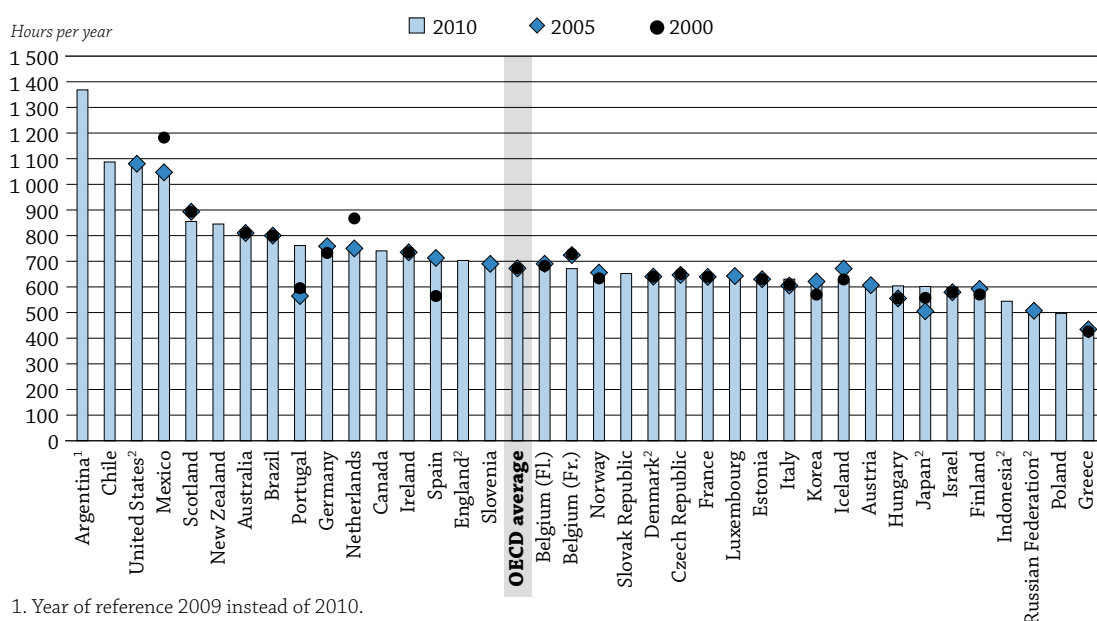


HOW MUCH TIME DO TEACHERS SPEND TEACHING?

- The number of teaching hours per teacher in public schools averages 782 hours per year in primary education, 704 hours in lower secondary education, and 658 hours in upper secondary education.
- The average teaching time remained largely unchanged between 2000 and 2010 at all levels of education.

Chart D4.1. Number of teaching hours per year in lower secondary education in 2000, 2005 and 2010

Net statutory contact time in hours per year in public institutions



1. Year of reference 2009 instead of 2010.

2. Actual teaching hours.

Countries are ranked in descending order of the number of teaching hours per year in lower secondary education in 2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table D4.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Context

Although statutory working hours and teaching hours only partly determine teachers' actual workload, they do offer valuable insight into the demands placed on teachers in different countries. Teaching hours and the extent of non-teaching duties may also affect the attractiveness of the teaching profession. Together with teachers' salaries (see Indicator D3) and average class size (see Indicator D2), this indicator presents some key measures regarding the working lives of teachers.

The proportion of working time spent teaching provides information on the amount of time available for non-teaching activities such as lesson preparation, correction, in-service training and staff meetings. A large proportion of working time spent teaching may indicate that less time is devoted to tasks such as assessing students and preparing lessons.

In addition to class size and the ratio of students to teaching staff (see Indicator D2), students' hours of instruction (see Indicator D1) and teachers' salaries (see Indicator D3), the amount of time teachers spend teaching also affects the financial resources countries need to allocate to education (see Indicator B7).

■ Other findings

- **The average number of teaching hours in public primary schools is 782 hours per year**, but ranges from less than 600 hours in Greece and Poland to over 1 000 hours in Chile and the United States.
- **The number of teaching hours in public lower secondary schools averages 704 hours per year**, but ranges from less than 500 hours in Greece and Poland to over 1 000 hours in Argentina, Chile, Mexico and the United States.
- **The average number of teaching hours in public upper secondary general education is 658 hours per year**, but ranges from 377 hours in Denmark to 1 368 hours in Argentina.
- **The composition of teachers' annual teaching time**, in terms of weeks and days of instruction and hours of teaching time, **varies considerably**. As a result, the average number of hours per day that teachers teach also varies widely, ranging at the lower secondary level from three hours or less per day in Greece, Indonesia, Japan, Korea, Poland and the Russian Federation, to more than five hours in Argentina, Chile, Mexico and the United States.
- **Regulations concerning teachers' required working time vary significantly**. In most countries, teachers are formally required to work a specific number of hours per year. In some, teaching time is only specified by the number of lessons per week and assumptions may be made about the amount of non-teaching time required per lesson at school or elsewhere.
- **Decisions about the duties and conditions of service** of lower secondary school teachers in public institutions **are taken at the school or local level** in more than half of countries.

■ Trends

In most OECD countries with available data, teaching time remained largely unchanged between 2000 and 2010. However, the number of teaching hours changed dramatically in a few countries. It increased by more than 25% in the Czech Republic at the primary level and in Portugal and Spain at the secondary level.

Analysis

Teaching time in primary education

In both primary and secondary education, countries vary in terms of the number of teaching hours per year required of the average public school teacher. Teachers are usually required to teach more hours in primary education than in secondary education.

D4

Annual teaching hours in primary schools range from less than 600 hours in Greece and Poland to 900 hours or more in France, Ireland, the Netherlands and New Zealand, to over 1 000 hours in Chile and the United States (Table D4.1 and Chart D4.2).

There is no set rule on how teaching time is distributed throughout the year. In Spain, for example, primary school teachers must teach 880 hours per year, about 100 hours more than the OECD average. However, those teaching hours are spread over fewer days of instruction than the OECD average because primary school teachers in Spain teach an average of five hours per day compared to the OECD average of 4.2 hours. In contrast, primary school teachers in Korea must complete a very large number of days of instruction – more than five days a week, on average – but their average teaching time per day is only 3.7 hours.

Denmark and Estonia also provide an interesting contrast in policies. They have similar annual teaching time in terms of hours (Chart D4.2), but primary school teachers in Denmark must complete 25 days of instruction more than primary school teachers in Estonia. The difference between the two is explained by the number of hours taught per day of instruction. Primary school teachers in Estonia complete fewer days of instruction than teachers in Denmark, but each of these days includes an average of 3.6 hours of teaching, compared to 3.3 hours in Denmark. Estonia's teachers must provide 20 minutes more teaching time per day of instruction than Denmark's teachers, and this difference is combined with a substantial difference in the number of days of instruction they must complete each year.

In most countries, teaching time in primary schools remained about the same between 2000 and 2010. However, in the Czech Republic, primary school teachers were required to teach 33% more hours, and in Israel and Japan, 12% and 11% more hours, respectively, in 2010 than in 2000. In Belgium (French Community) and Scotland, net teaching time in primary education dropped by 9% and 10%, respectively, between 2000 and 2010 (Table D4.2).

Teaching time in secondary education

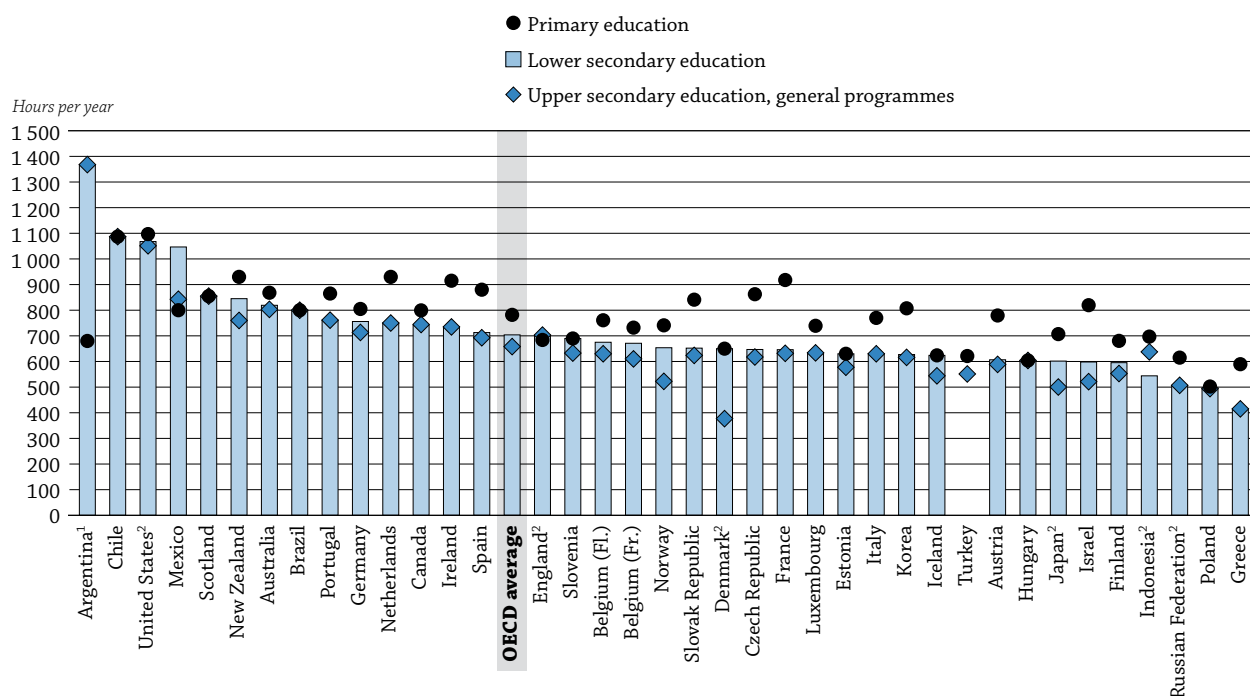
Lower secondary school teachers teach an average of 704 hours per year. The teaching time ranges from less than 600 hours in Finland, Greece, Indonesia, Israel, Poland and the Russian Federation to more than 1 000 hours in Argentina, Chile, Mexico and the United States (Table D4.1 and Chart D4.1).

Teaching time in upper secondary general education is usually less than that in lower secondary education. A teacher of general subjects in upper secondary education has an average teaching load of 658 hours per year, ranging from 377 hours in Denmark to 800 hours or more in Australia, Brazil, Mexico and Scotland, and over 1 000 hours in Argentina, Chile and the United States (Table D4.1 and Chart D4.2).

As is the case for primary school teachers, the number of hours of teaching time and the number of days of instruction for secondary school teachers vary. As a result, the average number of hours per day that teachers teach also varies widely, ranging, at the lower secondary level, from three hours or less per day in Greece, Indonesia, Japan, Korea, Poland and the Russian Federation, to more than five hours in Mexico and the United States and more than six hours in Argentina and Chile.

Similarly, at the upper secondary general level, teachers in Denmark, Finland, Greece, Israel, Japan, Korea, Norway, Poland and the Russian Federation teach for three hours or less per day, on average, compared to more than five hours in Argentina, Chile and the United States. Including breaks between classes in teaching time in some countries, but not in others, may explain some of these differences.

Chart D4.2. Number of teaching hours per year, by level of education (2010)
Net statutory contact time in hours per year in public institutions



1. Year of reference 2009.

2. Actual teaching hours.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table D4.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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About half of the OECD countries for which data are available saw at least a 5% change, most often an increase, in the amount of teaching time, in either lower or upper secondary schools, between 2000 and 2010. Secondary school teachers were required to teach over 25% more in 2010 than in 2000 in Portugal and Spain (up to 48% more in Portugal at the upper secondary level) (Table D4.2).

Differences in teaching time between levels of education

In most countries, primary school teachers are required to teach more hours per year than secondary school teachers. In the Czech Republic, France, Greece and Israel, primary school teachers have at least 30% more annual teaching time than lower secondary school teachers. In contrast, the difference does not exceed 3% in Poland and the United States, and there is no difference in Brazil, Chile, Denmark, Estonia, Hungary, Iceland, Scotland and Slovenia. Argentina, England and Mexico are the only countries in which the teaching load for primary school teachers is lighter than that for lower secondary school teachers (Table D4.1 and Chart D4.2).

Teaching time at the lower and upper secondary levels is similar across most countries. However, in Japan, Mexico and Norway, the annual required teaching time at the lower secondary level is at least 20% higher than at the upper secondary level and over 70% higher in Denmark.

Teachers' working time

How teachers' hours of work are regulated varies considerably from country to country. While some countries formally regulate contact time with students only, others also set total working hours. In some countries, time is allocated for teaching and non-teaching activities within the formally established working time.

Box D4.1. Workload and teaching load throughout the career

Findings from the 2008 Teaching and Learning International Survey (TALIS), conducted in 23 countries, suggest that there are few differences in the workloads of new and more experienced teachers. In most countries, new teachers assumed virtually the same responsibilities as more experienced teachers. On average, new teachers spent slightly more time on lesson planning and slightly less time teaching students and performing administrative duties, but with the exception of a few countries, these differences are small. New teachers in Mexico spent about seven hours less teaching per week than experienced teachers. New teachers in Brazil, Estonia, Italy, Lithuania and Portugal teach 3-5 hours per week less than more experienced teachers.

TALIS 2008 data also show that new teachers report feeling somewhat less effective in their work than more experienced teachers. Moreover, new teachers report spending a smaller proportion of their classroom time teaching. They also report participating in less professional development even though they also report a greater need for professional development in a number of areas than more experienced teachers. On average, nearly one-third of new teachers reported a high level of need for professional development on how to address student discipline and behaviour problems. In addition, 25% of new teachers reported a high level of need for professional development to improve their classroom-management skills, compared to 12% of more experienced teachers.

The similarities in workload between new and more experienced teachers, and fact that new teachers report lower levels of self-efficacy and actual teaching and learning in their classes are important findings for policy makers. If a school or a school system is trying to maximise the effectiveness of its teaching, it would have its more effective teachers spend more time teaching or mentoring new teachers. Instead, TALIS results suggest that there is little job differentiation between new and more experienced teachers. In most countries, teachers were likely to have spent similar amounts of time teaching in the first year of their careers as they were in the last year. Altering related policies so that the more effective teachers, regardless of their seniority, spend the most time teaching or mentoring new teachers could help to improve school performance.

Source: OECD (2012).

In most countries, teachers are formally required to work a specified number of hours per week, including teaching and non-teaching time, to earn their full-time salary. Within this framework, however, countries differ in how they allocate time for each activity (Chart D4.3). The number of hours for teaching is usually specified, except in Sweden; but some countries also regulate the time a teacher has to be present in the school.

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

Greece reduces teaching hours according to how many years a teacher has served. At the secondary level, teachers are required to teach 21 class sessions per week. After 6 years, this drops to 19 sessions, and after 12 years to 18 sessions. After 20 years of service, teachers are required to teach 16 class sessions a week – more than 25% less than teachers who have just started their careers. However, the remaining hours of teachers' working time must be spent at school.

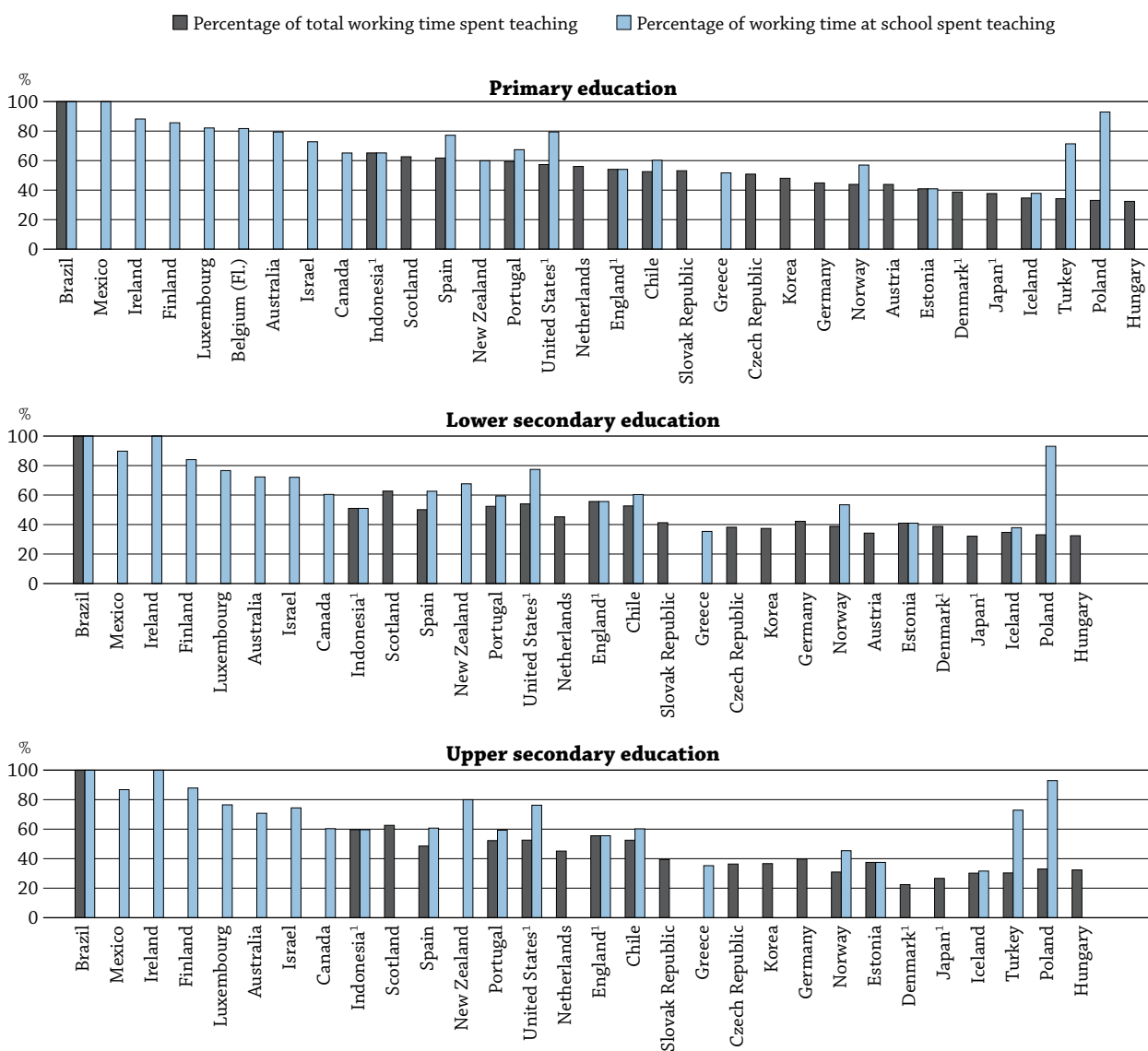
In Austria (primary and lower secondary education), the Czech Republic, Germany, Hungary, Japan, Korea, the Netherlands and Scotland, teachers' total annual working time, at school or elsewhere, is specified, but the allocation of time spent at school and time spent elsewhere is not. In some countries, the number of hours to be spent on non-teaching activities is partially specified; but what is not specified is whether teachers have to spend the non-teaching hours at school.

Non-teaching time

In the 22 countries that specify both teaching and total working time, the percentage of teachers' working time spent teaching ranges from less than 40% in Denmark, Hungary, Iceland, Japan, Poland and Turkey at all levels of education, to 100% in Brazil. In 13 countries, the proportion of non-teaching time is higher at the secondary level than at the primary level (Table D4.1 and Chart D4.3).

In the 21 countries that specify both teaching time and the amount of time that teachers are required to be available at school, the percentage of teachers' working time at school spent teaching ranges from less than 40% in Greece (secondary level) and Iceland to 100% in Brazil, Ireland (secondary level) and Mexico (primary level). In 10 countries, the proportion of time spent in non-teaching activities is greater at the secondary level than at the primary level.

Chart D4.3. Percentage of teachers' working time spent teaching, by level of education (2010)
Net teaching time as a percentage of total statutory working time and working time required at school



1. Actual teaching time.

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

Source: OECD, Table D4.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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In Belgium (Flemish Community, for the secondary level), Belgium (French Community), France, Italy, the Russian Federation, there are no formal requirements regarding time spent on non-teaching activities in primary and secondary education. However, this does not mean that teachers are given total freedom to carry out other tasks. In Austria, provisions concerning teaching time are based on the assumption that teachers' duties, including teaching time, preparing lessons and tests, marking and correcting papers, overseeing examinations and handling administrative tasks total 40 hours per week. In Belgium (Flemish Community), the additional non-teaching hours at school are set at the school level. There are no regulations regarding the time devoted to preparing lessons, correcting tests, marking students' papers, etc. The government defines only the minimum and maximum number of teaching periods a week (50 minutes each) at each level of education (Table D4.1).

Box D4.2. Who makes decisions about the duties and conditions of service of lower secondary teachers in public institutions?

		With full autonomy	After consultation with other bodies in the education system	Within a framework set by a higher authority	Other
Teachers' duties	Central	AUT, FRA, IDN, ITA, KOR, LUX, PRT, TUR			GRC
	State	BFR, DEU, MEX, CHE	AUS	ESP	
	Provincial/regional				
	Sub-regional				
	Local			DNK, JPN, SCO,	
	School	ENG, NLD, NOR, SVK	USA	BFL, CAN, CHL, CZE, EST, HUN, ISL, IRL, ISR, POL, SVN, SWE	FIN
Teachers' conditions of service	Central	IRL, ISR, LUX, PRT, TUR			GRC
	State	AUS, BFR, DEU, MEX, CHE			
	Provincial/regional	JPN			
	Sub-regional				IDN
	Local	NOR		CAN, DNK, SCO	FIN, ISL
	School	BFL, ENG, EST, FRA, KOR, NLD, SVK, SWE	USA	AUT, CHL, CZE, HUN, ITA, POL, SVN, ESP	

Source: OECD. Table D6.8, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

In more than half of countries, decisions on the duties and conditions of service of lower secondary school teachers in public institutions are taken at the school or local level. Decision-making authority may be delegated to the local level to reduce bureaucracy, enhance the quality and effectiveness of teaching, and/or be more responsive to local needs (Table D6.8, available on line).

In 21 out of 36 countries, decisions on the duties of lower secondary teaching staff in public institutions are taken at the school or local level. In England, the Netherlands, Norway and the Slovak Republic, these decisions are taken with full autonomy by schools. Belgium (Flemish Community), Canada, Chile, the Czech Republic, Estonia, Hungary, Ireland, Israel, Poland, Slovenia and Sweden, however, prefer to counterbalance complete school autonomy with frameworks determined at the central or state level in which individual schools make decisions. In Iceland, these decisions are also taken at the school level, but within a framework established by local authorities. Only in the United States are these decisions taken at the school level in consultation with the local authorities. Although the local authorities

...

in Finland are, as education providers, responsible for deciding what the duties of teaching staff are, they can decide if they wish to delegate decision making to the schools or not, and to what extent. In practice, decisions concerning duties are largely made at school level. In Denmark, Japan and Scotland, these decisions are taken at the local level as opposed to the school level. In contrast, similar decisions are taken at the central and/or state level of government in Australia, Austria, Belgium (French Community), France, Germany, Greece, Indonesia, Italy, Korea, Luxembourg, Mexico, Portugal, Spain, Switzerland and Turkey.

A similar pattern is seen with regard to decisions on the conditions of service of lower secondary teaching staff in public institutions. In 23 out of 36 countries, these decisions are in the hands of schools or local authorities. In Belgium (Flemish Community), England, Estonia, France, Korea, the Netherlands, the Slovak Republic and Sweden, these decisions are taken with full autonomy by schools, whereas in Austria, Chile, the Czech Republic, Hungary, Italy, Poland, Slovenia and Spain, they are taken by individual schools within a framework established by a higher authority. As with decisions on teachers' duties, decisions on conditions of service are taken at the school level, in consultation with the local authorities, in the United States. In Canada, Denmark, Norway and Scotland, decisions on the conditions of service of teaching staff are taken at the local level, while in Iceland, these decisions are outlined in contracts between the association of municipalities and the teachers' union, in compliance with the Compulsory School Act. In Finland, the local authorities as education providers are responsible for determining the conditions of service of lower secondary school teachers. However they can autonomously decide if they wish to delegate decision making to the schools or not, and to what extent. These decisions are taken centrally in Greece, Ireland, Israel, Luxembourg, Portugal and Turkey, and by the state government in Australia, Belgium (French Community), Germany, Mexico and Switzerland. In Japan, similar decisions are taken at the regional level, while in Indonesia, they are taken at the sub-regional level.

Definitions

The **conditions of service of teachers** include the minimum number of hours to be worked per week or per year, the time schedule, the size and level of the groups to teach, the students' abilities, etc. It does not include salaries and bonuses.

The **duties of teachers** refer to the responsibilities and required tasks and activities of teachers.

The **number of teaching days** is the number of teaching weeks multiplied by the number of days per week a teacher teaches, less the number of days on which the school is closed for holidays.

The **number of teaching weeks** refers to the number of weeks of instruction excluding holiday weeks.

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

Working time refers to the normal working hours of a full-time teacher. It does not include paid overtime. According to a country's formal policy, working time can refer to:

- the time directly associated with teaching and other curricular activities for students, such as assignments and tests; and
- the time directly associated with teaching and hours devoted to other activities related to teaching, such as preparing lessons, counselling students, correcting assignments and tests, professional development, meetings with parents, staff meetings, and general school tasks.

Working time in school refers to the time teachers are required to spend working in school, including teaching and non-teaching time.

Methodology

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

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In interpreting differences in teaching hours among countries, net contact time, as used here, does not necessarily correspond to the teaching load. Although contact time is a substantial component of teachers' workloads, preparing for classes and necessary follow-up, including correcting students' work, also need to be included when making comparisons. Other relevant elements, such as the number of subjects taught, the number of students taught, and the number of years a teacher teaches the same students, should also be taken into account.

Data on the level of decision-making about the duties and conditions of service of lower secondary school teachers 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?"

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag2012.

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

For further information about TALIS 2008, see:

OECD (2012), *The Experience of New Teachers*, OECD Publishing.

Visit www.oecd.org/edu/talis

Table D4.1. **Organisation of teachers' working time (2010)**

Number of teaching weeks, teaching days, net teaching hours, and teachers' working time over the school year, in public institutions

		Number of weeks of instruction			Number of days of instruction			Net teaching time in hours			Working time required at school in hours			Total statutory working time in hours		
		Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes	Primary education	Lower secondary education	Upper secondary education, general programmes
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia ¹	40	40	40	196	196	193	868	819	803	1 093	1 135	1 135	a	a	a
	Austria ¹	38	38	38	180	180	180	779	607	589	a	a	a	1 776	1 776	a
	Belgium (Fl.) ¹	37	37	37	179	180	180	761	675	630	931	a	a	a	a	a
	Belgium (Fr.) ¹	38	38	38	183	183	183	732	671	610	a	a	a	a	a	a
	Canada ¹	37	37	37	183	183	183	799	740	744	1 226	1 227	1 232	a	a	a
	Chile ¹	38	38	38	179	179	179	1 087	1 087	1 087	1 804	1 804	1 804	2 068	2 068	2 068
	Czech Republic ¹	41	41	41	196	196	196	862	647	617	a	a	a	1 696	1 696	1 696
	Denmark ²	42	42	42	200	200	200	650	650	377	m	m	m	1 680	1 680	1 680
	England ²	38	38	38	190	190	190	684	703	703	1 265	1 265	1 265	1 265	1 265	1 265
	Estonia ³	39	39	39	175	175	175	630	630	578	1 540	1 540	1 540	1 540	1 540	1 540
	Finland ⁴	38	38	38	189	189	189	680	595	553	794	709	629	a	a	a
	France ¹	35	35	35	m	m	m	918	646	632	a	a	a	a	a	a
	Germany ¹	40	40	40	193	193	193	805	756	713	a	a	a	1 793	1 793	1 793
	Greece ¹	36	31	31	177	153	153	589	415	415	1 140	1 176	1 176	a	a	a
	Hungary ⁴	37	37	37	183	183	183	604	604	604	a	a	a	1 864	1 864	1 864
	Iceland ¹	37	37	35	180	180	170	624	624	544	1 650	1 650	1 720	1 800	1 800	1 800
	Ireland ¹	37	33	33	183	167	167	915	735	735	1 037	735	735	a	a	a
	Israel ¹	38	37	37	183	175	175	820	598	521	1 126	831	700	a	a	a
	Italy ⁴	39	39	39	175	175	175	770	630	630	a	a	a	a	a	a
	Japan ²	40	40	40	201	201	198	707	602	500	a	a	a	1 876	1 876	1 876
	Korea ³	40	40	40	220	220	220	807	627	616	a	a	a	1 680	1 680	1 680
	Luxembourg ¹	36	36	36	176	176	176	739	634	634	900	828	828	a	a	a
	Mexico ¹	42	42	36	200	200	172	800	1 047	843	800	1 167	971	a	a	a
	Netherlands ³	40	m	m	195	m	m	930	750	750	a	a	a	1 659	1 659	1 659
	New Zealand ¹	39	38	38	194	192	190	930	845	760	1 552	1 251	950	a	a	a
	Norway ¹	38	38	38	190	190	190	741	654	523	1 300	1 225	1 150	1 688	1 688	1 688
	Poland ¹	38	38	37	186	184	183	502	497	494	540	534	532	1 520	1 504	1 496
	Portugal ³	37	37	37	173	173	173	865	761	761	1 283	1 283	1 283	1 456	1 456	1 456
	Scotland ³	38	38	38	190	190	190	855	855	855	a	a	a	1 365	1 365	1 365
	Slovak Republic ¹	38	38	38	189	189	189	841	652	624	m	m	m	1 583	1 583	1 583
	Slovenia ¹	40	40	40	190	190	190	690	690	633	m	m	m	m	m	m
	Spain ¹	37	37	36	176	176	171	880	713	693	1 140	1 140	1 140	1 425	1 425	1 425
	Sweden	a	a	a	a	a	a	a	a	a	1 360	1 360	1 360	1 767	1 767	1 767
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey ¹	37	a	37	175	a	175	621	a	551	870	a	756	1 816	a	1 816
	United States ²	36	36	36	180	180	180	1 097	1 068	1 051	1 381	1 381	1 378	1 913	1 977	1 998
	OECD average	38	38	38	187	185	183	782	704	658	1 178	1 171	1 114	1 678	1 673	1 676
	EU21 average	38	38	38	185	182	182	758	660	629	1 085	1 057	1 049	1 599	1 598	1 584
Other G20	Argentina ⁵	36	36	36	170	171	171	680	1 368	1 368	m	m	m	m	m	m
	Brazil ¹	40	40	40	200	200	200	800	800	800	800	800	800	800	800	800
	China	35	35	35	175	175	175	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 ²	44	44	44	244	200	200	697	544	638	1 069	1 069	1 069	1 069	1 069	1 069
	Russian Federation ²	34	35	35	164	169	169	615	507	507	a	a	a	a	a	a
	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. Typical teaching time.

2. Actual teaching time.

3. Maximum teaching time.

4. Minimum teaching time.

5. 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.


StatLink  <http://dx.doi.org/10.1787/888932668318>

Table D4.2. **Number of teaching hours per year (2000, 2005, 2010)**

Net statutory contact time in hours per year in public institutions by level of education in 2000, 2005 and 2010

		Primary level			Lower secondary level			Upper secondary level		
		2000	2005	2010	2000	2005	2010	2000	2005	2010
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD	Australia	882	888	868	811	810	819	803	810	803
	Austria	m	774	779	m	607	607	m	589	589
	Belgium (Fl.)	767	761	761	682	690	675	638	645	630
	Belgium (Fr.)	804	722	732	728	724	671	668	664	610
	Canada	m	m	799	m	m	740	m	m	744
	Chile	m	m	1 087	m	m	1 087	m	m	1 087
	Czech Republic	650	813	862	650	647	647	621	617	617
	Denmark ²	640	640	650	640	640	650	560	560	377
	England ¹	m	m	684	m	m	703	m	m	703
	Estonia	630	630	630	630	630	630	578	578	578
	Finland	656	677	680	570	592	595	527	550	553
	France	907	918	918	639	639	646	611	625	632
	Germany	783	808	805	732	758	756	690	714	713
	Greece	609	604	589	426	434	415	429	430	415
	Hungary	583	583	604	555	555	604	555	555	604
	Iceland	629	671	624	629	671	624	464	560	544
	Ireland	915	915	915	735	735	735	735	735	735
	Israel	731	731	820	579	579	598	524	524	521
	Italy	744	739	770	608	605	630	608	605	630
	Japan ¹	635	578	707	557	505	602	478	429	500
	Korea	865	883	807	570	621	627	530	605	616
	Luxembourg	m	774	739	m	642	634	m	642	634
	Mexico	800	800	800	1 182	1 047	1 047	m	848	843
	Netherlands	930	930	930	867	750	750	867	750	750
	New Zealand	m	m	930	m	m	845	m	m	760
	Norway	713	741	741	633	656	654	505	524	523
	Poland	m	m	502	m	m	497	m	m	494
	Portugal	815	855	865	595	564	761	515	513	761
	Scotland	950	893	855	893	893	855	893	893	855
	Slovak Republic	m	m	841	m	m	652	m	m	624
	Slovenia	m	690	690	m	690	690	m	633	633
	Spain	880	880	880	564	713	713	548	693	693
	Sweden	a	a	a	a	a	a	a	a	a
	Switzerland	884	m	m	859	m	m	674	m	m
	Turkey	639	639	621	a	a	a	504	567	551
	United States ¹	m	1 080	1 097	m	1 080	1 068	m	1 080	1 051
	OECD average	762	772	782	681	684	704	605	641	658
	OECD average for countries with data available for all reference years	757	762	768	673	672	683	602	615	618
	EU21 average for countries with data available for all reference years	766	773	778	657	661	671	628	633	635
Other G20	Argentina ³	m	m	680	m	m	1 368	m	m	1 368
	Brazil	800	800	800	800	800	800	800	800	800
	China	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
	Indonesia ¹	m	m	697	m	m	544	m	m	638
	Russian Federation ¹	m	615	615	m	507	507	m	507	507
	Saudi Arabia	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m
G20 average		m	m	m	m	m	m	m	m	m


1. Actual teaching time.

2. Break in time series following methodological changes in 2006 for Columns 7, 8 and 9.

3. Year of reference 2009 instead of 2010.

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.

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