of instruction time; in Austria, Canada, Finland, Israel, Luxembourg, the Slovak Republic, Spain and the Russian Federation, it accounts for 8% or more of instruction time; and in Mexico instruction in science accounts for 15% of total instruction time. In Israel and Mexico, instruction in arts accounts for 6% or less of instruction time, while in Finland, it accounts for 21% of total instruction time.

Chart D1.2a. Instruction time per subject as a percentage of total compulsory instruction time for 7-8 year-olds (2010)

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



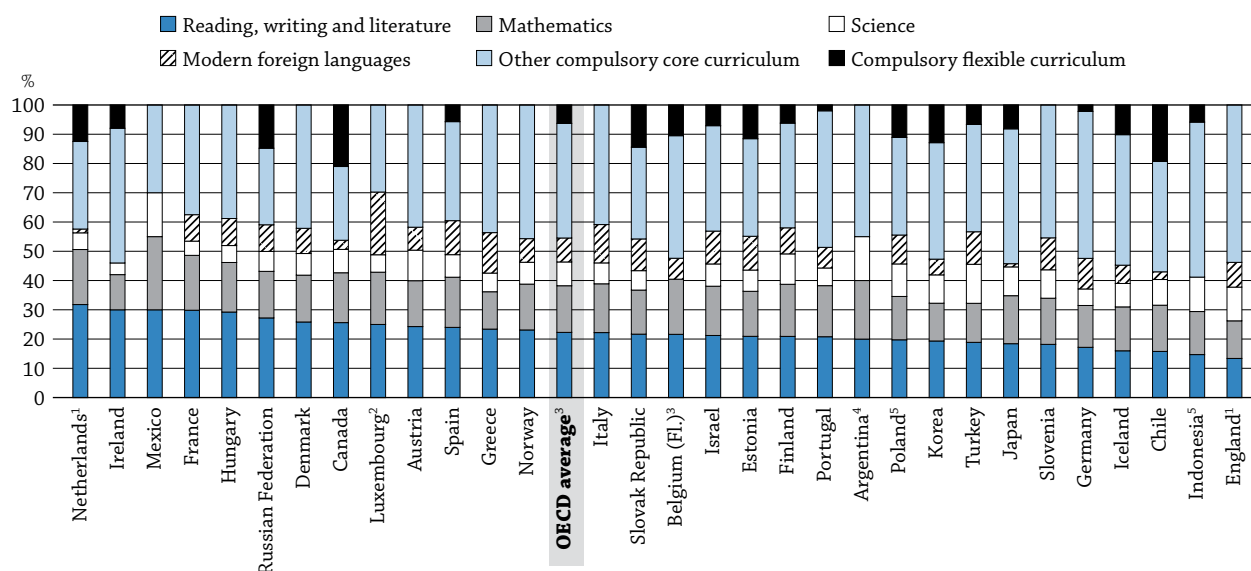
1. Australia, Belgium (Fl.), Belgium (Fr.), the Czech Republic, Poland and Portugal are not included in the average.

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/eag2012).

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In OECD countries, 9-11 year-olds do not necessarily attend separate classes for each subject they study. An average of 47% of the compulsory curriculum is composed of three basic subjects: reading, writing and literature (22%), mathematics (16%) and science (8%). On average, an additional 9% of the compulsory curriculum is devoted to social studies and 8% to modern foreign languages. Together with the arts (11%) and physical education (9%), these seven study areas form the major part of the curriculum for this age group in all OECD and other G20 countries with available data. Technology, religion, practical and vocational skills and other subjects make up the remainder (11%) of the compulsory core curriculum for 9-11 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 9-11 year-olds (2010)*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. Australia, Belgium (FL), Belgium (Fr.) and the Czech Republic are not included in the average.

4. Year of reference 2009.

5. 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.

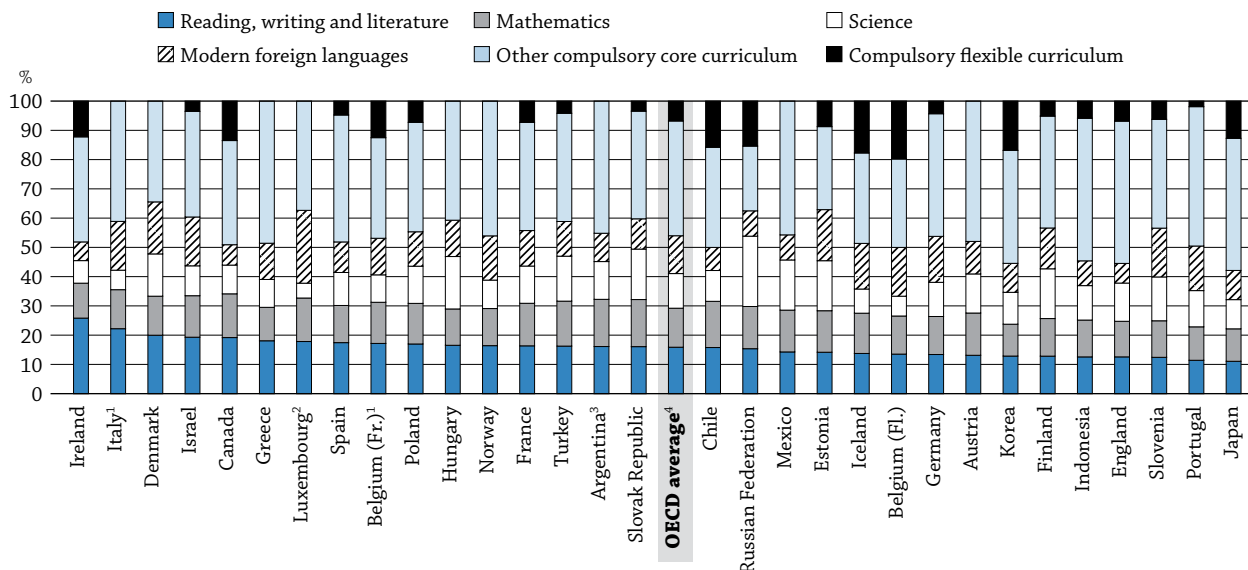
Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table D1.2b. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663549>

There is substantial variation among countries in the allocation of time for the different subjects within the compulsory curriculum for 9-11 year-olds. For example, in England reading and writing accounts for 13% of compulsory instruction time, while in France, Ireland, Mexico and the Netherlands, it accounts for 30% or more of compulsory instruction time. There are also sizeable variations among countries in the time spent learning modern foreign languages. In Argentina, Canada, Chile, Indonesia, Japan, Mexico and the Netherlands, instruction in modern foreign languages accounts for 3% or less of instruction time; in Estonia, Germany, Greece, Israel, Italy, Poland, the Slovak Republic, Slovenia, Spain and Turkey it accounts for 10% or more of instruction time, and in Luxembourg, instruction in modern foreign languages accounts for 21% of total instruction time.

In OECD countries, an average of 41% of the compulsory curriculum for 12-14 year-olds is devoted to three subjects: reading, writing and literature (16%), mathematics (13%) and science (12%). Compared with younger age groups, a relatively larger part of the curriculum for this age group 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 and other G20 countries. Technology, religion, practical and vocational skills and other subjects make up the remainder (12%) of the compulsory core curriculum for 12-14 year-olds (Table D1.2c and Chart D1.2c).

The allocation of time for the different subjects within the compulsory curriculum for 12-14 year-olds varies less among countries than it does for 9-11 year-olds. Again, one of the greatest variations is in the time spent teaching reading and writing, which ranges from 11% of compulsory instruction time in Japan and Portugal to 26% in Ireland, where reading and writing includes work in both English and Irish.

Chart D1.2c. Instruction time per subject as a percentage of total compulsory instruction time for 12-14 year-olds (2010)*Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum*

1. Includes 12-13 year-olds only.

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

3. Year of reference 2009.

4. Australia and the Czech Republic are not included in the average.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table D1.2c. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663568>

There is also substantial variation in the proportion of compulsory instruction time devoted to particular subjects for 9-11 year-olds compared to 12-14 year-olds. On average among OECD countries, the older age group spends about one-quarter less time studying reading, writing and literature than the younger age group. 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. For example, the percentage of compulsory instruction time devoted to reading, writing and literature for 12-14 year-olds is around one-half of that for 9-11 year-olds in Austria, France, Mexico and Portugal. Yet in England, the difference is less than 6%. Chile and Italy are the only countries where the proportion of compulsory instruction time devoted to reading, writing and literature is the same for 12-14 year-olds than for 9-11 year-olds. Clearly, countries place different emphases both on subjects and on when they should be taught to students (Tables D1.2b and D1.2c).

Compulsory flexible curriculum

On average among OECD countries, the flexible part of the curriculum accounts for some 6% of compulsory instruction time for 7-8 year-olds and 9-11 year-olds and 7% for 12-14 year-olds. Within the compulsory part of the curriculum, schools, teachers and/or students have varying degrees of freedom to choose the subjects they want to teach or study. The Czech Republic allows complete flexibility (100%) in the compulsory curriculum for 7-14 year-olds and Poland allows this for 7-8 year-olds. They are followed by Australia, which allows 54% flexibility in the compulsory curriculum for 7-8 year-olds, 57% for 9-11 year-olds and 40% for 12-14 year-olds. While Belgium (Flemish Community), Canada, Chile, Iceland and Korea allow 10% or more flexibility in the compulsory curriculum for students in the three age groups, the Russian Federation allows 15% flexibility in the compulsory curriculum for 9-11 year-olds and 12-14 year-olds (Tables D1.2a, D1.2b and D1.2c).

Box D1.1. How flexible are countries' curricula?**Canada**

In Canada, each province and territory is responsible for education and for the policies and regulations related to curriculum and instruction time. The instructional time figures for Canada largely reflect the mandated minimum instruction hours in each province and territory. In most provinces and territories, the mandated hours of instruction (total intended curriculum) include hours for “compulsory flexible curriculum”. The number of hours of flexible curriculum and the way flexible curriculum is administered varies across provinces and territories. In some jurisdictions, schools are free to allocate these hours to any subject they choose, including additional hours for compulsory core curriculum subjects, such as mathematics, literacy, science, etc. In other jurisdictions, compulsory flexible curriculum hours are for certain subjects only. In most provinces and territories, the compulsory flexible curriculum includes one or more elective courses. Students in junior and senior high school choose electives from selected course options (for details, see Annex 3 at www.oecd.org/edu/eag2012).

Chile

Schools decide whether to adopt their own curriculum, in which case they must meet a set of minimum requirements to obtain an official authorisation, or adopt the national curriculum designed by the Ministry of Education. Most schools choose to adopt the national curriculum. Within the compulsory part of the national curriculum, there is a flexible portion called “Hours of Free Provision” that must be implemented by schools. Schools can decide autonomously how to use this time in order to reach their educational goals, generally by distributing the objectives among various subjects. Nevertheless, the Ministry of Education establishes some guidelines to help schools make the best use of their flexible time.

The Czech Republic

In the Czech Republic, a binding Framework Educational Programme for Basic Education (FEP) was issued by the Ministry of Education, Youth and Sports for basic school (*základní škola*) (primary and lower secondary education combined), as well as for the lower secondary level/portion of general secondary school (gymnasium). The FEP sets the key competences, the recommended content of education, the different fields of study and cross-curricular topics (including the subjects within them and the number of compulsory hours for each subject), and the outputs of the educational areas. Based on the FEP, schools can set their own curricula for the primary and lower secondary levels of education, i.e. the school can decide how to share/divide the total number of compulsory hours per subject across each particular grade within primary and lower secondary education, as long as the outputs are achieved and the time allocated to individual educational areas/fields is maintained.

England

There is no legal requirement for the length of the school day. The governing body of each school decides when each school day should begin and end, and the length of each lesson. Schools must allow enough lesson time to deliver a broad and balanced curriculum that includes the National Curriculum and other statutory requirements. The National Curriculum prescribes programmes of study for individual subjects and specifies which subjects must be covered at each stage of compulsory education. Schools and teachers decide how to teach this most effectively and design a wider school curriculum that best meets the needs of their pupils. Academies and free schools have the freedom to design their own curriculum, but must teach English, mathematics, science and religious education.

Finland

National regulations issued by the government define the minimum total weekly lessons per year for compulsory/common subjects and voluntary studies in basic education. However, within this framework, local authorities and schools decide on the distribution of lessons in different years/classes.

...

The compulsory curriculum, which is relatively flexible, may include applied and advanced studies in common subjects, modules composed of multiple subjects, optional (or voluntary) foreign languages and subjects related to information technology. In a few schools Latin is offered in upper classes. The content and objectives of optional subjects are decided by local/school authorities, as are the grade levels at which the subjects are offered. A portion of the compulsory curriculum is also flexible.

Iceland

Part of Iceland's total intended curriculum is set aside for elective subjects. A reference timetable, published in the National Curriculum Guides for Compulsory Schools, describes how schools can allocate part of the minimum instruction time stipulated in the Compulsory School Act. Schools are allowed to use part of the flexible time to supplement core subjects or support the schools' own pedagogical objectives or for instruction in areas not included in the National Curriculum Guide. A certain amount of flexible time is set aside for grades 1-4, 5-7 and 8-10. More time is set aside for the flexible curriculum in grades 8, 9 and 10, but schools are free to organise how the total time is distributed among these three grades. The school curriculum should describe how the school intends to use the flexibility allowed, in consultation with local educational authorities and parents, define and explain elective subjects on offer, and present a teaching schedule, learning materials and assessment procedures. Students may be eligible for elective credits from their school if they attend classes in music or language schools or if they participate in sports activities organised within clubs.

Poland

In 2009-10, Poland introduced a new integrated education system for 7-9 year-olds. The traditional system of teaching subjects separately was replaced by education units or activities that are context- and task-oriented and can be planned flexibly as day-long, week-long or even month-long modules. The new core curriculum for compulsory instruction, created by groups of experts appointed by the Ministry of Education, provides the minimum number of instruction hours for each compulsory educational activity (modern foreign languages, music, art, computer science and physical education) for a period of three years. For the remaining instruction hours, teachers can choose between the Polish language, social education, natural science, mathematics and/or technology (on the approval of the school head). Based on this framework, education activities are conducted according to a flexible timetable prepared by the teachers in which the duration of lessons and breaks are adjusted to the pupils' capabilities. One teacher is responsible for the education of the children in his/her class, with the exception of lessons in music, physical education, art, computer science and modern foreign languages, which can be taught by other qualified teachers. For pupils aged 7 to 14, a certain amount of additional flexible time is left to the discretion of the school principal who can allocate this time for compulsory subjects, cross-curricular pathways, remedial classes or to increase educational opportunities of gifted pupils or those with learning difficulties.

Scotland

The Scottish government formulates policy and guidance on the national curriculum; the curriculum is then planned and delivered by schools and education authorities. Flexibility is built into the guidance to allow for local innovation. Education Scotland inspects schools against the standards of the curriculum guidance and advice.

The Slovak Republic

For the first and second grades of primary, lower secondary and upper secondary education, schools create their own individual education programmes based on the framework set in the National Educational Programme. This framework includes a number of compulsory optional lessons that schools can use either as an extension of the compulsory subjects or on other subjects that are chosen and prepared by the schools themselves. Each school can thus design its education programmes to reflect the interest of its pupils.

Non-compulsory instruction time

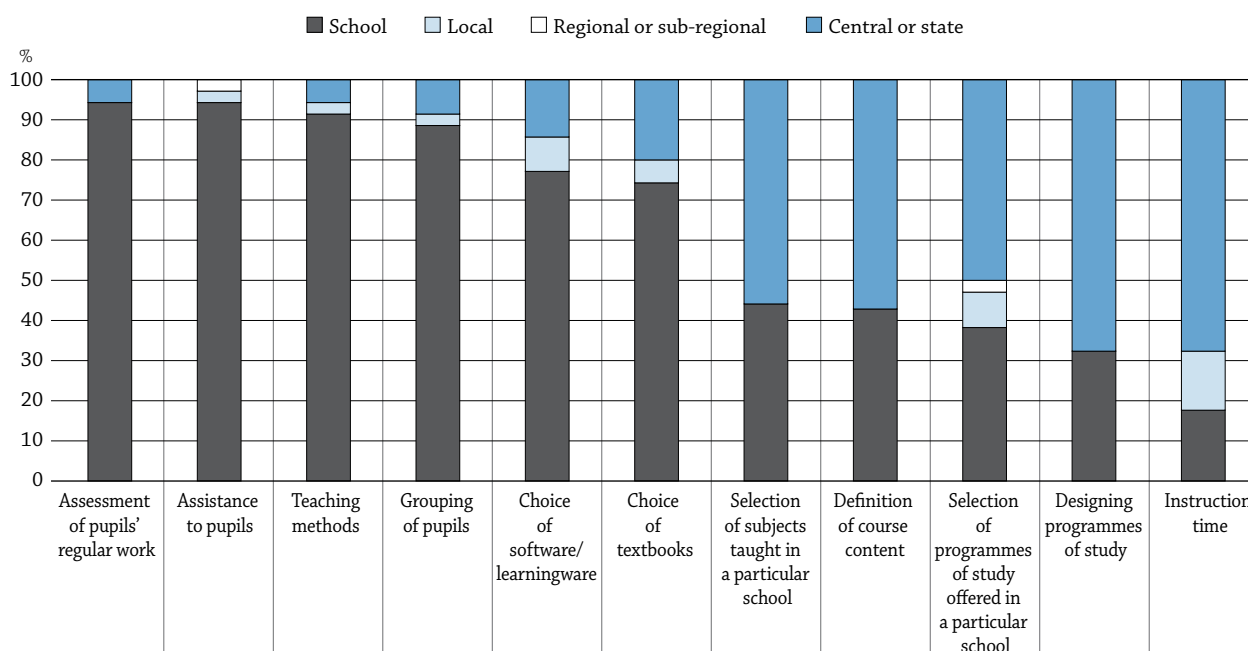
Among OECD countries, the non-compulsory part of the curriculum accounts for an average of 2% of the total compulsory instruction time for 7-8 year-olds and 9-11 year-olds, and 3% for 12-14 year-olds. Nevertheless, a considerable amount of additional non-compulsory instruction time is sometimes provided. For 7-8 year-olds, all intended instruction time is compulsory in most countries, but additional non-compulsory time accounts for as much as 20% in Turkey, 11% in Belgium (French Community) and Hungary, and 9% in Poland. For 9-11 year-olds and 12-14 year-olds, non-compulsory instruction time is a feature in Austria, Belgium (French Community), Finland, Hungary, Poland, Portugal, the Slovak Republic and Turkey. For 9-11 year-olds, it ranges from 3% or less in Portugal and the Slovak Republic to 20% in Hungary and Turkey, and for 12-14 year-olds, it ranges from 3% in Portugal and the Slovak Republic to 32% in Hungary. In Argentina and France, non-compulsory instruction time is also a feature for 12-14 year-olds (Tables D1.2a, D1.2b and D1.2c).

Level of government at which decisions about the organisation of instruction, programmes of study and learning resources are taken

The extent of authority of state, central, regional, local, and school administrators over the organisation of instruction, programmes of study and learning resources at the lower secondary level varies considerably across countries. While decisions about the organisation of instruction (i.e. assessment of pupils' regular work, assistance to pupils, teaching methods, grouping of pupils, choice of software and textbooks) are taken by schools in at least 70% of countries, decisions about instruction time are more often made at the state or central level (24 out of 37 countries). However, in 11 out of the remaining 13 countries, decisions on instruction time are taken at the local or school level, but within a centrally established framework. Only in England and Indonesia is instruction time decided autonomously by schools (Chart D1.3 and Table D1.3, available on line).

Chart D1.3. Level of government at which decisions about the organisation of instruction, programmes of study and learning resources in public lower secondary education are taken (2011)

Percentage of OECD countries reporting decisions taken at each level of government



Decisions are ranked in descending order of the percentage of OECD countries reporting these decisions as taken at the school level.

Source: OECD, Table D1.3, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Although decisions about the organisation of instruction are predominantly taken by schools, decisions about programmes of study and learning resources (i.e. the definition of course content, selection of subjects taught in a particular school, selection of programmes of study offered in a particular school, and designing programmes of study) are decided at the state or central level in more than half of the countries. For the remaining countries, although these decisions are in the hands of schools or local authorities, they are subject to an overarching framework set by the central or state government. Only in Indonesia and Scotland are these decisions taken by schools with full autonomy. For the selection of programmes of study offered in a particular school, decisions are taken autonomously by schools in Austria and by local authorities in Sweden, while in France decisions are taken at the school level in consultation with the authorities from the sub-regional level. In Hungary, decisions are also taken at the school level, but in consultation with local authorities. The majority of decisions about the organisation of instruction, planning and structure are taken centrally in Greece and Luxembourg.

Definitions

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 **compulsory flexible curriculum** refers to the part of the compulsory curriculum where there is flexibility in time spent on a subject and/or a choice can be made between study areas.

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 instruction. 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.

Instruction time for the least demanding programme for 15-year-olds refers to the programme for students who are least likely to continue studying beyond the mandatory school age or beyond lower secondary education. Such a programme for 15-year-olds 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 subjects. Often, such choices have to be made early in the student's school career if programmes are long and differ substantially.

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 **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.

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 is included in the calculations.

Methodology

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. A study conducted by Regioplan Beleidsonderzoek in the Netherlands showed 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 of *Education at a Glance 2007*).

The indicator also illustrates how minimum instruction hours 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 curricular policies, they nevertheless provide an indication of how much formal instruction time is considered necessary for students to achieve the desired educational goals.

Data on instruction time are from the 2011 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2009-10.

Data on the level of decision-making about the organisation of instruction, programmes of study and learning resources are from the 2011 OECD-INES survey on decision making in education and refer to the school year 2010-11. More detailed information on definitions and methodology can be found in Indicator D6, “Who makes key decisions in education systems?”

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.

References

Notes on definitions and methodologies for each country related to this indicator are provided in Annex 3, available at www.oecd.org/edu/eag2012.

The following additional material relevant to this indicator is available on line:

- **Table D1.3. Level of government at which different types of decisions about the organisation of instruction, programmes of study and learning resources are taken in public lower secondary education (2011)**

StatLink  <http://dx.doi.org/10.1787/888932667938>

Table D1.1. **Compulsory and intended instruction time in public institutions (2010)**

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

		Ending age of compulsory education	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)	(12)	
OECD	Australia	17	5 - 16	982	984	997	982	927	982	984	997	982	927	
	Austria	15	5 - 15	690	766	914	1 005	960	735	811	959	1 050	1 005	
	Belgium (Fl.)	18	3 - 17	a	a	a	a	a	835	835	960	960	450	
	Belgium (Fr.) ¹	18	3 - 17	840	840	960	m	m	930	930	1 020	m	m	
	Canada	16 - 18	6 - 17	917	921	922	919	a	917	921	922	919	a	
	Chile	18	6 - 15	1 083	1 083	1 083	1 197	1 197	1 083	1 083	1 083	1 197	1 197	
	Czech Republic ²	15	5 - 17	588	706	862	794	588	588	706	862	794	588	
	Denmark	16	3 - 16	701	813	900	930	900	701	813	900	930	900	
	England	16	4 - 16	893	899	925	950	a	893	899	925	950	a	
	Estonia	16	4 - 17	595	683	802	840	m	595	683	802	840	m	
	Finland	16	6 - 18	608	640	777	856	a	608	683	829	913	a	
	France	16	3 - 16	847	847	971	1 042	a	847	847	1 065	1 147	a	
	Germany	18	4 - 17	641	793	887	933	m	641	793	887	933	m	
	Greece	14 - 15	5 - 29	720	812	796	773	a	720	812	796	773	a	
	Hungary	18	4 - 17	555	601	671	763	763	614	724	885	1 106	1 106	
	Iceland	16	3 - 16	800	889	969	987	a	800	889	969	987	a	
	Ireland	16	5 - 18	915	915	929	935	935	915	915	929	935	935	
	Israel	17	5 - 16	914	990	981	964	m	914	990	981	1 101	m	
	Italy	16	3 - 16	891	924	1 023	1 089	m	891	924	1 023	1 089	m	
	Japan	15	4 - 17	735	800	877	m	a	735	800	877	m	a	
	Korea	14	6 - 17	612	703	859	1 020	a	612	703	859	1 020	a	
	Luxembourg	15	4 - 15	924	924	908	900	900	924	924	908	900	900	
	Mexico	15	4 - 14	800	800	1 167	799	a	800	800	1 167	799	a	
	Netherlands	18	4 - 17	940	940	1 000	1 000	a	940	940	1 000	1 000	a	
	New Zealand	16	4 - 16	m	m	m	m	m	m	m	m	m	m	
	Norway	16	3 - 17	701	773	836	858	a	701	773	836	858	a	
	Poland	16	6 - 18	600	707	765	810	a	656	763	820	865	a	
	Portugal	15	5 - 17	865	859	908	882	m	900	888	934	934	m	
	Scotland	16	4 - 16	a	a	a	a	a	a	a	a	a	a	
	Slovak Republic	16	6 - 16	695	784	822	936	936	709	794	851	936	936	
	Slovenia	15	6 - 18	621	721	817	908	888	621	721	817	908	888	
	Spain	16	3 - 16	875	875	1 050	1 050	1 050	875	875	1 050	1 050	1 050	
	Sweden ³	16	3 - 18	741	741	741	741	a	741	741	741	741	a	
	Switzerland	15	5 - 17	m	m	m	m	m	m	m	m	m	m	
	Turkey	14	6 - 13	720	720	768	810	a	864	864	864	810	a	
	United States	17	6 - 16	m	m	m	m	a	m	m	m	m	a	
	OECD average		16	4 - 16	774	821	899	920	913	790	838	922	948	907
	EU21 average		16	4 - 16	750	800	877	907	880	767	819	907	941	876
Other G20	Argentina ⁴	17	5 - 15	m	720	744	m	m	m	720	896	m	m	
	Brazil	17	6 - 16	m	m	m	m	m	m	m	m	m	m	
	China	m	m	531	613	793	748	m	m	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	15	6 - 14	464	747	944	1 020	a	464	747	944	1 020	a	
	Russian Federation	17	7 - 14	493	737	879	912	m	493	737	879	912	m	
	Saudi Arabia	11	11 - 17	m	m	m	m	m	m	m	m	m	m	
	South Africa	15	m	m	m	m	m	m	m	m	m	m	m	
	G20 average		m	m	733	801	911	935	m	m	m	m	m	m

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

2. Minimum number of hours per year.

3. Estimated minimum numbers of hours per year because breakdown by age is not available.

4. Year of reference 2009.

Source: OECD, Argentina: 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/eag2012).

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 7-8 year-olds (2010)**

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	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	Australia ¹	m	m	m	m	m	m	m	m	m	m	m	46	54	100	n	
	Austria	30	17	13	n	x(11)	n	13	13	9	x(11)	4	100	x(11)	100	7	
	Belgium (Fl.) ¹	24	21	x(11)	x(11)	n	n	10	7	7	n	18	87	13	100	n	
	Belgium (Fr.) ¹	x(11)	x(11)	x(11)	x(11)	n	n	x(11)	7	7	n	86	100	n	100	11	
	Canada	28	19	8	7	n	n	7	10	n	n	1	80	20	100	n	
	Chile	21	16	7	7	n	8	8	8	5	n	n	79	21	100	m	
	Czech Republic ¹	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	n	n	n	x(13)	100	100	m	
	Denmark	45	21	4	n	n	n	13	6	6	n	4	100	n	100	n	
	England	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Estonia	28	15	4	4	4	n	9	12	n	n	13	90	10	100	n	
	Finland	33	14	11	n	n	n	21	9	6	n	n	93	7	100	n	
	France	38	21	4	8	6	2	9	13	n	n	n	100	n	100	n	
	Germany	22	16	3	3	3	1	14	12	7	n	16	99	1	100	n	
	Greece	31	15	n	16	5	n	11	7	4	n	11	100	n	100	n	
	Hungary	40	20	5	n	n	n	13	14	n	5	4	100	n	100	11	
	Iceland	20	17	7	10	1	3	13	10	x(4)	7	1	88	12	100	n	
	Ireland	30	12	4	8	x(14)	n	12	4	10	n	12	92	8	100	n	
	Israel	25	18	8	9	n	1	6	6	12	n	3	88	12	100	n	
	Italy ²	24	19	7	11	9	n	15	7	7	n	n	100	x(12)	100	n	
	Japan	26	18	7	6	n	n	13	10	n	n	12	93	7	100	m	
	Korea	26	15	6	6	2	n	7	6	n	n	22	89	11	100	n	
	Luxembourg ³	36	21	11	n	n	n	11	11	7	n	4	100	n	100	n	
	Mexico	38	28	15	10	n	n	5	5	n	n	n	100	n	100	n	
	Netherlands	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	
	Norway	33	20	4	5	5	n	15	9	8	n	1	100	n	100	n	
	Poland ¹	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	100	100	9	
	Portugal ¹	32	28	x(4)	20	n	x(11)	x(11)	n	n	x(11)	20	100	m	100	4	
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
	Slovak Republic	31	18	8	2	4	2	10	8	4	2	n	90	10	100	2	
	Slovenia	30	19	6	6	n	n	17	13	n	n	9	100	n	100	n	
	Spain	25	17	8	8	10	n	9	9	x(13)	n	8	94	6	100	n	
	Sweden	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	
	Turkey	40	13	n	17	n	n	13	7	n	n	3	93	7	100	20	
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	OECD average ¹		30	18	6	6	2	1	12	9	4	1	6	94	6	100	2
	EU21 average ¹		32	18	6	5	3	n	13	10	5	1	6	97	4	100	1
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	China	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	
	Indonesia	x(12)	x(12)	x(12)	x(12)	n	n	x(12)	x(12)	x(12)	x(12)	x(12)	100	n	100	n	
	Russian Federation	39	18	9	n	5	4	9	9	n	n	n	93	7	100	n	
	Saudi Arabia	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	
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

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

2. For 7 and 8-year-olds the curriculum is largely flexible.

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

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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 9-11 year-olds (2010)**

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	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)	
OECD	Australia ¹	m	m	m	m	m	m	m	m	m	m	m	43	57	100	n	
	Austria	24	16	10	3	8	n	18	10	8	x(11)	3	100	x(11)	100	6	
	Belgium (Fl.) ¹	22	19	x(11)	x(11)	7	n	10	7	7	n	18	89	11	100	n	
	Belgium (Fr.) ¹	x(11)	x(11)	x(11)	x(11)	5	x(11)	x(11)	7	7	n	81	100	n	100	11	
	Canada	26	17	8	7	3	n	7	10	n	n	1	79	21	100	n	
	Chile	16	16	9	9	3	6	10	7	5	n	1	81	19	100	m	
	Czech Republic ¹	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	n	n	n	x(13)	100	100	m	
	Denmark	26	16	7	6	9	n	20	10	4	n	3	100	n	100	n	
	England ²	13	13	12	14	8	13	11	9	3	n	5	100	x(12)	100	x(14)	
	Estonia	21	15	7	6	12	4	9	10	n	n	4	88	12	100	n	
	Finland	21	18	10	2	9	n	19	9	5	n	n	94	6	100	7	
	France	30	19	5	11	9	3	9	14	n	n	n	100	n	100	n	
	Germany	17	14	6	6	10	2	15	10	7	n	11	98	2	100	n	
	Greece	23	13	6	16	14	n	7	6	6	n	7	100	n	100	n	
	Hungary	29	17	6	7	9	n	14	12	n	5	2	100	n	100	20	
	Iceland	16	15	8	10	6	3	12	9	x(4)	8	2	90	10	100	n	
	Ireland	30	12	4	8	x(14)	n	12	4	10	n	12	92	8	100	n	
	Israel	21	17	8	10	11	1	5	6	12	n	3	93	7	100	n	
	Italy ³	22	17	7	11	13	2	14	7	6	n	n	100	n	100	n	
	Japan	18	16	10	9	1	n	10	8	n	n	19	92	8	100	m	
	Korea	19	13	10	10	5	2	13	10	n	2	3	87	13	100	n	
	Luxembourg ⁴	25	18	6	2	21	n	11	10	7	n	n	100	n	100	n	
	Mexico	30	25	15	20	n	n	5	5	n	n	n	100	n	100	n	
	Netherlands ²	32	19	6	6	1	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	
	Norway	23	16	7	9	8	n	15	11	8	n	3	100	n	100	n	
	Poland ⁵	20	15	11	5	10	5	5	15	n	n	4	89	11	100	7	
	Portugal ⁶	21	17	6	11	7	x(7)	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	
	Slovak Republic	22	15	7	10	11	1	8	7	4	1	n	86	14	100	1	
	Slovenia	18	16	10	8	11	2	11	11	n	3	10	100	n	100	n	
	Spain	24	17	8	8	12	n	8	9	x(13)	n	10	94	6	100	n	
	Sweden	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	
	Turkey	19	13	13	10	11	2	7	6	7	n	6	93	7	100	20	
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
		OECD average ¹	22	16	8	9	8	2	11	9	4	1	5	94	6	100	2
		EU21 average ¹	23	16	7	8	10	2	12	9	4	1	5	96	5	100	3
Other G20	Argentina ⁷	20	20	15	15	n	n	10	10	n	n	10	100	x(12)	100	n	
	Brazil	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	9-11	10-11	m	16-20	7-9	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia ⁵	15	15	12	9	n	n	12	12	9	6	6	94	6	100	n	
	Russian Federation	27	16	7	6	9	7	7	7	n	n	n	85	15	100	n	
	Saudi Arabia	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	
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

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

2. Includes 11-year-olds only.

3. 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.

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

5. Includes 10-11 year-olds only.

6. For 9-year-olds, "Technology", "Arts" and "Practical and vocational skills" are included in "Other".

7. Year of reference 2009.

Source: OECD. Argentina: 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/eag2012).

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


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Table D1.2c. **Instruction time per subject as a percentage of total compulsory instruction time for 12-14 year-olds (2010)**

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	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)			
OECD	Australia ¹	m	m	m	m	m	m	m	m	m	m	60	40	100	n
	Austria	13	14	13	12	11	n	16	10	7	2	100	x(11)	100	5
	Belgium (Fl.)	14	13	7	9	17	4	4	6	6	1	80	20	100	n
	Belgium (Fr.) ²	17	14	9	13	13	3	3	9	6	n	88	13	100	6
	Canada	19	15	10	13	7	3	8	10	n	n	87	13	100	n
	Chile	16	16	11	11	8	3	8	5	5	3	84	16	100	m
	Czech Republic ¹	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	n	n	n	x(13)	100	100	m
	Denmark	20	13	14	9	18	n	11	8	3	n	100	n	100	n
	England	13	12	13	13	7	12	9	8	3	n	93	7	100	x(14)
	Estonia	14	14	17	9	17	5	7	7	n	n	91	9	100	n
	Finland	13	13	17	7	14	n	15	7	5	4	95	5	100	7
	France	16	15	13	13	12	6	7	11	n	n	93	7	100	10
	Germany	13	13	12	12	16	3	9	9	5	2	96	4	100	n
	Greece	18	11	10	12	12	5	6	8	6	3	100	n	100	n
	Hungary	17	12	18	12	12	3	10	9	n	3	100	n	100	32
	Iceland	14	14	8	8	16	2	6	8	x(4)	5	82	18	100	n
	Ireland ³	26	12	8	15	6	n	4	5	8	x(14)	88	12	100	n
	Israel	19	14	10	16	17	4	n	6	9	n	97	3	100	n
	Italy ²	22	13	7	11	17	7	13	7	3	n	100	n	100	n
	Japan	11	11	10	9	10	3	7	9	n	n	87	13	100	m
	Korea	13	11	11	10	10	4	8	8	n	4	83	17	100	n
	Luxembourg ⁴	18	15	5	10	25	n	10	8	6	n	100	n	100	n
	Mexico	14	14	17	23	9	n	6	6	n	9	100	n	100	n
	Netherlands	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
	Norway	16	13	10	10	15	n	11	10	7	3	100	n	100	n
	Poland	17	14	13	11	12	5	4	14	n	n	93	7	100	7
	Portugal ⁵	11	11	12	13	15	4	7	9	n	n	98	2	100	3
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	16	16	17	16	10	n	7	7	3	3	97	3	100	3
	Slovenia	12	12	15	14	17	2	6	6	n	n	94	6	100	n
	Spain	17	13	11	10	10	5	10	7	x(13)	n	95	5	100	n
	Sweden	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
	Turkey	16	15	15	11	12	4	4	4	5	n	96	4	100	13
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average ¹	16	13	12	12	13	3	8	8	3	1	93	7	100	3
	EU21 average ¹	16	13	12	12	14	3	8	8	3	1	95	6	100	4
Other G20	Argentina ⁶	16	16	13	19	10	6	10	10	n	n	100	x(12)	100	20
	Brazil	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
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	13	13	12	11	8	4	8	8	7	6	94	6	100	n
	Russian Federation	15	14	24	9	9	3	4	6	n	1	85	15	100	n
	Saudi Arabia	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
G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Australia and the Czech Republic are not included in the averages.

2. Includes 12-13 year-olds only.

3. For 13-14 year-olds, "Arts" is included in "Total compulsory core 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.

6. Year of reference 2009.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

StatLink  <http://dx.doi.org/10.1787/888932667919>



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