

Education at a Glance 2018

OECD Indicators

Annex 3

Sources, methods and technical notes



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CHAPTER A: THE OUTPUT OF EDUCATIONAL INSTITUTIONS AND THE IMPACT OF LEARNING

[Indicator A1: To what level have adults studied?](#)

[Indicator A2: Transition from education to work: where are today's youth?](#)

[Indicator A3: How does educational attainment affect participation in the labour market?](#)

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[Indicator A6: How are social outcomes related to education?](#)

[Indicator A7: To what extent do adults participate equally in education and learning?](#)

Description: This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

How to read this document: Annex 3 is organised by chapters and indicators. Click on each link in order to be redirected to each indicator and the information related to it.

INDICATOR A1: To what level have adults studied?

	A1	Textbox A1.1
	Methodology	Methodology
	Source	Source
	Standard errors for EAG 2017	
	Standard errors for EAG 2018	
Argentina	ARG	
Australia		
Austria	AUT	
Belgium	BEL	
Brazil		
Canada	CAN	
Chile	CHL	
China		
Colombia		
Czech Republic		
Denmark	DNK	
Estonia	EST	
Finland	FIN	
France	FRA	
Germany		
Greece		
Hungary		
Iceland		
India		
Indonesia		
Ireland		
Israel	ISR	
Italy		
Japan		
Korea		
Latvia		
Luxembourg	LUX	
Mexico		
Netherlands		
New Zealand	NZL	
Norway	NOR	
Poland	POL	
Portugal		
Russian Federation		
Saudi Arabia		
Slovak Republic		
Slovenia		
South Africa		
Spain		
Sweden	SWE	
Switzerland	CHE	
Turkey	TUR	
United Kingdom	UKM	
United States	USA	

Methodology

The educational attainment profiles for most countries are based on the percentage of the population that has completed a specific level of education. The International Standard Classification of Education (ISCED) is used to define the levels of education.

In *Education at a Glance* (EAG), ISCED 2011 is used to classify the levels of education. Unless data using national codes according to ISCED 2011 have been provided by countries, trend data on educational attainment are only available for the three major levels of education using the following correspondence between ISCED-97 and ISCED 2011:

Table X3.A1.1: Aggregated levels of education in ISCED 2011 and ISCED-97

Aggregated levels of education	Codes in ISCED 2011	Codes in ISCED-97
Below upper secondary	0/1/2	0/1/2/3C short
Upper secondary and post-secondary non-tertiary	3/4	3/3C long/4
Tertiary	5/6/7/8	5A/5B/6

Table X3.A1.2 shows the educational attainment and ISCED mappings/codes for each country. It presents the national codes according to ISCED 2011 and shows the codes included in each level of education. [Back to main table for this indicator](#)

Table X3.A1.2: Codes from ISCED 2011 used for describing educational levels (latest reference year per country)

	Less than primary	Primary	Partial completion of lower secondary	Lower secondary	Partial completion of upper secondary	Upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent
OECD											
Australia	010	100	a	244/254	a	344/353	453	540/550	660	760	860
Austria	x(2)	100	a	244/254	a	344/354	454	550	660	760	860
Belgium	000	100	a	200	a	344/353/354	454	500	600	700	800
Canada	x(2)	100	a	244	a	344	453	540/550	640	740	x(10)
Chile	010/020/030	100	a	244	a	344/354	a	550	660	760	x(10)
Czech Republic	020	100	a	244	a	300	x(6)	554	645/655	740	844
Denmark	x(2)	100	a	243/244/244	a	351/353/354	454	540/550	640/650/660	740/750/760	840/860
Estonia	000	100	a	244/253	a	344/353/354	454	550	660	760	860
Finland	x(2)	100	a	243	a	344/354	454	550	660	760	860
France	010	100	a	244/253/354	a	344/353/354	444	540/550	640/650	740/750/760	840
Germany	x(2)	100	a	244	a	344/353/354	453/454	550	640/650	740	840
Greece	010/030	100	242	243/244/253	352	344/353/354	453/454	550	640/650	760	860
Hungary	000	100	a	200	a	344/353/354	400	500	600	700	800
Iceland	x(2)	100	a	243/244/254	a	343/344/353/354	444/453/454	560	660	760	860
Ireland	000	100	a	200	a	343/344/393	450	500	600	700	800
Israel	010/030	100	a	244	a	343/344/353/354	a	550	660	760	860
Italy	000	100	a	244/254	a	344/353/354/394	453	550	660	760	860

	Less than primary	Primary	Partial completion of lower secondary	Lower secondary	Partial completion of upper secondary	Upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent
Japan	x(2)	x(4)	a	200	a	x(4)	400	x(7)	600	x(9)	x(9)
Korea	x(2)	100	a	200	a	344	a	500	600	x(9)	x(9)
Latvia	010/020	100	a	244/254	a	344/353.354	454	550	660	750/760	860
Lithuania	000	100	a	200	a	344/352/354/392/394	450/490	500	600	700	800
Luxembourg	010	100	a	243	a	343	444	540	640	740	840
Mexico	010	100	242	244	342	344/354	a	540	640	740	840
Netherlands	010/030	100	a	244/253/254	a	344/353/354	453	550	640/650/660	740/750	840
New Zealand	x(4)	x(4)	a	244	a	344/353	454	550	660	760	860
Norway	010	100	a	244	a	343/344/353	453	540/550	640/650	740	840
Poland	010/030	100	a	244	a	344/353/354	453	550	660	750/760	860
Portugal	020	100	a	244	a	344/354	454	554	660	760	860
Slovak Republic	020	100	252	244	352	344/353/354	454	550	650	760	860
Slovenia	020	100	a	244	a	344/353/354	a	550	640/650	740/750/760	840
Spain	010/030	100	a	244/254	a	344/353/354	453	550	660	750/760	860
Sweden	x(2)	100	a	243/244/254	342/352	343/344/353/354/394	444/454	550/560	660	750/760/790	860
Switzerland	020	100	a	244	a	343/344/353/354	x(6)	x(9,10,11)	640/650	740/750	840
Turkey	030	100	a	244	a	344/354	a	560	660	760	860
United Kingdom	000	100	a	244/254	342/352	343/344/354	a	550	640/650	760	860
United States	010/030	100	a	244	a	344	x(6)	540/550	660	750/760	860
Partners											
Argentina	000	100	a	200	a	300	x(6)	X(9)	600	x(9)	x(9)
Brazil	010	100	a	243	a	303	x(6)	X(9)	640	x(9)	x(9)
China	010/030	100	a	200	a	300	x(6)	500	600	700	x(10)
Colombia	x(4)	x(4)	a	200	302	304	x(6)	x(9)	600	x(9)	x(9)
Costa Rica	010/020/030	100	242/252	244/254	342/352	343/344/353/354	453	550/560	660	760	x(10)
India	020/030	100	a	200	a	300	400	500	600	x(9)	x(9)
Indonesia	000	100	a	200	a	300	x(6)	X(9)	600	x(9)	x(9)
Russian Federation	x(4)	x(4)	a	200	a	300	x(6)	x(9)	600	x(9)	x(9)
Saudi Arabia	000	100	a	200	a	300	x(6)	X(9)	600	x(9)	x(9)
South Africa	000	100	a	200	a	300	400	500	600	700	x(10)

Source: National questionnaires. Indonesia, Saudi Arabia: ILO. China: UNESCO Institute for Statistics.

Source

Data on educational attainment and labour market status by educational attainment are available online in the Education at a Glance database (http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_NEAC). Data are compiled from the national Labour Force Surveys (LFS) by the LSO Network (OECD Labour Market, Economic and Social Outcomes of Learning).

- The European Union LFS (EU-LFS) provided data for Finland, Ireland, Lithuania Luxembourg and Slovenia for years of reference 2015 and earlier. For tables with trend data, EU-LFS has also been used for Denmark and Latvia for the years 2000, 2005 and 2010.

- Data for China and India are taken from the UNESCO Institute of Statistics (UIS) database on educational attainment of the population aged 25 years and older, <http://stats.uis.unesco.org> (accessed on 16 May 2018).
- Data on educational attainment and labour force status for Argentina, Indonesia and Saudi Arabia are taken from the ILO database (accessed on 15 June 2018).

Specific reliability and confidentiality thresholds by country have been applied. The reliability and confidentiality thresholds are either applied to unweighted data (respondents) or weighted data (population).

- Reliability thresholds refer to sample limits to the statistical precision of the indicator that implies that data are either not published or flagged as having a reduced reliability. Reliability thresholds have been applied to the denominator of the indicator.
- Data may be omitted due to confidentiality reasons. The respective confidentiality threshold has been applied to the numerator of the indicator.

Table X3.A1.3 summarises the metadata by country.

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Table X3.A1.3: National data collection sources and reliability thresholds (2017)

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Australia	Australian Bureau of Statistics	Survey of Education and Work (supplement to the monthly Labour Force Survey)	May 2017	Households	29 096 individuals	Approximately 8%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Austria	Statistics Austria	Mikrozensus-Arbeitskräfteerhebung/ Labour Force Survey	2nd January 2017 (Monday) to 31st Decembre 2017 (Sunday)	Household	100 082 individuals	3,3%	Data below 3 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 3 000-6 000 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 4000 persons in the denominator are generally considered unreliable. Estimates of 4000-8000 persons should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.
Belgium	Statistics Belgium	Enquête naar de Arbeidskrachten/ Enquête sur les forces de travail/ Labour Force Survey	2017	Statistical sections	81 701 individuals	16.9%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Canada	Statistics Canada	Labour Force Survey (LFS)	2017	Households	Approx. 100 000 individuals	10.0% of eligible households	Data below 1 500 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	The LFS covers the civilian, non-institutionalised population 15 years of age and over. It is conducted nationwide, in both the provinces and the territories. Excluded from the survey's coverage are: persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Armed Forces and the institutionalised population. These groups together represent an exclusion of less than 2% of the Canadian population aged 15 and over.
Chile	Ministerio de Desarrollo Social (Ministry of Social Development)	Encuesta de Caracterización Socioeconómica Nacional 2015 (CASEN 2015)	2015	Households	133 911 individuals	22.0%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Czech Republic	CZSO	Výběrové šetření pracovních sil/ Labour Force Survey	2 January 2017 - 1 January 2018	Household	110 304 individuals	29.23%	Data below 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 500- 3 000 persons in the denominator should be used with caution. Data below 0.5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 750 persons in the denominator are generally considered unreliable. Estimates of 750-4500 persons should be used with caution. Data below 0.75 respondents in the numerator have been omitted due to confidentiality reasons.
Denmark	Statistics Denmark	Arbejdskraftundersøgelsen/ Labour Force Survey	2017	Individual	90 575 individuals	46.50%	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-4 000 persons in the denominator should be used with caution. Data below 2 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 4000 persons in the denominator are generally considered unreliable. Estimates of 4000-7000 persons should be used with caution. Data below 2 respondents in the numerator have been omitted due to confidentiality reasons.
Estonia	Statistics Estonia	Eesti tööjõu-uuring/ Estonian Labour Force Survey	2017	Individual	15 384 individuals	33%	Data below 20 respondents in the denominator are generally considered unreliable and have been omitted. Estimates of 20-40 respondents in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Finland	Eurostat	European Labour Force Survey	2017	Individual	64 820 individuals	34%	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-4 000 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
France	Institut national de la statistique et des études économiques (INSEE)	Enquête Emploi/ Labour Force Survey	2017	Dwelling	254 366 individuals	Not reported	Data below 200 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 20000 persons in the denominator are generally considered unreliable. Estimates of 20000-40000 persons should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons. Though the survey covers people living in both ordinary homes and communities, since the number of people living in communities and interviewed in the labour survey has been deemed insufficient to represent the entire population of communities, the results of the new survey are restricted to those living in ordinary households.
Germany	Statistisches Bundesamt	Mikrozensus/ Labour Force Survey	2017	Household	411 300 individuals	0.3%	Data below 5 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 000 persons in the numerator have been omitted due to confidentiality reasons.	
Greece	Hellenic Statistical Authority	Έρευνα Εργατικού Δυναμικού/ Labour Force Survey	2017	Local unit (one or more building squares)	126 281 individuals	0%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Hungary	Hungarian Central Statistical Office	Labour Force Survey	2017	Households	20 757 individuals	19.30%	Data below 2600 persons in the denominator are generally considered unreliable. Estimates of 2600-4800 persons should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Iceland	Statistics Iceland	Vinnumarkaðsrannsókn Hagstofu Íslands/ Icelandic Labour Force Survey	2017	Individual	10 935 individuals	32.4%	Data below 1 respondents in the denominator are generally considered unreliable. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 30 respondents in the denominator are generally considered unreliable. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Ireland	Eurostat	European Labour Force Survey	Annual average of quarterly estimates	Not reported	Not reported	Not reported	Data below 1 900 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 900 -3 100 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 2500 persons in the denominator are generally considered unreliable. Estimates of 2500-4100 persons should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.
Israel	Israel Central Bureau of Statistics	סקר כח אדם /Labour Force Survey	2017	Households	149 512 individulas	Not reported	Data below 495 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 495-945 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	Due to comprehensiveness of sample design the data on sample size cannot be provided.
Italy	ISTAT - Istituto Nazionale di Statistica	Rilevazione sulle Forze di Lavoro /Labour Force Survey	2017	Municipality – Households (two-stage sampling)	291 226 individulas	9.9%	Data below 30 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Sample design is a two-stage sampling with stratification of the primary units.
Japan	Statistics Bureau, Ministry of Internal Affairs and Communications	Labour Force Survey detailed tabulation	2017	Households	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	The special survey of the Labour Force Survey was integrated into the Labour Force Survey in January 2002
Korea	National Statistical Office	Monthly economically active population survey (MEACS)	2017	Not reported	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Annual Report on the Economically Active Population Survey.
Latvia	Central Statistical Bureau of Latvia	Darbaspēka apsekojums/ Labour Force Survey	2017	Counting area	21 805 individulas	Not reported	Data below 1 300 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 300-2 100 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 3700 persons in the denominator are generally considered unreliable. Estimates of 3700-6000 persons should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.
Lithuania	Statistics Lithuania	Gyventojų užimtumo statistinis tyrimas/Labour Force Survey	2017	Household	34 968 individulas	Not reported	Data below 4 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 4 500-8 000 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Luxembourg	STATEC	Labour Force Survey	Not reported	Reference person	17 199 individuals	45%	Data below 30 respondents in the denominator are generally considered unreliable. Estimates of 30-50 respondents should be used with caution. Data below 30 respondents in the numerator have been omitted due to confidentiality reasons.	
Mexico	National Institute of Statistics and Geography (INEGI)	Encuesta Nacional de Ocupación y Empleo (ENOE)/ National Survey of Occupation and Employment	2017	Not reported	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Netherlands	Statistics Netherlands	Enquête Beroepsbevolking (EBB) /Labour Force Survey (LFS)	2017	Household	234 000 individuals	Not reported	Data below 15 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 2 500 persons in the numerator have been omitted due to confidentiality reasons.	Due to the design of the Dutch LFS the rate of response is only available per mode. In this design everyone is approached by CAWI. Thereafter, a part of the non-respondents are re-approached by CATI or CAPI.
New Zealand	Statistics New Zealand	Household Labour Force Survey	Annual average of March to December 2017 quarters	Household	18 900 individuals	Not available	Data below 1 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 100 persons in the numerator have been omitted due to confidentiality reasons.	Each quarter, one-eighth of the households in the sample are rotated out and replaced by a new set of households. Therefore, the overlap between two adjacent quarters can be as high as seven-eighths. This overlap improves the reliability of quarterly estimates of change.
Norway	Statistics Norway	Labour Force Survey	2017	Households	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 2000 persons in the denominator are generally considered unreliable. Estimates of 2000-5500 persons should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.
Poland	Statistics Poland	Badanie Aktywności Ekonomicznej Ludności/ Labour Force Survey	2017	Census clusters in towns and enumeration districts in rural areas	Not reported	Not reported	Data below 5 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 5 000-15 000 persons in the denominator should be used with caution. Data below 5 000 persons in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Portugal	Statistics Portugal	Inquérito ao Emprego / Labour Force Survey	2017	Census cluster	Not applicable. The sample unit in the Portuguese LFS survey is the dwelling.	28.40%	Data below 4 500 persons in the denominator are generally considered unreliable and have been omitted. Data below 4 500 persons in numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 7500 persons in the denominator are generally considered unreliable. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons. Census clusters were composed by one or more contiguous grid INSPIRE cells with 1 km2 of area, also aiming to have at least near 300 private dwellings of usual residence in each one of them.
Slovak Republic	Statistical Office of the Slovak Republic	Výberové zisťovanie pracovných síl (VZPS)/ Labour Force Survey (LFS)	1 January to 31 December 2015	Household	12 973 individuals	15.3%	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-3 000 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Slovenia	Eurostat	European Labour Force Survey	2017	Households	12 200 individuals	21%	Data below 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 500-4 000 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator C5 the following reliability thresholds have been applied: Data below 1000 persons in the denominator are generally considered unreliable. Estimates of 1000-10500 persons should be used with caution. Data below 100 persons in the numerator have been omitted due to confidentiality reasons.
Spain	Instituto Nacional de Estadística	Encuesta de Población Activa Population Survey	2017	Enumeration area	Not reported	Not reported	Data below 5000 persons in the denominator are generally considered unreliable. Estimates of 5000-10000 persons should be used with caution. Data below 5000 persons in the numerator have been omitted due to confidentiality reasons.	
Sweden	Statistiska Centralbyrån	Arbetskraftsundersökningarna / Labour Force Survey	2017	Individual	Net sample 271 984 individuals	43%	Data below 2 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 500-4 000 in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Switzerland	Office fédéral de la statistique	Enquête suisse sur la population active (ESPA) / Schweizerische Arbeitskräfteerhebung (SAKE) / Swiss Labour Force Survey (SLFS)	2017	Household	80 735 individuals	Not reported	Data below 5 respondents in the denominator are generally considered unreliable and have been omitted. Estimates of 5-90 respondents in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Turkey	Turkish Statistical Institute	Hanehalkı İşgücü İstatistikleri Anketi / Household Labour Force Survey	2017	Household	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
United Kingdom	Department for Education	Labour Force Survey	2017	Household	94 892 individuals	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	Excludes 1.5% living in communal establishments such as nursing/residential care homes.
United States	(NCES) National Center for Education Statistics	Current Population Survey (CPS) March Annual Social and Economic Supplement	March 2017 Reference period for employment status is the week prior to the survey date	Household	For ages 25-64, the sample is 95,428 (94,905 for the civilian population only). 2017 Source & Accuracy Statement: Including the basic CPS sample, approximately 94,000 housing units were in sample for the CPS ASEC. About 80,900 housing units were determined to be eligible for interview, and about 70,000 interviews were obtained. Non-response. The effect of non-response cannot be measured directly, but one indication of its potential effect is the non-response rate. For the cases eligible for the 2017 ASEC, the basic CPS household-level non-response rate was 13.5 percent. The household-level non-response rate for the ASEC was an additional 14.0 percent. These two non-response rates lead to a combined supplement non-response rate of 25.6 percent. Source: Source & Accuracy Statement..		Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	Please note that the NEAC survey for the United States includes members of the Armed Services who live in civilian households. These individuals are not coded as employed or unemployed in our national survey. The OECD is subtracting employed and unemployed individuals from the total population and calling the remaining individuals "inactive". The result is that armed service members are coded as inactive in OECD calculations, which is different from inactive statistics produced nationally from this survey.
Argentina	ILO database		Not reported	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold	Remarks
Brazil	Instituto Brasileiro de Geografia e Estatística – IBGE (Brazilian Institute of Geography and Statistics)	Pesquisa Nacional por Amostra de Domicílios – PNAD/ National Household Sample Survey	The reference week is 20 to 26 September 2015.	Living Quarters	188 315 individuais	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
China	UNESCO Institute of Statistics (UIS) database		Not reported	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
Colombia	Departamento Administrativo Nacional de Estadística - DANE	Gran Encuesta Integrada de Hogares – GEIH/ Great Integrated Household Survey	2017	Household	379 604 individuais	1.6%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Costa Rica	Instituto Nacional de Estadística y Censos (INEC)	Encuesta Continua de Empleo (ECE)/ Continuous Employment Survey	2017	Household	12 902 individuais	8.1%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	The Encuesta Continua de Empleo (ECE) is a rotating sample survey and continuous (quarterly).
India	UNESCO Institute of Statistics (UIS) database		Not reported	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
Indonesia	ILO database		Not reported	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
Russian Federation	The Federal Statistics Service (Rosstat)	Labour Force Survey	Not reported	The census area	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Saudi Arabia	ILO database		Not reported	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
South Africa	Statistics South Africa		Not reported	Not reported	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	

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Notes on specific countries

Argentina: Data collected through the Permanent Household Survey (Urban) (Encuesta Anual de Hogares Urbanos (EAHU)) covers the 31 Urban Agglomerations as well as all administrative units with 2000 or more inhabitants with the exception of the provinces Tierra del Fuego, Antártida e Islas del Atlántico Sur. [Back to main table for this indicator](#)

Austria: ISCED 0-2 includes ISCED 3c short from 2006 onwards (measured as successful attainment of intermediate technical and vocational school shorter than two years), 2004 and 2005 ISCED 3c short covers also intermediate technical and vocational schools of a duration of two years. For 2004 and 2005 ISCED 3c short is therefore reported as upper level.

Due to the reclassification of a programme spanning levels data published from *Education at a Glance 2015* on are not directly comparable with data published on previous editions of *Education at a Glance*. The qualification acquired upon successful completion of higher technical and vocational colleges is allocated in ISCED 2011 to ISCED level 5; under ISCED 1997 the same qualification was reported on ISCED level 4, but earmarked as equivalent to tertiary education. [Back to main table for this indicator](#)

Belgium: A break in time series occurred in 2017 as the Belgian LFS has undergone a major reform in 2017 with the introduction of a 2(2)2 panel design, the introduction of mixed mode data collection, the introduction of the wave approach and the change of the calibration method. [Back to main table for this indicator](#)

Canada: The Canadian Labour Force Survey does not allow for a clear delineation of attainment at ISCED 4 and at ISCED 5; as a result, some credentials that should be classified as ISCED 4 cannot be identified and are therefore included in ISCED 5. Thus, the proportion of the population with tertiary education ISCED level 5 is inflated. It is also not possible to single out university certificates above bachelor's (ISCED 6) and doctoral levels (ISCED 8) therefore they are included in Masters or equivalent (ISCED 7), resulting in the overstating of Masters or equivalent (ISCED 7). [Back to main table for this indicator](#)

Chile: The National Socio-Economic Characterization Survey (CASEN) does not allow determine the orientation of upper secondary educational programmes (ISCED 344/354) for those with incomplete tertiary education. Observations in this situation have been classified as general upper secondary education (ISCED 344). [Back to main table for this indicator](#)

Denmark: A break in time series occurred in 2007 as the survey was changed and expanded considerably, by expanding the quarterly sample size from around 20,000 to 40,532 in order to reduce sampling errors of survey results. Furthermore the rotation pattern was changed from three to four waves, and the data collection process which Statistics Denmark had been in charge of so far was outsourced. The changes in 2007 resulted in a break in series both on detailed sub-groups. As a result of this one should be aware of this when comparing results before and after the break.

In 2011 the weighting scheme was adjusted when auxiliary information on age and educational level was crossed in order to improve the estimates on educational level. All figures back to 2007 were revised. The central difference to all previous weighting schemes considering comparability is that the weighting now has a target population of 15-64 years. Before the target population was 15-66 years. [Back to main table for this indicator](#)

Estonia: In tables with trend data, the European Union Labour Force Survey (EU-LFS) data were used for all years. [Back to main table for this indicator](#)

Finland: Data classified according to ISCED-76 (prior year 2000) are not comparable for later years which are classified by ISCED-97 and ISCED 2011. In Finland there was a major reclassification of qualifications and degrees when ISCED-97 was adopted in use. The national Statistics Finland's Finnish Standard Classification of Education was completely revised in this context. The revision followed the guidelines of the new ISCED-97 classification. The reclassification included e.g. the transfer of some long vocational qualifications from upper secondary level (ISCED-76) to First stage of tertiary education, ISCED 5B (ISCED-97). These reclassified qualifications included e.g. substantial amount of vocational qualifications in fields of business and administration, engineering, manufacturing and construction and health and welfare (e.g. Diploma in Business and Administration, Technician Engineer, Nurse's qualification).

The change increased significantly the attainment level of population at tertiary level when data according to ISCED-97 is compared to data according to ISCED-76. Correspondingly the attainment at upper secondary level decreased. The estimated increase at tertiary level is approximately 10 percentage points. [Back to main table for this indicator](#)

France: Variables on education attainment changed in 2003 and 2013 (more accurate). From 2003, age is reported at survey time instead of the end of the year. In 2013, the questions on educational attainment have been simplified and the process became more interactive (impact of about +2 percentage points of the

proportion of 25-64 with ISCED 3-8). Furthermore, in 2013 a break in the series of unemployment rates occurred. From 2015, data cover overseas departments. [Back to main table for this indicator](#)

Israel: Although pre-academic institutions in Israel are classified under ISCED 4 in the national mapping of education, this level remains unaccounted for in this report, since the LFS does not include a specific answer category for this level. [Back to main table for this indicator](#)

Luxembourg: The results apply to those people living in Luxembourg who have been educated in Luxembourg, as well as to those who have been educated in another country. This means the figures cannot be used to analyse the national educational system. There was a break in 2003 due to transition to a quarterly continuous survey (source Eurostat). [Back to main table for this indicator](#)

New Zealand: Attainment data before 2013 on ISCED levels 4 and 5 are no longer reliable, and trends should not be used. Trend data for total tertiary attainment (ISCED 5 and above), or for the combined ISCED 3 and 4 group, can therefore also no longer be used. Trend data for “below upper secondary”, “upper secondary” only, and “degree and above” can still be reliably used.

Attainment data for New Zealand are sourced from the New Zealand Household Labour Force Survey (HLFS). The educational attainment question in this survey changed in 2013. These changes brought the questions asked more in line with the way educational attainment is collected in other government surveys and administrative collections. The new question provided a more accurate way to map responses to both the New Zealand qualifications framework (NZQF), and to the ISCED. The previous question included a number of categories that related to types of qualifications that could span more than one educational level. For example, “University certificate or diploma below degree level”, “Teacher and nursing certificates or diplomas” or “NZ certificate or diploma”, which can span a number of ISCED levels from 2 to 6. For the reporting of New Zealand attainment data in *Education at a Glance*, a best-fit mapping of these categories to ISCED was developed, using a method that minimised the level of error inherent from assigning categories spanning more than one level to just one level. The new educational attainment question introduced into the HLFS in 2013 provides a more exact mapping to NZQF levels, and to ISCED levels. In particular, the new question can separate post-initial school ISCED 3, ISCED 4 and ISCED 5 attainment more accurately than the previous question could.

The main impact of this survey change on New Zealand attainment data for *Education at a Glance* affects ISCED 4 and ISCED 5. Between EAG 2014 (using 2012 data and the old HLFS question) and EAG 2015 interim report (using 2013 data and the new HLFS question), attainment of the 25-64 year-old population at ISCED 5 shifted from 15% to 11%; and at ISCED 4 from 8% to 16%. Consequently, the proportion with “tertiary” attainment shifted from 40% to 35%. The changes did not significantly affect the proportions with degrees above (ISCED 6 and over), or those with upper secondary (ISCED 3) only, or those with less than upper secondary.

Around 9% of adults in New Zealand have a one-year upper secondary level qualification as their highest attainment. These include the National Certificate of Educational Achievement Level 1, School Certificate for older adults, or a Level 1 National Certificate. Under either ISCED-97 or ISCED 11 these do not count as upper secondary attainment. In earlier editions of *Education at a Glance* using ISCED-97, these were identified separately as ISCED 3CS. Under ISCED 2011, being used from EAG 2015 on, these one-year qualifications are no longer recognised separately, and are grouped with those with no school qualifications. [Back to main table for this indicator](#)

Norway: A break in time series on educational attainment occurred in 2005, as the classification of educational attainment was reclassified. Attainment numbers for 2000-2004 follow the former classification of educational attainment and are not comparable with more recent years. The main change is an increase in ISCED 2 attainment, at the expense of ISCED 3. The attainment criteria for ISCED 3 were tightened from course completion to successful completion of the whole programme (studiekompetanse/fagbrev). A reasonable amount of movement also occurred between ISCED 3 and ISCED-97 – level 5, but the net difference is marginal. A minimum of two years full-time study load, equivalent to 120 credit points, is defined as an attainment criterion for ISCED-97 - level 5 (<http://www.ssb.no/english/subjects/04/01/utniv/en/>). [Back to main table for this indicator](#)

Poland: From 2006 onwards previous 3CS programmes for Poland have been reallocated to 3C Long, since 3C programmes in Poland last three years, which is similar to the typical cumulative duration of a standard national ISCED 3A general programme. [Back to main table for this indicator](#)

Sweden: There are the following breaks in the series: 2013/2014 when the ISCED Classification 2011 has been introduced. Upper secondary education with duration shorter than 2 years (mainly AMU-education and Komvux) was reported at ISCED 3 in ISCED 97 and is reported at ISCED 2 according to ISCED 2011. Due to this change, there is a big increase in the share of the population aged 25-64 with “below upper secondary education”, from 12% to 18%. Furthermore, in 2001 when the new standard for classification of education (SUN 2000) was applied in 2001, and in 2005, when a new EU-harmonised questionnaire was introduced, the break in the series

leads, among other consequences, to a breakdown of ISCED-97 levels 4 and 5B into two separate variables. The latter explains the decrease in tertiary attainment 2005. [Back to main table for this indicator](#)

Switzerland: Trend data have been revised from 1997 to 2008 to correct an error in the original data source. Changes in ISCED categories 3CS and 3CL were carried over the time series (1997 to 2008). Before 2001, however, ISCED 3CL only partially reflects the reality. It should not be distinguished from other categories of ISCED 3. In general, before 2001, it is not possible to distinguish between the ISCED categories 1 and 2, as well as to the ISCED categories 3 and 4 or that of ISCED 5A and ISCED-97 – level 6. [Back to main table for this indicator](#)

Turkey: The 2007 figures were adjusted according to the new census showing a decrease in total population compared to the projections. For the moment no adjustment/revision are available for the previous years. When the new population projections will be ready, the series will be revised back in time, including 2007 figures. It is not correct to compare 2007 figures with previous years. [Back to main table for this indicator](#)

United Kingdom: An improved methodology introduced in 2009 led to an increase in measured educational attainment. For 25-64 year-olds the effect was an increase of 3.4 percentage points for those with at least upper secondary level education, and 3.4 percentage points for tertiary level attainment. Women aged 60-64 are included from 2009. The back time series was revised in 2008, taking account of reweighted (to mid-census population estimates) and revised (now using calendar rather than seasonal quarters) data. The revisions provided an opportunity to correct some long-standing anomalies in older data (reported up to 2005), such as an overestimation of the proportion holding ISCED-97 – level 6 (doctoral level), and where ISCED 3B was incorrectly grouped in 3A. [Back to main table for this indicator](#)

United States: Please note that the NEAC survey for the United States includes those members of the US military services who live in civilian households. These individuals are normally excluded from civilian labour force computations produced by the United States. The figure for inactive population calculated by the OECD as the difference between the total population and those employed in civilian jobs plus unemployed population does include these military service personnel as “inactive”. For this reason, the figure for inactive population differs from the one produced nationally in the United States from the same survey. [Back to main table for this indicator](#)

Standard errors for EAG 2017

Annex 3 includes an Excel file with Tables X3.A1.a to X3.A1.d that present estimates and their associated standard errors for data published in *EAG 2017*. StatLink: <https://doi.org/10.1787/888933806294>

An asterisk in the column for the standard error (SE) indicates that the value is not statistically significant different from the OECD average. For most countries, the standard errors were computed under the assumption of a simple random sample. Country representatives from Estonia and the Slovak Republic confirmed the standard error calculations based on this assumption. For Australia, Austria, Canada, Chile, Costa Rica, Germany, Greece, Italy, Latvia, New Zealand, Norway, Portugal, the Slovak Republic, Spain, Switzerland and the United States, country representatives either provided standard errors incorporating adjustments for the complex sample designs used in their countries or provided unweighted sample sizes, with or without an estimate of the design effect, to improve the calculations of standard errors.

Standard error estimates incorporating a simple random sample assumption were based on sample size data collected from country-level labour force surveys. The sample sizes of the surveys differ widely, ranging from relatively small samples in Estonia, Iceland, Luxembourg and New Zealand to relatively large samples in France, Germany, Italy, the Netherlands, Spain and the United Kingdom. Standard errors are not available in Argentina, China, India, Indonesia, Japan, Korea, the Netherlands, Poland, the Russian Federation, Saudi Arabia, Slovenia, South Africa and Turkey due to a lack of supporting data.

In order to get a sense of the impact of these standard errors on the meaning and interpretation of the values in *EAG 2017* it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the value reported in *EAG 2017* in most cases, indicating that we can be fairly confident about the statistical accuracy of the values in Tables A1.1 and A1.2 and the supplemental educational attainment estimates from OECD.stat using the available information on sample sizes. However, even though these estimates are relatively precise, small standard errors can still complicate some types of interpretations of these values, in particular, OECD rankings, due to the fact that small standard errors result in narrow ranges for confidence intervals. It is crucial to note that employing the simple random survey assumption offers a conservative, “best-case scenario” of standard error estimates. As most, if not all, countries’ labour force surveys use complex sample designs, the standard errors would generally be larger if the sample design information were used. The generally small standard errors in Tables A1.1 and A1.2 result in the finding that most of the values are statistically significantly different from the OECD average. If the standard errors were larger, indicating a wider range of possible true values, it would be harder to discern a significant difference between one country and the OECD average value.

While the findings generally support the validity of the tables appearing in *EAG 2017*, they also suggest that more attention to statistical testing and statistical validity is needed, particularly when detailed data using smaller segments of the population are presented. Also, the standard error estimates should incorporate appropriate adjustments for survey design effects, where the information is available.

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Standard errors for EAG 2018

For all countries with data available on the sample size, the standard errors were computed under the assumption of a simple random sample. Standard errors for all data points have been released in the Education at a Glance database (http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_NEAC).

Standard errors taking into account the complex sample design may be higher. The extend of the estimation error of the standard error can be assessed by comparing the precise standard errors released for selected indicators in *EAG 2017* (see section above on Standard errors for *EAG 2017*) taking into account the complex survey design with the respective standard errors released in *EAG 2017* computed under the simple random sample assumption in the Education at a Glance database (http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_NEAC).

Textbox A1.1

Methodology for textbox A1.1

The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the

United States. For Chile, Greece, Israel, New Zealand, Slovenia and Turkey the year of reference is 2015. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

The variables and the SAS syntax used for the different elements are as follow:

```
EDCAT6_VET=.;
if EDCAT6=1 then EDCAT6_VET=1;
if EDCAT6 in (2) and VET=0 then EDCAT6_VET=2;
if EDCAT6 in (2) and VET=1 then EDCAT6_VET=3;
if EDCAT6 in (3) and B_Q01b in (2,4,5,6,7,8,9) then EDCAT6_VET=3;
if EDCAT6 in (3) and B_Q01b in (1,3) then EDCAT6_VET=2;
if EDCAT6 in (4,5,6,7) then EDCAT6_VET=4;
```

Where EDCAT6 and VET are derived variable for which the information can be consulted via the following link:
http://www.oecd.org/skills/piaac/codebook%20for%20DVs%203_16%20March%202015.docx

The variable PARED is also used to compute the tables and the information on this derived variable is also available via the link provided above.

Source for textbox A1.1

All data are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

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INDICATOR A2: Transition from education to work: where are today's youth?

	A2
	Methodology
	Source
	Standard Errors
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	
Czech Republic	
Denmark	
Estonia	
Finland	
France	FRA
Germany	
Greece	
Hungary	
Iceland	ISL
Ireland	IRL
Israel	ISR
Italy	
Japan	JPN
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Russian	
Scotland	
Slovak Republic	
Slovenia	
Spain	ESP
Sweden	SWE
Switzerland	
Turkey	TUR
United Kingdom	UKM
United States	

Methodology

Data refer to the first quarter of each year: January, February, and March. In case of seasonal quarters, data refer to spring quarters: March, April, May. Exceptions are Greece and Switzerland (second quarter for years prior to 2010) and Japan and Korea (annual average).

The calculation of educational attainment for those “in education”, as well as for those “not in education” has changed since the reference year 2006. From this year onwards the ISCED level refers to the completed level of education rather than the attended level of education. People with no information on their educational attainment are excluded from all data disaggregated by educational attainment.

[Back to main table for this indicator](#)

Source

Data on population, educational attainment and labour-market status for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys by the OECD LSO (Labour Market and Social Outcomes of Learning) Network, and usually refer to the first quarter, or the average of the first three months of the calendar year.

The sources for data on the transition from education to work are the same as in Table A1.1 except for France where the source is the European Union LFS (EU-LFS) for year reference 2009 to 2015 and for the United States where the source is the October Supplement to the Current Population Survey (CPS) instead of the March Supplement.

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Notes on specific countries

Australia: Australian data at the detailed level may be unreliable due to the suppression of small values. The data is indicative only and should be used with caution. [Back to main table for this indicator](#)

Belgium: A break in time series occurred in 2017 as the Belgian LFS has undergone a major reform in 2017 with the introduction of a 2(2)2 panel design, the introduction of mixed mode data collection, the introduction of the wave approach and the change of the calibration method. [Back to main table for this indicator](#)

Canada: The Labour Force Survey establishes whether or not a respondent is attending an educational establishment (includes primary, secondary, college, CEGEP, university). [Back to main table for this indicator](#)

France: The time series have been updated to allow for more accurate comparisons across countries than the previous estimates, and to reach comparability with the Eurostat data collection (used from data on years 2009 to 2015). Trends in education participation rates have been lacking reliability since 2013, especially for young people aged 20-24. Trends based on enrolment rates are more accurate. [Back to main table for this indicator](#)

Iceland: Raw data before 2003 concern 16-29 year-olds. Those aged 15 are estimated as the fraction of 1/14 of the total 16-29 year-old population. They are considered in education, with lower secondary level of education and out of labour force. [Back to main table for this indicator](#)

Ireland: As of January 2009 the Irish LFS collects data by calendar quarter and not the seasonal second quarter (March-May). Hence data for 2009 onwards are not directly comparable back to previous years. [Back to main table for this indicator](#)

Israel: The proportion of NEETs from 2012 on is not comparable with data for 2011 and previous years. Conscripts into the army are considered to be employed, as opposed to 2011 and before, when they were counted as not in the labour force.

Work-study programmes apply to a very small part of the population (currently 4% of secondary students are enrolled in such programmes). [Back to main table for this indicator](#)

Japan: From 2004, data are not tabulated by ISCED 0/1/2 and ISCED 3. Previously the reference period of the data is 1-28 February, but from 2003 the data refer to the average in second quarter of each calendar year (because Japan changed the methodology of the Special Survey of the LFS in 2003). Source of data for reference years from 2005 to 2014: OECD (2017), Investing in Youth: Japan, OECD Publishing, <http://dx.doi.org/10.1787/9789264275898-en>. [Back to main table for this indicator](#)

Spain: Those aged 15 are considered in lower secondary level of education and out of labour force because education is compulsory for this age. [Back to main table for this indicator](#)

Sweden: From 2005, the introduction of a new EU-harmonised questionnaire resulted in a break in all-time series. With the modification of the definition of unemployment, the rate of unemployment increased by 0.5%. [Back to main table for this indicator](#)

Turkey: There is a break in the series from 2007. Figures were adjusted according to the new census showing a decrease in total population compared to the projections. [Back to main table for this indicator](#)

United Kingdom:

Raw data before 2013 concern 16-29 year-olds. Those aged 15 were previously estimated as the fraction of 1/14 of the total 16-29 year-old population. They are considered in education, with lower secondary level of education and out of labour force.

The work-study programmes definition includes:

- Government employment or training schemes (youth training programme, training for work, action for community employment, job skills, national young traineeship).
- Those on a new deal scheme, working for an employer in the public or private sector, working for the voluntary sector, working for an environmental task force, other type of new deal schemes involving practical training (practical training, at college, temporarily away from project/college).
- Those on the following government employment or training schemes: in England/Wales on a scheme run by a training and enterprise council, in Scotland on a scheme run by a local enterprise company.
- Anyone on a recognised trade apprenticeship not included in any of the above schemes.

The category “Other employed” includes people in education, who are employed but not included in the work-study programme. [Back to main table for this indicator](#)

Standard errors for EAG 2017

Annex 3 includes an Excel file with Table X3.C5.a. that present estimates and their associated standard errors for data published in EAG 2017. StatLink: <https://doi.org/10.1787/888933806294>

For more information see section above on Standard errors for EAG 2017 in Indicator A1.

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Standard errors for EAG 2018

For all countries with data available on the sample size, the standard errors were computed under the assumption of a simple random sample. Standard errors for almost all data points have been released in the Education at a Glance database (http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_TRANS).

Standard errors taking into account the complex sample design may be higher. The extend of the estimation error of the standard error can be assessed by comparing the precise standard errors released for selected indicators in EAG 2017 (see section above on Standard errors for EAG 2017) taking into account the complex survey design with the respective standard errors released in EAG 2017 computed under the simple random sample assumption in the Education at a Glance database. [Back to main table for this indicator](#)

INDICATOR A3: How does educational attainment affect participation in the labour market?

	A3	Textbox A3.1
	Methodology Source Standard Errors	Methodology Source
Notes on specific countries	Please refer to indicator A1	

Methodology

The methodology for this Indicator is similar to the methodology for Indicator A1.

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Source

The sources for data in this indicator are the same as for Indicator A1.

For further information on sources and notes on specific countries see Indicator A1.

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Standard errors for EAG 2018

For all countries with data available on the sample size, data the standard errors were computed under the assumption of a simple random sample. Standard errors for almost all data points have been released in the Education at a Glance database (http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_NEAC). Standard errors taking into account the complex sample design may be higher.

[Back to main table for this indicator](#)

Textbox A3.1

Methodology for textbox A3.1

The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. For Chile, Greece, Israel, New Zealand, Slovenia and Turkey the year of reference is 2015. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

The variables and the SAS syntax used for the different elements are as follow:

Qualification match or mismatch among workers:

```
/* creation of education variable - 4 categories */
educ4=. ;
if edcat6 in (1,2) then educ4=1;
if edcat6 in (3) then educ4=2;
if edcat6 in (4) then educ4=3;
if edcat6 in (5,6,7) then educ4=4;
```

Where educ4 is a variable created based on edcat6. A derived variable for which the information can be consulted via the following link:

http://www.oecd.org/skills/piaac/codebook%20for%20DVs%203_16%20March%202015.docx


```

/* creation of education requirements in current job - 4 categories*/

D_Q12a4=. ;
if D_Q12a in (1,2,3,4,5,6,7)then D_Q12a4=1;
if D_Q12a in (8,9,10)then D_Q12a4=2;
if D_Q12a = 11 then D_Q12a4=3;
if D_Q12a in (12,13,14,15)then D_Q12a4=4;

```

Where D_Q12a4 is a variable created based on the following variables available in the Survey of Adult Skills (PIAAC) database:

Table X3.A3.1: Codes from the Survey of Adult Skills (PIAAC) database for education requirements in current work

D_Q12a	Current work - Requirements - Education level
No formal qualification or below ISCED 1	1
ISCED 1	2
ISCED 2	3
ISCED 3C shorter than 2 years	4
ISCED 3C 2 years or more	5
ISCED 3A-B	6
ISCED 3 (without distinction A-B-C, 2y+)	7
ISCED 4C	8
ISCED 4A-B	9
ISCED 4 (without distinction A-B-C)	10
ISCED 5B	11
ISCED 5A, bachelor degree	12
ISCED 5A, master degree	13
ISCED 6	14
ISCED 5A bachelor degree, 5A master degree, and 6 (without distinction)	15

Mean age: The mean age is calculated based on the continuous age variable age_R which is only available at the OECD.

Native-born/foreign-born status: The native-born/foreign-born variable is based on the variable J_Q04a.

Source for textbox A3.1

All data are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

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INDICATOR A4: What are the earnings advantages from education?

	<u>A4</u>	<u>Textbox A4.1</u>
	<u>Methodology</u> <u>Source</u>	<u>Methodology</u> <u>Source</u>
Argentina		
Australia	AUS	
Austria		
Belgium		
Brazil		
Canada	CAN	
Chile	CHL	
China		
Colombia		
Czech Republic	CZE	
Denmark		
Estonia		
Finland	FIN	
France	FRA	
Germany		
Greece		
Hungary		
Iceland		
India		
Indonesia		
Ireland	IRL	
Israel		
Italy		
Japan		
Korea		
Latvia		
Lithuania	LTU	
Luxembourg	LUX	
Mexico		
Netherlands		
New Zealand	NZL	
Norway	NOR	
Poland		
Portugal		
Russian Federation		
Saudi Arabia		
Slovak Republic		
Slovenia		
South Africa		
Spain		
Sweden		
Switzerland		
Turkey		
United Kingdom	UKM	
United States		

Methodology

The publication also includes information on the distribution of young earners between students and non-students.

EAG 2018 includes the following topics (as a cyclical topics):

1. Differences in earnings between native-born and foreign-born workers

It includes information on the annual average earnings of foreign-born workers as a percentage of earnings of native-born workers for each level of education.

The average earnings are calculated for people working full-time, full-year, or for all earners (i.e. including full-time, full-year earners and part-time earners) or for the entire population (i.e. including all earners and people with no earnings).

2. P90/P10 decile ratio of the disposable income for the working age population. The P90/P10 ratio is the ratio of the upper bound value of the ninth decile (i.e. the 10% of people with highest income) to that of the upper bound value of the first decile. The income distribution is measured in regard to the disposable income of the population aged 18-65.

The disposable income is based on the central concept of “equivalised household disposable income”, i.e. the total income received by the households less the current taxes and transfers they pay, adjusted for household size with an equivalence scale.

For more information on the OECD Income Distribution Database and the methodology used for the computation of the P90/P10 ratio of the disposable income distribution of the working age population (18-65), please refer to <http://www.oecd.org/social/income-distribution-database.htm>. For information on the national data sources of data available in the OECD Income Distribution Database please refer to <http://www.oecd.org/els/soc/IDD-Metadata.pdf>.

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Source

The indicator is based on the data collection on education and earnings by the OECD LSO (Labour Market and Social Outcomes of Learning) Network. Tables X3.A4.1 and X3.A4.2 summarise the metadata by country.

Table X3.A4.1: National data collection sources and reliability thresholds (2016)

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Australia	Survey of Work-Related Training and Adult Learning	2016-17 financial year	Week	Not reported	Household	25 409 persons	27.9%	7 500 (projected)
Austria	Wage tax data (administrative data), micro census (LFS)	2016	Calendar year	Not reported	Household	Not reported	5.5%	6 000 (projected)
Belgium (Earnings)	Data on all and FTFY earners and by country of birth: European Union Statistics on Income and Living Conditions (EU-SILC)	2015	Calendar year	Not reported	Municipalities and then households	5 905 households	37.2%	100
Belgium (Dispersion of earnings & student earnings)	Data on dispersion of earnings and Earnings of students and non-students: Labour Force Survey	2016	Month	Not reported	Household	40 247 households, 96 561 individuals	26.7%	5 000
Canada	Canadian Income Survey	2015	Calendar year	Not reported	Household	37 864 respondents (individual level – persons aged 16 to 64)	28.4%	Unweighted count: 25 => Weighted, this corresponds to about 15 500.

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Chile	National Socio-economical Characterisation Survey (CASEN)	2015	Month	Monthly earning times 12, with adjustments for typical additional payments/reductions	Household	Not reported	22%	50
Czech Republic	Average Earnings Information System	2015	Calendar year	Not reported	Establishment	18 889 establishments, 2 342 027 employees	20%	31 employees in 3 establishments
Denmark	Personal Income Statistics, The attainment Register	2016	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Estonia	Estonian Labour Force Survey	2016	Month	Not reported	Individual	13 351	30%	1 100
Finland	Structure of earnings survey (CrosstabsA) / Employment statistics (Database A,B,S)	2015	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	enterprise	1 400 000 employees	30%	Not reported
France	European Union Statistics on Income and Living Conditions (EU-SILC)	2014	Calendar year	Not reported	Household	16037 individuals aged 16-65 year-olds on 1st January 2015 (i.e. 16037 aged 15-64 year-olds on 1st January 2014, at the beginning of observation period).	19%	150

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Germany	German Socio-Economic Panel (SOEP)	2016	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Individual	Not reported	Not reported	30
Greece	European Union Statistics on Income and Living Conditions (EU-SILC)	2016	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Household	Not reported	Not reported	40
Hungary	Hungarian Structure of Earnings Survey (SES)	2016	Calendar year	Monthly earning times 12, with adjustments for typical additional payments/reductions	Individual	680000 individuals	20%	In our publications the mean earning values are not published if the standard error is bigger than 20 per cent of the mean, and the cell value is flagged if the standard error is between 10 and 20 per cent of the mean. The relative standard error is below 8 per cent in the majority of the data.
Iceland	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Ireland	European Union Statistics on Income and Living Conditions (EU-SILC)	2016	Other 12-month period	Not reported	Individual	13,793 individuals	42%	Cells are usually suppressed for this survey when they are based on totals of less than 30 and are highlighted as not reliable if they are based on totals of 30-50.
Israel	Household Expenditure Survey	2016	Month	Monthly earnings times 12, without any adjustments	Household	Not reported	25%	25

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Italy	European Statistics on Income and Living Conditions (EU-SILC), year 2013	2014	Calendar year	Monthly earnings times 12, without any adjustments	Counties (two-stage sample: Counties/Households)	17,985 households, 42,987 individuals	10.94% (provisional)	0; minimum number of sample units below which data are to be published (or not): 15
Japan	Employment Status Survey	2012	Other 12-month period	Annual earnings directly from household	Individuals	Not reported	Not reported	100
Korea	Labour Force Survey	2016	Month	Monthly earnings times 12 without any adjustments	Household	Not reported	Not available	Not reported
Latvia	Labour Force Survey	2016	Month	Monthly earnings times 12 without any adjustments	Households within stratified population census areas	30.0 thousand dwellings per year	37.9%	1 300
Lithuania	Structure of Earnings Survey	2014	The calendar year	Not reported	local unit/enterprise	4744 local units (5,2 % of total local units), 44365 employees (3,6 % of all employees)	2.4%%	10
Luxembourg	Structure of Earnings Survey	2016	Calendar year	Not reported	Individual	Not reported	42.4	100
Mexico	Socio-economical conditions module 2015 - enigh 2015	2016	Quarterly	Annual earnings are not reported	Individual	137 569 individuals	17.87%	50
Netherlands	Structure of Earnings Survey	2014	Not reported	Not reported	Not reported	Not reported	Not available	100
New Zealand	New Zealand Income Survey	2016	Week	No estimation is made	Individual	Not reported	Not reported	1 000 weighted people

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Norway	Income Statistics for Households	2016	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Poland	Structure of earnings survey (SES) by occupations in October 2014	2016	Month	Information presenting gross monthly wages and salaries for October 2014	Individual	About 15%	About 41.2%	3 local units in aggregation
Portugal	Lists of personnel	2016	Month	Not reported	Not reported	Not reported	Not reported	Not reported
Slovak Republic	Information System of Labour Price	2016	Calendar year	Not reported	Organisations/Enterprises	Not reported	Not reported	Minimum value is 3 companies 10 employees
Slovenia	Tax Register, Statistical Register of Employment	2016	Calendar year	Not reported	Not reported	Not reported	Not reported	10
Spain	European Union Statistics on Income and Living Conditions (EU-SILC)	2015	Calendar year	Not reported	Household	18 927 households	25%	Not reported
Sweden	Income Register and European Union Statistics on Income and Living Conditions (EU-SILC)	2016	Calendar year	Not reported	Individual	Not reported	Not reported	Not reported

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Switzerland	Swiss Labour Force Survey	2016	Other 12-month period	Monthly earning times 12, with adjustments for typical additional payments/reductions	Individual	Not reported	25%	Reliability rules are based on the number of observations (see sample size) : < 5 : Results must not be published due to data protection. < 50 : Results can be published but must be interpreted with great caution
Turkey	Income and Living Conditions Survey	2016	Calendar year	Not reported	Household	Household: 22 441, Total household member aged 15 and over: 58 149	3%	130
United Kingdom	Labour Force Survey	2016	Week	Not reported	Household	Earnings data are based on only a part (roughly 40%) of the full LFS sample - respondents in their first and fifth (out of five) interview	Not reported	18 000
United States	Annual Social and Economic Supplement (ASEC) to the Current Population Survey(CPS)- March 2017	2016	Calendar year	Not reported	Household	About 73,400 households and 199,000 persons who represent the civilian non-institutional population in the United States.	25.7% of households.	Data below 75 000 are generally considered unreliable and have been omitted. Data below 100 persons have been omitted due to confidentiality reasons.
Argentina	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Brazil	Household Survey	2015	Other 12-month period	Monthly earnings times 12 without any adjustments	Household	Not reported	Not reported	Not reported
China	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Colombia	Great Integrated Household Survey	2016	Month	Not reported	Household	Not reported	1.7%	100

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Costa Rica	Continuous Employment Survey	2016	Month	Not reported	Household	794 Primary Sampling Units	7.8%	The reliability of the data depends on the coefficient of variation. Thus, data with a coefficient of variation lower than 5% are considered very accurate, from 5% to lower than 10% accurate, from 10% to lower than 15% regularly precise, from 15% to lower than 20% acceptable and higher than 20% not accurate and should be use with caution.
India	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Indonesia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Russian Federation	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Saudi Arabia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
South Africa	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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Table X3.A4.2: Coverage of earnings (2016)

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Australia	2016	35 hours per week	Employed persons who usually worked 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Austria	2016	Administrative data source includes information about full-time	Working full-time during the main part of the reference period	Overtime included	Bonuses included	Before income tax	Person between 15 and 24 years in education
Belgium (Earnings)	2015	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	not applicable
Belgium (Dispersion of earnings & student earnings)	2016	Not applicable	Not applicable	Overtime not included	Bonuses not included	After income tax (net income)	Students during the entire reference month or during part of the reference month or students on holidays during the entire reference month.
Brazil	2015	35 hours per week	The question used is: "Number of years in the main job, counted until the reference date" and we considered working full-year who had at least one complete year in the main job in the reference date. And for full-time we selected those who worked 35 hours per week (on the week of the survey)	Overtime not included	Bonuses not included	Before income tax	Studying at the time of the survey
Canada	2015	35 hours per week	Working the whole reference period (52 weeks) with average usual hours worked at all jobs equal to or greater than 35	Overtime included	Bonuses included	Before income tax	Student at some point during the reference period.
Chile	2015	44 hours for public sector employees and 45 hours for private sector employees	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Colombia	2016	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime not included	Bonuses not included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Costa Rica	2016	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Czech Republic	2015	30	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	We don't know whether the employee is a student or not
Denmark	2016	37	Working hours during the whole year are min. 1724 hours	Overtime included	Bonuses included	Before income tax	Student enrolled 2016.10.01
Estonia	2016	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Finland	2015	90 percent of contractual working hours	Not reported	Overtime included	Bonuses not included	Before income tax	Not reported
France	2015	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Students who participate in "initial education" in 2015 (who, according to the definition, did not have any year break) and those who left education the previous year are both taken into account. In the latter case, the attended level of education is proxied by the level of education attainment.
Germany	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Greece	2016	30	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Hungary	2016	Minimum 36 hours a week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses not included	Before income tax	Student status is not defined in our survey. There is not data related to educational attendance in the survey.
Ireland	2016	Minimum of 30 hours per week.	Working full-time the whole reference period	Overtime included	Bonuses included	Combination	Student at the end of the reference period or not later than one month after the end of the reference period
Israel	2016	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Not reported
Italy	2014	Working hours recognised as full-time by respondent (self-designated)	Full-time: working full-time for most of the reference period; Full-year: the number of months of monthly earnings was the main source when available; when necessary, for independent workers this number was estimated on the basis of yearly incomes	Overtime included	Bonuses included	Before income tax	Enrolled at school or university in the 12 months preceding the interview
Japan	2012						
Korea	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	The student status is defined based on a student's response on his/her student status during the reference period (a week including the 15th day in August, 2015). There is no information about the status after the end of the reference period.
Latvia	2016	Working hours recognised as full-time by respondent (self-designated)	Persons who were employed at the reference week, recognise if they usually work full-time or part-time	Overtime included	Bonuses included	After income tax (net income)	A student is person who was a pupil/learner or a student during the last 4 weeks (3 weeks before reference week + reference week). A pupil/learner or student who was on holidays in the reference period is also counted in the student category.
Lithuania	2014	35 and more hours per week	employees working full-time 45 weeks and more	Overtime included	Bonuses included	Before income tax	Not reported
Luxembourg	2016	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	After income tax (net income)	Level of the current regular education in which the person is enrolled - Referring to the reference week in which the interview took place.

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Mexico	2016	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	After income tax (net income)	Student at the end of the reference period or not later than one month after the end of the reference period
Netherlands	2014	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Not reported
New Zealand	2016	30 hours a week or more	Working full-time at the time of the survey	Overtime not included	Bonuses not included	Before income tax	Survey respondents who indicated at the time of the survey reference week that their main activity last week was formal study. The level at which these students are studying is not collected directly and is estimated based on a number of other fields such as highest attainment level and age, and distributions from administrative enrolment data.
Norway	2016	35 hours per week	Working full-time during a part of the reference period but there is not complete information for the whole reference period	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Poland	2016	≥ 18 and ≤ 40	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	SES has no information on employees who upgrade their skills at school or in extracurricular activities.
Portugal	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time at the time of the survey	Overtime not included	Bonuses not included	Before income tax	Not reported
Slovak Republic	2016	Not reported	36 working hours per week	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Slovenia	2016	36	Working full-time for the same employer in December of the reference year and in December of the previous year	Overtime included	Bonuses not included	Before income tax	Not reported

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Spain	2015	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Sweden	2016	Working hours recognised as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
Switzerland	2016	30 hours per week	Working full-time at the time of the survey	Overtime included	Bonuses included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
Turkey	2016	30 and upper hours per week is treated as full-time work	Working full-time at the time of the survey	Overtime not included	Bonuses not included	After income tax (net income)	Student later than one month after the end of the reference period and likely to have been a student also during at least a part of the reference period (e.g. if the status refers to the time of the interview and most of the interviews took place more than one month after the end of the reference period)
United Kingdom	2016	Working hours recognised as full-time by respondent (self-designated)	Not reported	Overtime not included	Bonuses not included	Before income tax	Student at the end of the reference period or not later than one month after the end of the reference period
United States	2016	35 hours per week	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	The question asks, "Last week was X attending or enrolled in a high school, college, or university" it asks individuals ages 16-54.

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Actual earnings data for EAG 2018

Annex 3 includes an Excel file with two tables that present earnings data in actual values in USD using PPP for private consumption:

Table X3.A4.a

Actual earnings of full- and part-time workers, by educational attainment, age group and gender (2016)

Table X3.A4.b

Actual earnings of full-time workers, by educational attainment, age group and gender (2016)

StatLink: <https://doi.org/10.1787/888933806294>

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Notes on specific countries

Australia: The data source used since reference year 2016 is different from the one used in previous years. As a result, data are not directly comparable between 2016 onwards and previous years.

Canada: The data source used since reference year 2014 is different from the one used in previous years. As a result, data are not directly comparable between 2014 onwards and previous years.

Chile: Data on earnings is obtained from a process of inclusion of compulsory salary deductions, depending on labour and social characteristics of each observation. [Back to main table for this indicator](#)

Czech Republic: The term full-time is a self-designated full-time status. Working hours are defined for a concrete position which is the same as real time usage defined as a full-time. As far as the working hours defined for concrete job differ from real time the employee spends at work, it is defined as part time. There is another additional criterion that says: if the defined working hours for concrete position are less than 30 hours per week, it automatically marked as a part-time. But the usual working time is 40 hours per week for full-time. [Back to main table for this indicator](#)

Finland: Data on earnings of foreign-born and native-born workers by educational attainment can be affected by the underestimation of educational level of foreign-born workers compared to native-born workers. The educational attainment data is based on national register data. The register data's coverage of qualifications/degrees taken abroad is not complete which leads to some underestimation of educational level of foreign-born population. [Back to main table for this indicator](#)

France: Since reference year 2012, the age is measured at the beginning of the reference period, i.e. one year before the survey. Age was previously measured at the beginning of the survey year. [Back to main table for this indicator](#)

Ireland: The source for the data in all tables is the EU statistics on income and living conditions (EU-SILC). The results for the Irish EU-SILC for 2010 have been revised following extensive investigation of anomalies in the data. There was no significant change in the deprivation and consistent poverty rates. Due to the timescale involved there was not time to revise the 2010 data published for Ireland in this year's EAG. The data for 2010 to be published in subsequent editions of EAG will be based on the revised data. [Back to main table for this indicator](#)

Lithuania: The data source used since reference year 2016 is different from the one used in previous years. As a result, data are not directly comparable between 2016 onwards and previous years. [Back to main table for this indicator](#)

Luxembourg: The data source used since reference year 2016 is different from the one used in previous years. As a result, data are not directly comparable between 2016 onwards and previous years. [Back to main table for this indicator](#)

New Zealand: There is a gender and level interaction affecting earnings differentials for tertiary-type B in *Education at a Glance*. New Zealand men with type B qualifications earn more than men with upper secondary qualifications; women likewise. However, when men and women are combined, the combined earnings for those with type B have in past years appeared lower than those with upper secondary. The much higher proportion of women with older lower-paying type B qualifications (e.g. nursing diplomas) acts to artificially lower the overall Men + Women type B premium. [Back to main table for this indicator](#)

Norway: Information on those working full-time, full-year is collected from an administrative register on employees; the Employer and Employee register (EE-register). For reference years before 2014, full-time full-year earners are defined as those being registered with a job each month through the year with a contractual number of at least 35 hours per week each month. Since reference year 2015, full-time full-year earners are defined as those being registered with a job in December with a contractual number of at least 35 hours per week.

The EE-register covers about 90 per cent of all the employees. Those not covered are mainly employees with short term jobs.

The EE-register has not been used for compiling these kinds of data so far. There are some quality problems with the EE-register which probably results in an overestimation of the number of full-time, full-year employees.

Updating of the EE-register is done by the employers. Some employers might have forgotten to report about employees that have left their job before the end of the year and some might have forgotten to report about employees that have decreased their contractual hours below 35 hours. [Back to main table for this indicator](#)

United Kingdom: Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (about 15% of the adults are in this group). [Back to main table for this indicator](#)

Textbox A4.1

Methodology for textbox A4.1

The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. For Chile, Greece, Israel, New Zealand, Slovenia and Turkey the year of reference is 2015. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

For the qualification match or mismatch among workers see explanations in Indicator A3.

The hourly earnings variable is created with the following SAS code:

```
if cntry_out="Lithuania" then EARNHR=EARNHR/3.4528;

cpi2012=.;
if cntry_out="Chile" then cpi2012=106.4472657;
if cntry_out="Greece" then cpi2012=104.8813886 ;
if cntry_out="Israel" then cpi2012=105.2258769;
if cntry_out="Lithuania" then cpi2012=107.3478917 ;
if cntry_out="New Zealand" then cpi2012=105.3555356 ;
if cntry_out="Slovenia" then cpi2012=104.4559218 ;
if cntry_out="Singapore" then cpi2012=110.0194553 ;
if cntry_out="Turkey" then cpi2012=115.9389013 ;

cpi2015=.;
if cntry_out="Chile" then cpi2015=118.4;
if cntry_out="Greece" then cpi2015=100.8;
if cntry_out="Israel" then cpi2015=106.7;
if cntry_out="Lithuania" then cpi2015=108.6;
if cntry_out="New Zealand" then cpi2015=107.9;
if cntry_out="Slovenia" then cpi2015=106.0;
if cntry_out="Singapore" then cpi2015=113.8;
if cntry_out="Turkey" then cpi2015=146.1;

if round=1 then EARNHR2012=EARNHR;
if round=2 then EARNHR2012=EARNHR*cpi2012/cpi2015;

/*Apply US PPP vector 2012*/

ppp2012=.;
if cntry_out="Australia" then ppp2012=1.546202;
if cntry_out="Austria" then ppp2012=0.860692;
if cntry_out="Flanders (Belgium)" then ppp2012=0.89546;
if cntry_out="Canada" then ppp2012=1.284164;
if cntry_out="Chile" then ppp2012=391.572364;
if cntry_out="Czech Republic" then ppp2012=14.745137;
if cntry_out="Denmark" then ppp2012=8.439969;
if cntry_out="Estonia" then ppp2012=0.604281;
if cntry_out="Finland" then ppp2012= 0.992191;
if cntry_out="France" then ppp2012=0.891163;
if cntry_out="Germany" then ppp2012= 0.825445;
if cntry_out="Greece" then ppp2012= 0.753307;
if cntry_out="Ireland" then ppp2012= 0.970641;
```

```

if cntry_out="Israel" then ppp2012= 4.283958;
if cntry_out="Italy" then ppp2012= 0.840266;
if cntry_out="Japan" then ppp2012= 112.664472;
if cntry_out="Korea" then ppp2012= 914.93352;
if cntry_out="Netherlands" then ppp2012= 0.885261;
if cntry_out="New Zealand" then ppp2012= 1.586142;
if cntry_out="Norway" then ppp2012= 9.805758;
if cntry_out="Poland" then ppp2012= 1.927476;
if cntry_out="Slovak Republic" then ppp2012= 0.573776;
if cntry_out="Slovenia" then ppp2012= 0.685057;
if cntry_out="Spain" then ppp2012= 0.782037;
if cntry_out="Sweden" then ppp2012= 9.029563;
if cntry_out="Turkey" then ppp2012= 1.234361;
if cntry_out="England (UK)" then ppp2012= 0.774481;
if cntry_out="Northern Ireland (UK)" then ppp2012= 0.774481;
if cntry_out="United States" then ppp2012= 1;
if cntry_out="Jakarta (Indonesia)" then ppp2012= 4180.544543;
if cntry_out="Russian Federation" then ppp2012= 17.686906;
if cntry_out="Lithuania" then ppp2012= 0.5;
if cntry_out="Singapore" then ppp2012=1.2;

```

EARNHRppp2012=EARNHR2012/ppp2012;

Source for textbox A4.1

All data are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

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INDICATOR A5: What are the incentives to invest in education?

	A5
	Methodology
	Source
Argentina	
Australia	
Austria	
Belgium	
Brazil	
Canada	CAN
Chile	
China	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	
Japan	
Korea	KOR
Latvia	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	NOR
Poland	
Portugal	
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	

Methodology

Changes in methodology between EAG 2017 and EAG 2018

There were three important methodological changes between EAG 2017 and EAG 2018:

1.) In order to increase stability, earnings data has been pooled from three different years and a moving average will be used for future editions.

2.) The current model includes student earnings in the calculation of the foregone earnings. In the previous edition, it was assumed that students did not work and did not have earnings or pay taxes. This impacts the calculation of the foregone earnings (FE) and the foregone taxes (FT). For an individual, FEs are the additional earnings one would have if he/she entered the labour force instead of pursuing a higher degree of education. From the government perspective, FT are the additional foregone taxes the government is not collecting while the individual is studying instead of working. To compute FE and FT, the indicator assumes that the foregone earnings are equal to the difference between what an individual could expect to get in the labour market and what he/she could get while studying. That is, the foregone earnings equal the average non-student earnings of 15 to 24 year-olds minus the average student earnings of 15 to 24 year-olds, given that he/she successfully finds a job. When this data is not available, estimations are done based on the total earnings of 15 to 24 year-olds. Given the specificities of the “student” status in many countries, in order to simplify calculations and ensure comparability across countries, the indicator assumes that students do not receive transfers or unemployment benefits from governments.

3.) The employment rate, instead of 1 minus the unemployment rate, is used as the probability of having earnings. This change allows the model to take into account the probability that individuals may be inactive. Inactive individuals are assumed to have zero earnings. As a result of this change, the decomposition of the total benefits effect has changed, as detailed in Table X3.A5.1.

For j , the highest level of educational attainment, and $j-1$, a lower level of attainment, s gender and j age group.

Table X3.A5.1. Formula for benefits in EAG 2017 and EAG 2018

Total benefits		
	Formula in EAG 2017	Formula in EAG 2018
Total private benefits	$\begin{aligned} & \{ \text{Expected net earnings at level } z \} \\ & - \{ \text{Expected net earnings at level } z-1 \} \\ & = \{ (1 - \text{Unemployment rate})_z \} \\ & * (\text{Net earnings})_z \\ & + (\text{Unemployment rate})_z \\ & * (\text{Net unemployment benefits})_j \} \\ & - \{ (1 - \text{Unemployment rate})_{z-1} \} \\ & * (\text{Net earnings})_{z-1} \\ & + (\text{Unemployment rate})_{z-1} \\ & * (\text{Net unemployment benefits})_{z-1} \} \end{aligned}$	$\begin{aligned} & \{ \text{Expected net earnings at level } z \} \\ & - \{ \text{Expected net earnings at level } z-1 \} \\ & = \{ (\text{Employment rate})_z \} \\ & * (\text{Net earnings})_z \\ & + (\text{Share of unemployed})_z \\ & * (\text{Net unemployment benefits})_z \} \\ & - \{ (\text{Employment rate})_{z-1} \} \\ & * (\text{Net earnings})_{z-1} \\ & + (\text{Share of unemployed})_{z-1} \\ & * (\text{Net unemployment benefits})_{z-1} \} \end{aligned}$
Total public benefits	$\begin{aligned} & \{ \text{Expected tax receipts at level } z \} \\ & - \{ \text{Expected tax receipts at level } z-1 \} \\ & = \{ (1 - \text{Unemployment rate})_z \} \\ & * (\text{tax receipt})_z - (\text{Unemployment rate})_z \\ & * (\text{Net unemployment benefits})_z \} \\ & - \{ (1 - \text{unemployment rate})_{z-1} \} \\ & * (\text{tax receipt})_{z-1} \\ & - (\text{Unemployment rate})_{z-1} \\ & * (\text{Net unemployment benefits})_{z-1} \} \end{aligned}$	$\begin{aligned} & \{ \text{Expected tax receipts at level } z \} \\ & - \{ \text{Expected tax receipts at level } z-1 \} \\ & = \{ (\text{Employment rate})_z * (\text{tax receipt})_z \} \\ & - (\text{Share of unemployed})_z \\ & * (\text{Net unemployment benefits})_z \} \\ & - \{ (\text{Employment rate})_{z-1} \} \\ & * (\text{tax receipt})_{z-1} \\ & - (\text{Share of unemployed})_{z-1} \\ & * (\text{Net unemployment benefits})_{z-1} \} \end{aligned}$
Decomposition of total benefits		
	Formula in EAG 2017	Formula in EAG 2018

Gross earnings benefits	$EP_{z,j,s} = E_{z,j,s} - E_{z-1,j,s} - (UR_{z-1,j,s} + UR_{z,j,s}) * (E_{z,j,s} - E_{z-1,j,s})$	$EP_{z,j,s} = (E_{z,j,s} * ER_{z,j,s}) - (E_{z-1,j,s} * ER_{z-1,j,s})$
Income tax effect	$TE_{z,j,s} = T_{z,j,s} - T_{z-1,j,s} - (UR_{z-1,j,s} + UR_{z,j,s}) * (T_{z,j,s} - T_{z-1,j,s})$	$TE_{z,j,s} = (T_{z,j,s} * ER_{z,j,s}) - (T_{z-1,j,s} * ER_{z-1,j,s})$
Social contribution effect	$SCE_{z,j,s} = SC_{z,j,s} - SC_{z-1,j,s} - (UR_{z-1,j,s} + UR_{z,j,s}) * (SC_{z,j,s} - SC_{z-1,j,s})$	$SCE_{z,j,s} = (SC_{z,j,s} * ER_{z,j,s}) - (SC_{z-1,j,s} * ER_{z-1,j,s})$
Social transfers effect	$STE_{z,j,s} = ST_{z,j,s} - ST_{z-1,j,s} - (UR_{z-1,j,s} + UR_{z,j,s}) * (ST_{z,j,s} - ST_{z-1,j,s})$	$STE_{z,j,s} = (ST_{z,j,s} * ER_{z,j,s}) - (ST_{z-1,j,s} * ER_{z-1,j,s})$
Unemployment benefit effect (NE stands for net earnings and NT for net taxes)	Private: $UBE_{z,j,s} = UR_{z,j,s} * (UB_{z,j,s} - NE_{z-1,j,s} - UR_{z-1,j,s} * (UB_{z-1,j,s} - NE_{z,j,s}))$ Public: $UBE_{z,j,s} = UR_{z,j,s} * (-UB_{z,j,s} - NT_{z-1,j,s} - UR_{z-1,j,s} * (-UB_{z-1,j,s} - NT_{z,j,s}))$	$UBE_{z,j,s} = (UB_{z,j,s} * US_{z,j,s}) - (UB_{z-1,j,s} * US_{z-1,j,s})$

Changes to the average duration of tertiary education

Education at a Glance 2017 presented for the first time the net financial returns disaggregated by levels of tertiary education (ISCED 5 and ISCED 6 to 8). In order to calculate the returns for these levels, the average duration for each were collected in 2017, but no change was made to the duration of total tertiary. This year, adjustments were made to the duration of total tertiary education (ISCED 5 to 8) in order to ensure coherence between the three average durations (i.e. the duration for total tertiary should be in between those of ISCED 5 and ISCED 6 to 8, taking into account the share of students enrolled in each level). Table X3A5.2 shows the average durations used for each level in EAG 2018 and the duration of total tertiary that was used in EAG 2017.

Table X3.A5.2. Average duration for tertiary levels of education in EAG 2017 and EAG 2018

Countries	Tertiary education (ISCED 5 to 8)		Short-cycle tertiary (ISCED 5)	Bachelor's master's, doctoral or equivalent programme (ISCED 6 to 8)
	EAG 2017	EAG 2018	No change between EAG 2017 and EAG 2018	No change between EAG 2017 and EAG 2018
Australia	3.5	3.3	1.5	3.6
Austria	4.8	3.8	3.2	4.2
Belgium	3.7	3.2	1.8	3.2
Canada	3.1	3.1	2.0	3.5
Switzerland	3.6	3.7	2.0	3.8
Chile	7	3.3	2.5	5.4
Czech Republic	4.4	4.4	-	4.3
Germany	4.3	4.3	4.5	4.3
Denmark	4.3	4.2	1.9	4.4
Spain	5.5	4.0	2.0	4.5
Estonia	4.4	4.4	-	4.4
Finland	4.1	4.1	-	4.1
France	4.7	3.9	2.1	4.4
Greece	4.5	4.5	-	4.5
Hungary	3.7	3.8	2.5	3.8
Ireland	3.6	3.3	2.0	3.6
Iceland	-	3.7	3.0	3.7
Israel	3.0	3.6	1.6	4.1

Italy	4.5	3.9	2.5	3.9
Japan	4.5	3.7	1.5	4.3
Korea	4.2	3.9	2.5	4.3
Luxembourg	3.6	3.8	1.8	4.1
Latvia	3.9	3.9	2.5	4.3
Norway	3.5	3.8	2.0	3.9
New Zealand	3.9	3.7	2.5	4.1
Poland	3.7	4.2	3.0	4.2
Portugal	3.5	4.4	2.0	4.4
Slovak Republic	3.9	4.0	1.2	4.1
Slovenia	3.6	3.9	2.3	4.2
Sweden	4.9	3.7	2.4	3.8
Turkey	2.7	3.6	2.0	4.3
United Kingdom	2.7	3.5	2.4	3.6
United States	4.6	3.6	2.0	4.6

Source

Direct costs of education: UOE data collection on finance.

Gross earnings: OECD Network on Labour Market and Social Outcomes earnings data collection.

Income tax data: OECD Taxing Wages model. For this indicator, a single worker with no children is used. For country-specific details on income tax in this model, see OECD (2017), *Taxing Wages 2017*, OECD Publishing, Paris, http://dx.doi.org/10.1787/tax_wages-2017-en.

Employee social contributions: OECD Taxing Wages model's scenario of a single worker of age 40 with no children. For country-specific details on employee social contributions in this model, see OECD (2017), *Taxing Wages 2017*, OECD Publishing, Paris, http://dx.doi.org/10.1787/tax_wages-2017-en.

Social transfers and unemployment benefits: OECD Tax-Benefit model, assuming a single worker of age 40 with no children. Individuals are considered eligible for full unemployment benefits during unemployment. For country-specific details on social transfers or unemployment benefits in the Tax-Benefit model, see OECD Benefits and Wages country-specific information, available on line at www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm.

Employment rate of students: OECD Network on Labour Market and Social Outcomes data collection on "Transition from school to work among youth aged 15 to 29"

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Notes on specific countries

Canada: Only public institutions at the tertiary level. [Back to main table for this indicator](#)

Korea: The employment rate of students is calculated as the share of students with earnings from the Education and Earnings questionnaire. [Back to main table for this indicator](#)

Norway: Only direct household expenditure to educational institutions taken into account. [Back to main table for this indicator](#)

INDICATOR A6: How are social outcomes related to education?

A6	
	Methodology
	Source
Argentina	
Australia	
Austria	AUT
Belgium	BEL
Brazil	
Canada	
Chile	CHL
China	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	FIN
France	
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	ISR
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	ESP
Sweden	SWE
Switzerland	CHE
Turkey	TUR
United Kingdom	
United States	USA

Methodology

The European Social Survey (ESS) education variable classification is fully compatible with ISCED 2011 at 3-digit level. Table X3.A6.1 shows for the other surveys the approximate mapping of international education variable

categories to the highest educational attainment “Below upper secondary”, “Upper secondary or post-secondary non-tertiary” and “Tertiary”.

Table X3.A6.1: Mapping of international education variable categories to the highest educational attainment

Survey international education variable categories			EAG highest educational attainment category
Eurobarometer (EB)	International Social Survey Programme (ISSP)	World Values Survey (WVS)	
1. Lower secondary level 6. None of these	0. No formal qualification 1. Lowest formal qualification 2. Intermediate secondary completed (qualifications above the lowest qualification)	1. No formal education 2. Incomplete primary school 3. Complete primary school 4. Incomplete secondary school: technical/ vocational type 6. Incomplete secondary school: university-preparatory type	Below upper secondary
2. Upper secondary level, general education 3. Upper secondary level, general vocational education and training including apprenticeships 4. Post-secondary non-higher education	3. Higher secondary completed (usual entry requirements for universities) 4. University degree incomplete (qualifications above higher secondary level)	5. Complete secondary school: technical/ vocational type 7. Complete secondary school: university-preparatory type 8. Some university-level education, without degree	Upper secondary or post-secondary non-tertiary
5. Higher education	5. University degree completed, BG: lower tertiary level, upper tertiary level	9. University - level education, with degree	Tertiary

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The response categories and their aggregation for each source used in this Indicator are summarised in Table X3.A6.2.

Table X3.A6.2: Detailed item question and response categories used to create the aggregated categories for each source

Source	Item question	Response categories	Aggregation
Eurobarometer	QA13. Please tell me to what extent you agree or disagree with each of the following statements. 3. Environmental issues have a direct effect on your daily life	Totally agree; Tend to agree; Tend to disagree; Totally disagree; DK	“Totally agree” and “Tend to agree” are aggregated as positive responses
European Social Survey	H1/2. Now I will briefly describe some people. Please listen to each description and tell me how much each person is or is not like you. S. He/she strongly believes that people should care for nature. Looking after the environment is important to him/her	Very much like me; Like me; Somewhat like me; A little like me; Not like me; Not like me at all	“Very much like me” and “Like me” are aggregated as positive responses
European Social Survey	D2. There are some things that can be done to reduce energy use, such as switching off appliances that are	Never; Hardly ever	“Often”, “Very often” and “Always” are

	not being used, walking for short journeys, or only using the heating or air conditioning when really needed. In your daily life, how often do you do things to reduce your energy use?	Sometimes; Often; Very often; Always (Cannot reduce energy use)	aggregated as positive responses
International Social Survey Programme	13. How much do you agree or disagree with each of these statements? g. Environmental problems have a direct effect on my everyday life	Agree strongly; Agree; Neither agree nor disagree; Disagree; Disagree strongly; Can't choose	"Agree strongly" and "Agree" are aggregated as positive responses
International Social Survey Programme	20d. How often do you reduce the energy or fuel use at home for environmental reasons?	Always; Often; Sometimes; Never	"Always" and "Often" are aggregated as positive responses
Programme for International Student Assessment	ST092. How informed are you about the following environmental issues? <ul style="list-style-type: none"> • The increase in the greenhouse gases in the atmosphere • The use of genetically modified organisms (<GMO>) • Nuclear waste • The consequences of clearing forests for other land use • Air pollution • Extinction of plants and animals • Water shortage 	1. I have never heard of this; 2. I have heard about this but I would not be able to explain what it is really about; 3. I know something about this and could explain the general issue; 4. I am familiar with this and I would be able to explain this well	categories (3) and (4) are aggregated as positive responses
World Values Survey	Now I will briefly describe some people. Using this card, would you please indicate for each description whether that person is very much like you, like you, somewhat like you, not like you, or not at all like you? V78. Looking after the environment is important to this person; to care for nature and save life resources	Very much like me; Like me; Somewhat like me; A little like me; Not like me; Not like me at all	"Very much like me" and "Like me" are aggregated as positive responses

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Source

Table X3.A6.3: List of sources used and their population and year reference

Source	Survey population	Year of data collection	International lead agency
Programme for International Student	15 years-old	2015	OECD: http://www.oecd.org/pisa/data/

Assessment	students		
International Civic and Citizenship Study	Eighth-grade students	2016	IEA: http://iccs.iea.nl/cycles/2016.html
European Social Survey, Round 8	Adults aged 15 and over	2016	ESS European Research Infrastructure Consortium (ERIC): http://www.europeansocialsurvey.org/
Eurobarometer, special modules 416 & 417	Adults aged 15 and over	2014	European Commission: http://ec.europa.eu/echo/eurobarometer_en Secretariat GESIS: https://www.gesis.org/home/
International Social Survey Programme Environment III	Adults aged 18 and over	2010	ISSP: http://www.issp.org/data-download/by-year/ Secretariat GESIS: http://zacat.gesis.org/webview/index.jsp?object=http://zacat.gesis.org/obj/fStudy/ZA5500
World Values Survey, wave 6	Adults aged 15 and over	2010-2014	WVS Association: http://www.worldvaluessurvey.org/wvs.jsp

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Notes on specific countries

Tables below outline for each country changes that have been implemented to the selected survey education variable remapping in order to improve compatibility with ISCED 2011 based categories of “Below upper secondary”, “Upper secondary or post-secondary non-tertiary” and “Tertiary”.

Austria

Survey	Variable category	Originally coded to	Re-coded to
ESS	National variable (EDLVEAT) category 10 “BHS-Matura (HAK, HTL, HLW, BAKIP, inkl. Sonderformen und Berufsreifeprüfung”	Upper secondary or post-secondary non-tertiary: “423. Vocational ISCED 4A, access upper tier ISCED 5A/all 5”	Tertiary
EB	International variable (QB1), category 4 “Post-secondary non-higher education”	Upper secondary or post-secondary non-tertiary	Tertiary

It was noted that in the Austria ESS sample after implementing the re-coding there are still some marked differences between the sample distribution by highest educational attainment and EAG Indicator A1. The ESS sample has too high proportion of adults aged 25-64 years in the middle “Upper secondary or post-secondary non-tertiary” category, at the expenses of the other two categories. Caution is therefore recommended. [Back to main table for this indicator.](#)

Belgium

Survey	Variable category	Originally coded to	Re-coded to
EB	International variable (QB1), category 4 “Post-secondary non-higher education”	Upper secondary or post-secondary non-tertiary	Tertiary

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Chile

Survey	Variable category	Originally coded to	Re-coded to
ISSP	International variable (DEGREE) category 2 “Intermediate secondary completed (qualifications above the lowest qualification)”	Below upper secondary	Upper secondary or post-secondary non-tertiary
	International variable (DEGREE) category 4 “University degree incomplete (qualifications above higher secondary level)”	Upper secondary or post-secondary non-tertiary	Tertiary
WVS	International variable (V248), category 6 “Incomplete secondary school: university-preparatory type”	Below upper secondary	Upper secondary or post-secondary non-tertiary
	International variable (V248), category 7 “Complete secondary school: university-preparatory type”	Upper secondary or post-secondary non-tertiary	Tertiary

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Finland

Survey	Variable category	Originally coded to	Re-coded to
EB	International variable (QB1), category 4 “Post-secondary non-higher education”	Upper secondary or post-secondary non-tertiary	Tertiary

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Israel

Survey	Variable category	Originally coded to	Re-coded to
ISSP	National variable (IL_DEGR) category 2 “Vocational completed without matriculation”	Below upper secondary “2. Qualifications which are above the lowest qualification, but below the usual entry requirement for universities (intermediary secondary completed)”	Upper secondary or post-secondary non-tertiary
	National variable (IL_DEGR) category 7 “Full general without matriculation”		
	National variable (IL_DEGR) category 9 “Yeshiva without matriculation”		
	National variable (IL_DEGR) category 11 “Semi higher, post-secondary”	Upper secondary or post-secondary non-tertiary: “4. Qualifications which are above the higher secondary level, but below a full university degree”	Tertiary

[Back to main table for this indicator.](#)**Poland**

No specific change was made to the Poland’s ESS sample, but it was noted that there are some marked differences between the sample distribution by highest educational attainment and EAG Indicator A1. The ESS sample has too high proportion of adults aged 25-64 years in the lower “Below upper secondary” category and too low proportion in the middle “Upper secondary or post-secondary non-tertiary” category.

In the ESS document it was noted that “229: F15 (EDLVEPL) = 6 is classified in ISCED 3C short (229) in EDULVLB in ESS if left school before 2005, and in ISCED 3C long (321) if left school after 2004, due to educational reforms. Educational reforms are, however, not considered by ISCED mappings, and hence all are coded to ISCED 3C long in official mappings” (p.44). Category 229 accounts for 28% of the sample of adults aged 25-64 years, and could explain for the observed differences between sample distribution and EAG A1 as discussed above. Caution is therefore recommended. [Back to main table for this indicator.](#)

Spain

Survey	Variable category	Originally coded to	Re-coded to
EB	International variable (QB1), category 4 "Post-secondary non-higher education"	Upper secondary or post-secondary non-tertiary	Tertiary
ISSP	National variable (ES_DEGR) category 7. "Technical Architecture, Technical Engineering (Three years Technical Schools)"	Upper secondary or post-secondary non-tertiary:	Tertiary
	National variable (ES_DEGR) category 8. "Three years completed of any non-technical University career "	"4. University degree incomplete (qualifications which are above the higher secondary level, but BELOW a full university degree; also including completed degrees from a Polytechnic college, e.g. in German or Spain)"	

Note: there seems to be miss-coding in the Background Variable Document for Spain. All national variable ES_DEGR category numberings are out by one, ie. category 01. "Less than 5 years schooling" are ES_DEGR = 2 in the dataset. [Back to main table for this indicator.](#)

Russian Federation

Survey	Variable category	Originally coded to	Re-coded to
ESS	National variable (EDLVDRU) category 05 "Nachalnoe professionalnoe obrazovanie - zakonchil PTU, FZU, FZO, professionalno - tehnicheskii litsyei, kotorye ne davali srednego obshchego obrazovaniya (obuchenie do 1 goda)"	229 "Vocational ISCED 3C < 2 years, no access ISCED 5"	Upper secondary or post-secondary non-tertiary

It was noted that in the Russian Federation ESS sample after implementing the re-coding there are still some marked differences between the sample distribution by highest educational attainment and EAG Indicator A1. The ESS sample has too high proportion of adults aged 25-64 years in the upper "Tertiary" category and too low in the middle "Upper secondary or post-secondary non-tertiary" category. Caution is therefore recommended. [Back to main table for this indicator.](#)

Sweden

No specific change was made to the Sweden ESS sample, but it was noted that there are some marked differences between the sample distribution by highest educational attainment and EAG Indicator A1. The ESS sample has too low proportion of adults aged 25-64 years in the lower "Below upper secondary" category. Caution is therefore recommended. [Back to main table for this indicator.](#)

Switzerland

Survey	Variable category	Originally coded to	Re-coded to
ISSP	International variable (DEGREE) category 2 "Intermediate secondary completed (qualifications above the lowest qualification)"	Below upper secondary	Upper secondary or post-secondary non-tertiary
	International variable (DEGREE) category 4 "University degree incomplete (qualifications above higher secondary level)"	Upper secondary or post-secondary non-tertiary	Tertiary

[Back to main table for this indicator.](#)

Turkey

No specific change was made to the Turkey WVS sample, since data consultation confirmed the education variable mapping schedule. However, it was noted that there are some marked differences between the sample distribution by highest educational attainment and EAG Indicator A1. The WVS sample has too low proportion of adults aged 25-64 years in the lower “Below upper secondary” category and too high proportion in the middle “Upper secondary or post-secondary non-tertiary” category. Caution is therefore recommended. [Back to main table for this indicator.](#)

United States

Survey	Variable category	Originally coded to	Re-coded to
ISSP	National variable (US_DEGR), category 2 “Junior College”	Upper secondary or post-secondary non-tertiary: “4. Qualifications which are above the higher secondary level, but below a full university degree”	Tertiary

[Back to main table for this indicator.](#)

INDICATOR A7: To what extent do adults participate equally in education and learning?

	A7
	Methodology
	Source
Argentina	
Australia	AUS
Austria	
Belgium	
Brazil	
Canada	
Chile	
China	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	POL
Portugal	
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	

Methodology

The reference year is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom), Estonia, Finland, the Flemish community of Belgium, France, Germany, Ireland, Italy, Japan, Korea, the

Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. The reference year is 2015 for Chile, Greece, Israel, New Zealand, Slovenia and Turkey. For partner countries and economies the year of reference is 2012 for the Russian Federation, and 2015 for Lithuania. The average is calculated using all OECD countries and economies regardless of the survey period.

The variables and the SAS syntax used for the different elements are as follow:

Native-born adults or foreign-born adults who arrived in the country by the age of 25 / Foreign-born adults who arrived in the country at 26 or older:

```
MigAfter25=.;
if J_Q04a in(1) then MigAfter25=0;
if J_Q04a in(2) & J_Q04c1_C in(1,2,3,4,5) then MigAfter25=0;
if J_Q04c1_C in(6,7,8,9) & J_Q04a in(2) then MigAfter25=1;
```

Where MigAfter25 is a variable created based on the following variables available in the Survey of Adult Skills (PIAAC) database:

Table X3.A7.1: Codes from the Survey of Adult Skills (PIAAC) database for native-born adults and foreign-born adults

J_Q04a	Background - Born in country
Yes	1
No	2

Table X3.A7.2: Codes from the Survey of Adult Skills (PIAAC) database for age of immigration

J_Q04c1_C	Background - Age of immigration (categorised, 9 categories)
Aged 0-5	1
Aged 6-10	2
Aged 11-15	3
Aged 16-20	4
Aged 21-25	5
Aged 26-30	6
Aged 31-35	7
Aged 36-40	8
Aged 41 or older	9

Participation of native- and foreign-born adults in formal and/or non-formal education

Table X3.A7.3: Codes from the Survey of Adult Skills (PIAAC) database for participation in formal and/or non-formal education

FNFAET12	Participated in formal or non-formal AET in 12 months preceding survey (see AETPOP - derived)
Did not participate in formal or non-formal AET	0
Participated in formal and/or non-formal AET	1

Table X3.A7.3: Codes from the Survey of Adult Skills (PIAAC) database for labour force status

C_D05	Current status/work history - Employment status (DERIVED BY CAPI)
Employed	1
Unemployed	2
Out of the labour force	3
Not known	4

Participation in formal and/or non-formal education is based on FNFAET12. A derived variable for which the information can be consulted via the following link:

http://www.oecd.org/skills/piaac/codebook%20for%20DVs%203_16%20March%202015.docx

The table showing participation by educational attainment is using the variable EDCAT3 which is derived by the OECD with the following SAS syntax:

```
if B_Q01a<=.Z AND B_Q01a3<=.Z then EDCAT3=-4;
else if B_Q01a in (1,2,3,4) then EDCAT3=1;
else if B_Q01a<=10 then EDCAT3=2;
else if B_Q01a<=14 then EDCAT3=3;
else if B_Q01a=16 then EDCAT3=3;
else if B_Q01a=15 or B_Q01a<=.Z then do;
if B_Q01a3 in (1,2,3,4) then EDCAT3=1;
else if B_Q01a3>4 and B_Q01a3<=10 then EDCAT3=2;
else if B_Q01a3>=11 and B_Q01a3<=14 then EDCAT3=3;
else if B_Q01a3=16 then EDCAT3=3;
else EDCAT3=-4;
```

Table X3.A7.4: Codes from the Survey of Adult Skills (PIAAC) database for highest educational attainment

B_Q01a	Education - Highest qualification - Level
No formal qualification or below ISCED 1	1
ISCED 1	2
ISCED 2	3
ISCED 3C shorter than 2 years	4
ISCED 3C 2 years or more	5
ISCED 3A-B	6
ISCED 3 (without distinction A-B-C, 2y+)	7
ISCED 4C	8
ISCED 4A-B	9
ISCED 4 (without distinction A-B-C)	10
ISCED 5B	11
ISCED 5A, bachelor degree	12
ISCED 5A, master degree	13
ISCED 6	14
Foreign qualification	15
ISCED 5A bachelor degree, 5A master degree, and 6 (without distinction)	16

Table X3.A7.5: Codes from the Survey of Adult Skills (PIAAC) database for highest educational attainment (foreign qualification)

B_Q01a3	Education - Highest qualification - Level of foreign qualification
No formal qualification or below ISCED 1	1
ISCED 1	2
ISCED 2	3
ISCED 3C shorter than 2 years	4
ISCED 3C 2 years or more	5
ISCED 3A-B	6
ISCED 3 (without distinction A-B-C, 2y+)	7
ISCED 4C	8
ISCED 4A-B	9
ISCED 4 (without distinction A-B-C)	10
ISCED 5B	11
ISCED 5A, bachelor degree	12
ISCED 5A, master degree	13
ISCED 6	14
ISCED 5A bachelor degree, 5A master degree, and 6 (without distinction)	15

The share of foreign-born adults as presented in Table A7.1 shows some important differences with the percentages presented in Table A1.3.

The data presented in Table A7.1 are based on the Survey of Adult Skills (PIAAC) while the data presented in Table A1.3 are based on the data collected through the NEAC questionnaire by the LSO Network (OECD Labour Market, Economic and Social Outcomes of Learning). For the NEAC questionnaire countries are mostly relying on their national Labour Force Survey (see above the Source section in Indicator A1).

The lower shares in Table A7.1 may be related to the fact that the sample only looks at those arrived in the country at 26 years-old or older while there is no age limit in Table A1.3.

The language may also be an issue for those who do not master their host country language. Interpretation services were provided only in some countries for the Survey of Adult Skills (PIAAC), therefore there may be a larger underestimation of the foreign-born population. See the Technical Report of the Survey of Adult Skills (PIAAC) (Second Edition) for more information:

<http://www.oecd.org/skills/piaac/PIAAC Technical Report 2nd Edition Full Report.pdf>

The two following tables provide summary information on the languages of background questionnaires and cognitive instruments for each country.

Table X3.A7.6: Languages of background questionnaires for each country

Country	Languages				
Australia	English				
Austria	German	Turkish	Serbo-Croatian		
Canada	English	French			
Chile	Spanish				
Czech Republic	Czech				
Denmark	Danish				
England/N.Ireland (UK)	English				
Estonia	Estonian	Russian			
Finland	Finnish	Swedish			
Flemish Comm. (Belgium)	Dutch				
France	French				
Germany	German				
Greece	Greek				
Ireland	English				
Israel	Hebrew	Arabic	Russian		
Italy	Italian				
Japan	Japanese				
Korea	Korean				
Lithuania	Lithuanian				
Netherlands	Dutch				
New Zealand	English				
Norway	Norwegian (BM)	English			
Poland	Polish				
Russian Federation*	Russian				
Slovak Republic	Slovak	Hungarian			
Slovenia	Slovenian				
Spain	Spanish	Catalan	Galician	Valencian	Basque
Sweden	Swedish				
Turkey	Turkish				
United States	English	Spanish			

Source: <http://www.oecd.org/skills/piaac/PIAAC Technical Report 2nd Edition Full Report.pdf>

Table X3.A7.7: Translation by country for cognitive instruments

Country	Languages	Literacy / Numeracy	PSTRE	Reading Components
Australia	English	Yes	Yes	Yes
Austria	German	Yes	Yes	Yes
Canada	English, French	Yes	Yes	Yes
Chile	Spanish	Yes	Yes	Yes
Czech Republic	Czech	Yes	Yes	Yes
Denmark	Danish	Yes	Yes	Yes
England/N.Ireland (UK)	English	Yes	Yes	Yes
Estonia	Estonian, Russian	Yes	Yes	Yes
Finland	Finnish, Swedish	Yes	Yes	NA
Flemish Comm. (Belgium)	Dutch	Yes	Yes	Yes
France	French	Yes	NA	NA
Germany	German	Yes	Yes	Yes
Greece	Greek	Yes	Yes	Yes
Ireland ⁹	English	Yes	Yes	Yes
Israel	Hebrew, Arabic, Russian	Yes	Yes	Yes
Italy	Italian	Yes	NA	Yes
Japan	Japanese	Yes	Yes	NA
Korea,	Korean	Yes	Yes	Yes
Lithuania	Lithuanian	Yes	Yes	Yes
Netherlands	Dutch	Yes	Yes	Yes
New Zealand	English	Yes	Yes	Yes
Norway	Norwegian (BM)	Yes	Yes	Yes
Poland	Polish	Yes	Yes	Yes
Russian Federation	Russian	Yes	Yes	NA
Slovak Republic	Slovak, Hungarian	Yes	Yes	Yes
Slovenia	Slovenian	Yes	Yes	Yes
Spain	Spanish, Catalan, Galician, Valencian, Basque	Yes	NA	Yes
Sweden	Swedish	Yes	Yes	Yes
Turkey	Turkish	Yes	Yes	Yes
United States	English	Yes	Yes	Yes

Source: <http://www.oecd.org/skills/piaac/PIAAC Technical Report 2nd Edition Full Report.pdf>

Source

All data are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

Notes on specific countries

Australia: Age at arrival in the country is not available (J_Q04c1_C).

Poland: Age at arrival in the country is not available (J_Q04c1_C).

[Back to main table for this indicator](#)

CHAPTER B: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

[Indicator B1: Who participates in education?](#)

[Indicator B2: How do early childhood education systems differ around the world?](#)

[Indicator B3: Who is expected to graduate from upper secondary education?](#)

[Indicator B4: Who is expected to enter tertiary education?](#)

[Indicator B5: Who is expected to graduate from tertiary education?](#)

[Indicator B6: What is the profile of internationally mobile students?](#)

[Indicator B7: How equitable are entry and graduation in tertiary education?](#)

Description: This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

How to read this document: Annex 3 is organised by chapters and indicators. Click on each link in order to be redirected to each indicator and the information related to it.

INDICATOR B1: Who participates in education?

<u>B1</u>	
	Methodology Sources
Australia	
Austria	AUT
Belgium	BEL
Brazil	BRA
Canada	CAN
Chile	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	DEU
Greece	
Hungary	HUN
Iceland	
Ireland	
Israel	ISR
Italy	ITA
Japan	
Korea	
Latvia	LVA
Luxembourg	LUX
Mexico	
Netherlands	NLD
New Zealand	NZL
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	
Spain	ESP
Sweden	
Switzerland	CHE
Turkey	
United Kingdom	GBR
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>).

Data generally refer to the school year 2015/16. Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For Australia, 30 June is used as the reference date for both enrolments and population data. For Japan, 1 October is used as the reference date for population data and 1 April is used as the reference date for enrolments. For the United States, 1 October is used as the reference date for both enrolments and population data.

The dates or periods at which students, educational staff and educational institutions were counted were not provided by all countries. Some countries collect these statistics through surveys or administrative records at the beginning of the school year while others collect them during the school year, and yet others at the end of the school year or at multiple points during the school year. It should be noted that differences in the reference dates between, for example, enrolment data and population data can lead to overestimated or underestimated figures (for instance, net enrolment rates exceeding 100%) when there is a significant decrease or increase over time in any of the variables involved. If the reference date for students' ages used in the enrolment data differs from the reference date for the population data (usually 1 January of the reference year), this can be a further source of error in enrolment rates.

Due to the fact that the calculation of enrolment rates is based on different data sources and sometimes includes estimates, the calculated enrolment rates were slightly higher than 100% in a few instances. In those cases, the enrolment rate was rounded down to 100%.

Table B1.1 describes the sources used by countries as well as specific details as to their data collection.

Sources

Data on enrolments are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B1.1.

Table X3.B1.1 Sources and Methodology for enrolment rates at ISCED levels 1 to 4

For more detailed information, see *EAG 2017_Annex 3_Chapter C.xlsx*

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Australia	01-Aug-16	One day for general programmes Whole year for vocational ones	Snapshot (General Programmes) / Year-round count (Vocational Programmes)	Australian Bureau of Statistics (for ISCED 1, 24, 34) Australian Government Department of Education and Training (for ISCED 1, 24, 34) National Centre for Vocational Education Research (for ISCED 25, 35, 45)	Census (general programmes) / Register Data (vocational programmes)	Student Level
Austria	01-Oct-15	One day	Snapshot	School Statistics	Annual Census	Student level data
Belgium	01-Feb-16	n/a	n/a	Flemish Community: student database French Community : bases de données Pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a	Flemish Community: Student Level French Community: Aggregate Level
Canada	01-Feb-16	One day	Snapshot (one month after the schoolyear start)	Elementary-Secondary Education Survey (ESES)	n/a	Aggregate Level
Chile	30-Apr-16	n/a	n/a	Ministry of Education of Chile		School Level

					Census by school	
Czech Republic	30-Sep-15	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a
Denmark	30-Apr-16	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level
Estonia	10-Nov-15	n/a	n/a	Estonian Education Information System	Register Data	n/a
Finland	20-Sep-15	ISCED 1-3: One Day	ISCED 1-3: Snapshot	Statistics Finland's data collections	Total data collection from institutions	Student Level
France	15-01-2016	One day	Snapshot	Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche: Direction de l'évaluation, de la prospective et de la performance (DEPP) Sous-direction des systèmes d'information et des études statistiques	Annual Census	Student Level (But no unique identifier)
Germany	01-Sep-15	One day	Snapshot (as a rule four weeks after the beginning of the school year)	Federal Statistical Office (2016), Youth Welfare Statistics; Federal Statistical Office (2015), General school statistics; Federal Statistical Office (2015), Vocational school statistics	n/a	n/a
Greece	20-May-16	n/a	n/a	a) Annual census for private education, second chance schools (ISCED 2 adult education) & public special education; b) administrative sources for public sector; and c) OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health for ISCED 4	n/a	n/a
Hungary	01-Oct-15	One day	Snapshot	Köznevelési Statisztikai Évkönyv 2014/2015 (Statistical Yearbook of Public Education 2014/2015)	Annual Census	n/a
Iceland	15-Oct-15	One day	Snapshot	The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-6	Census	Student Level
Ireland	30-Sep-15	Year	Mixed - snapshot year-round methods	ISCED 1 National School Annual Census, Private Primary Census ISCED 2, 3 and 4- Post Primary Online Database	Annual Censuses	n/a
Israel	30-Jun-16	One day	Snapshot (at the end of the school year)	ISCED 1-3: Administrative files from the MoEd; ISCED 4: Administrative files from the MoEd	n/a	n/a
Japan	01-May-15	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a
Korea	01-Apr-16	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute), Statistics of Childcare (Ministry of Health and Welfare)	n/a	n/a
Latvia	10-Oct-16	One day	Snapshot (First day of next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a

Luxembourg	30-Oct-15	n/a	n/a	ISCED 0-3: Databases of the Ministry of Education, Childhood and Youth	n/a	n/a
Mexico	30-Sep-15	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	School level
Netherlands	01-Oct-15	One day ISCED 35: Whole academic year	Snapshot or new entrants each semester for ISCED 35	Education registers for all ISCED levels except 8	Register data	Student Level
Norway	01-Oct-15	n/a	n/a	Statistics Norway	Register Data	Student Level
New Zealand	01-Jul-16	ISCED 1-34 are collected on one day (1 July), ISCED 35 is collected over the whole academic year	ISCED1-34: Snapshot ISCED 35: year-round	School Annual Survey	Annual Survey	n/a
Poland	30-Sep-15	One day	Snapshot	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Register Data	Student Level
Portugal	31-Dec-15	One Day	Snapshot (Headcount)	Actual data on students collected from the annual surveys to all education institutions	Annual surveys	Student Level
Slovak Republic	15-Sep-15	n/a	n/a	Database of processing statistical of schools, Statisticka ročenka školstva (Statistical Yearbook of Education)	n/a	n/a
Slovenia	1-Dec-15 (youth); 1-Dec-16 (adults)	One day: full-time participants (youth); whole school year (part-time participants-adults)	Snapshot (full-time-youth); Year-round (part-time-adults)	Annual statistical surveys-SURS (youth); Ministry of education, science and sport (adults)	Census	School level (youth); student level (adults)
Spain	31-Oct-15	One day	Snapshot (one or two months after the beginning of the school year)	Non-university Education Statistics and University Students Statistics. Ministry of Education, Culture and Sport. And another statistics on education and training	Register data	n/a
Sweden	15-10-2015	ISCED 1-3 youth one day, adult whole year. ISCED 4 whole year	Mixed - snapshot (registered enrolment 15 Oct) and year-round enrolment	Student registers	Register data	Student level
Switzerland	15-Nov-15	One day	Snapshot (one month after the schoolyear start, or sometimes, for administrative reasons, November 15th)	Statistics on pupils and students (census at school level)	Census by school year	(Full collection)
Turkey	01-Dec-15	n/a	n/a	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database	n/a	n/a
United Kingdom	21-01-2016	One Week Whole year for some programmes in Wales, Northern Ireland and Scotland	Snapshot year-round counting for some programmes in Wales, Northern Ireland and Scotland	Further Education College Individual Learner Record database	n/a	Student Level
United States	01-Sep-15	n/a	Estimation from	Common Core of Data;		n/a

			cross-sectional data	Private School Survey; Current Population Survey	Cross-sectional data	
Brazil	25-May-16	One Week	One-week snapshot (two to three months after beginning of the school year)	Ministry of Education (MEC): 2015 School Census(MEC/Inep) 2015 Higher Education Census (MEC/Inep) 2015 Data Collection on Advanced Studies (MEC/Capes)	Register Data	Student Level
Colombia	31-Dec-15	n/a	n/a	Sistema Integrado de Matrícula (SIMAT) for data ISCED 1-4, Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8, Ministerio de Educación Nacional	n/a	n/a
Costa Rica	08-Apr-16	n/a	n/a	Initial School Census of the Department of Statistical Analysis of the Ministry of Public Education	n/a	n/a
Lithuania	01-Sep-15	One day	Snapshot (First day of school or one month after depending on programmes)	Statistics Lithuania. Data source - the Centre of Information Technologies of Education, the Pupil Register and the Students Register	n/a	Student Level
Russian Federation	15-Oct-16	n/a	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a

Table X3.B1.2 Sources and Methodology for enrolment rates at ISCED levels 5 to 8

For more detailed information, see *EAG 2018_Annex 3_Chapter B.xlsx*

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Australia	01-Aug-16	Academic Year or Calendar Year (which are the same in Australia)	Year-round	Australian Government Department of Education and Training (for ISCED 54, 55, 6, 7, 8); National Centre for Vocational Education Research (for ISCED 54, 55, 6)	Register Data	Student Level	n/a
Austria	01-Oct-15	One day	Snapshot	University Statistics	Annual Census	Student level data (Student identifier)	Students with multiple enrolments are pro-rated in equal shares to each programme
Belgium	01-Feb-16	n/a	n/a	Fl.Co.: student database Fr. Co.: bases de données Pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a	Flemish Community: Student Level French Community: Aggregate Level	Students are not pro-rated between fields of education
Canada	01-Jun-16	One day	Snapshot any day between September and December (each institution chooses)	Post-secondary Student Information System (PSIS)	Register data	Student Level (No unique identifier, no tracking possibility across provinces/territories)	No corrections on double counting
Chile	30-Apr-16	n/a	Snapshot	Ministry of Education of Chile	Census by institution	Institution Level	Students enrolled in multiple tertiary education programmes are pro-rated in equal shares between programmes
Czech Republic	31-Dec-15	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a	n/a
Denmark	30-Apr-16	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level	n/a
Estonia	10-Nov-15	n/a	n/a	Estonian Education Information System	Yes	n/a	n/a
Finland	20-Sep-15	One day	Snapshot	Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTa higher education achievement register data	Total data collection from institutions	Student Level	Nothing is done yet about multiple enrolments, but they are not substantial
France	15-Jan-16	One day	Snapshot	Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche - Sous-direction des systèmes d'information et des études statistiques (SIES) et Direction de l'évaluation, de la prospective et de la performance (DEPP)	Annual Census	Student Level (But no unique identifier)	n/a
Germany	01-Sep-15	Registration and re-registration periods	Snapshot	Federal Statistical Office (2016), Youth Welfare Statistics; Federal Statistical Office (2015), General school statistics;	n/a	n/a	Students enrolled in multiple fields are allocated according to the main content of study (first field of study) The participation of students in two different programmes is of marginal importance in Germany

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Greece	20-May-16	n/a	n/a	a) Annual census for private education & public special education and b) administrative sources for public sector	n/a	n/a	n/a
Hungary	01-Oct-15	One day	Snapshot	Felsőoktatási információs Rendszer (Information System of Higher Education)	Register data	Student level	No pro-rating. Each student is only counted once, in his main programme of study
Iceland	15-Oct-15	One day	Snapshot	Information collected from educational institutions on student numbers. The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-6. In this register students only appear once each year	Register Data	Student Level	No pro-rating. Each student is only counted once, in his main programme of study. In calculating FTE all full-time students are counted as 1, irrespective of if they are studying 76% or 125% of the normal full-time study load. The FTE of part-time students is then added according to their share of a full-time study load
Ireland	30-Sep-15	n/a	n/a	ISCED 5 - 8 Higher Education Authority Student Record System and Census of Non-Aided Colleges	Annual Census	n/a	n/a
Israel	30-Jun-16	Several days	Snapshot	ISCED 5 (vocational) - administrative files from Ministry of Economy, MoEd, the Survey of Vocational training institutions	n/a	n/a	n/a
Italy	01-Jan-16	n/a	n/a	Ministry of Education, University and Research	n/a	n/a	n/a
Japan	01-May-15	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a	n/a
Korea	01-Apr-16	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	n/a	n/a	n/a
Latvia	10-Oct-16	One day	Snapshot (Next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a	n/a
Luxembourg	30-10-2015 for non-tertiary education 31-12-2015 for tertiary education	n/a	n/a	ISCED 0-3: Databases of the Ministry of Education, Childhood and Youth. ISCED 5-8: Administrative data	n/a	n/a	n/a
Mexico	30-Sep-15	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	Educational institutions	The number of students that are studying for more than one tertiary degree is almost null in Mexico
Netherlands	01-Oct-15	n/a	n/a	Education registers for all ISCED levels except 8; phd register for ISCED-8	Register data (except ISCED 8)	Student Level	If a student is, for instance, enrolled in two different ISCED levels in tertiary education he/she is only being counted at the highest level. So there is no double counting, but also no pro-rating between programmes
Norway	01-Oct-15	n/a	n/a	Statistics Norway	Register Data	Student Level	n/a
New Zealand	01-Jul-16	Whole year	Year-round	For ISCED 35-8 (post-school) electronic administrative collection	Register Data	Student Level	Students enrolled in more than one of these post-school ISCED levels are pro-rated across each level according to their FTE value at each level

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Poland	30-Sep-15	n/a	n/a	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Annual surveys	Student Level	Students are presented as many times as they were studying fields of education. In Poland student double counting will be eliminated as soon as individual database is developed. At present students may be double counted in data regarding enrolments, graduates and new entrants
Portugal	31-Dec-15	Two days (one in December, the other in March)	Snapshot	Actual data on students collected from the annual surveys to all education institutions	Register Data	Aggregate Level	n/a
Slovak Republic	31-Oct-15	n/a	n/a	Database of processing statistical of schools, Statisticka rocenka skolstva (Statistical Yearbook of Education)	n/a	n/a	It is not possible to correct all double counting. It concerns less than 5% of all students
Slovenia	11-Nov-15	One day	Snapshot	Ministry of education, science and sport	Register Data	Student level	Double counting is possible in the case of participation of student in two different tertiary programmes (phenomenon not statistically relevant); participants in a two-subject programme are pro-rated between fields (0,50:0,50)
Spain	31-Oct-15	ISCED 5: One Day ISCED 6 to 8: School Year	ISCED 5: Snapshot ISCED 6 to 8: Year-round counting	Non-university Education Statistics and University Students Statistics. Ministry of Education, Culture and Sport. And another statistics on education and training	Register Data	n/a	We don't include students from some programmes where duplications could be significant (a part of arts and foreign languages programmes)
Sweden	15-Oct-15	Academic year	Year-round counting	Student registers	Register Data	Student Level	Every student is only counted once so there is no double-counting. If a student is enrolled in two different programmes (and/or or in two institutions), he/she is counted at the programme of the highest ISCED level
Switzerland	15-11-2015 for short-cycle tertiary programmes 15-10-2015 for other tertiary education	One day	Snapshot	SHIS-SIUS Swiss Universities Information System	Register Data	Student Level (Full Collection)	Students enrolled in part-time programs at different ISCED levels are counted twice
Turkey	01-Dec-15	n/a	n/a	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics	n/a	n/a	n/a
United Kingdom	21-Jan-16	Whole Year	Year-round counting (From August 1st year n to July 31st year n+1)	Tertiary Education, ISCED 5-8: HESA Student Record - Standard Registered Population (excludes students on courses expected to last less than 24 weeks)	n/a	Student Level	n/a

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
United States	01-Sep-15	n/a	Estimation from cross-sectional data	Integrated Post-secondary Education Data System, National Post-secondary Student Aid Survey	Cross-sectional data	Student Level (reporting)	n/a
Brazil	31-Dec-15	Whole Academic Year	Year-round counting from February to April of the subsequent year	Ministry of Education (MEC): 2015 School Census(MEC/Inep), 2015 Higher Education Census (MEC/Inep) and 2015 Data Collection on Advanced Studies (MEC/Capes)	Register Data	Student Level	n/a
Colombia	31-Dec-15	n/a	n/a	Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8, Ministerio de Educación Nacional	n/a	n/a	n/a
Costa Rica	08-Apr-16	n/a	n/a	Oficinas de Registro de las Universidades Públicas, Consejo Nacional de Rectores-CONARE, Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	n/a	n/a	n/a
Lithuania	01-Sep-15	One day	Snapshot	Statistics Lithuania. Data source - the Centre of Information Technologies of Education, the Pupil Register and the Students Register	n/a	Student Level	n/a
Russian Federation	15-Oct-16	n/a	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a	n/a

Notes on specific countries

Austria: Data excludes participants in short courses for sports instructors. Students enrolled in VET in schools programmes are not reported in vocational enrolments (ISCED 25, 35, 45, 55) to remove double counting. [Back to main table for this indicator.](#)

Belgium: Data on the German-speaking Community are not integrated in the enrolments data for Belgium; however the population data refer to Belgium (and therefore include the German-speaking Community). Data on independent private institutions are not available. About 120 000 adult learners (French Community) at ISCED level 2 to 7 are not included in the data broken down by age, which may lead to the underestimation of enrolment rates, especially in the age group 20-22. [Back to main table for this indicator.](#)

Brazil: People in military career are excluded. Special education programmes are included. [Back to main table for this indicator.](#)

Canada: The ending age of compulsory education is 16 except in Ontario and New Brunswick, Manitoba and Nunavut where it is 18. Beginning with 2015-2016 there has been a methodology change resulting in a small increase for ISCED 2 and a small decrease in ISCED 3. [Back to main table for this indicator.](#)

Germany: Full-time education is compulsory until age 16; for 16-18 year-olds, part-time education is compulsory. 2016 figures are impacted by the unusually high immigration, especially asylum seekers. Many are adolescent aged 15 to 24, these persons are included in population statistics and perhaps in the transition system (ISCED 244 or ISCED 254) mostly in programmes to learn German language. In 2016 enrolment, they are not yet in upper secondary or tertiary education programmes, which may lead to the underestimation of indicators. [Back to main table for this indicator.](#)

Hungary: Compulsory education starts in the calendar year when the child turns 6 until 31 August, but not more than one year later, and ends when the student turns 16. As regards students that began their studies in 9th

grade in the 2011/2012 school year or earlier, their compulsory education shall terminate at the end of the school year in which they turn 18. [Back to main table for this indicator.](#)

Israel: Israel has mandatory military service from ages 18 to 21 for men and 18 to 20 for women. This postpones the age of enrolment in post-secondary and tertiary education. 2016 figures exclude enrolment in post-secondary non-tertiary education. In 2016, Israel updated the methodology to track enrolment in independent private institutions, which may result in a break in series with respect to previous years. [Back to main table for this indicator.](#)

Italy: The increase in participation and school expectancy is largely due to the fact that compulsory schooling was extended to the age of 15 in 1999/2000. Legislation on compulsory schooling has progressively changed since then. Italy has moved away from the concept of compulsory school attendance until a required age to the principle of the right and obligation to receive education or training until the age of 18. This principle has been fully enforced since 2003. [Back to main table for this indicator.](#)

Latvia: According to international definitions, most higher education institutions in Latvia are classified as private government-dependant due to their autonomy and governance model, although they are considered nationally as public institutions. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries. Nearly all students in tertiary education have to study outside the country. The data for tertiary education (ISCED 5, 6, 7 and 8) is underestimated as it does not cover all tertiary programmes. Enrolment rates for Luxembourg are underestimated because many resident students go to school in the neighbouring countries. [Back to main table for this indicator.](#)

Netherlands: Enrolments data only include publicly financed institutions, referred to as “public institutions” in the Dutch national statistical and educational environment. [Back to main table for this indicator.](#)

New Zealand: 2016 figures exclude enrolment in early childhood education. “Upper Secondary” as used in this publication includes programmes done both as part of the initial compulsory school system, and programmes done in post-schooling institutions. Initial school-based upper secondary education is generally-oriented, while the large majority of post-school study at ISCED 3 is vocational. Both systems have different funding and regulatory arrangements, and different types of students. While initial upper secondary mainly relates to students aged 15-18, adults of any age can enrol in post-school programmes at ISCED 3.

While general and vocational education at ISCED 3 level is not exclusively split between initial and post-initial schooling in New Zealand, to better help policy makers and other readers interpret and use comparisons at ISCED level 3, all New Zealand results relating to New Zealand's initial schooling upper secondary system have been reported as “upper secondary general” (ISCED 34), while all results relating to New Zealand's post-schooling ISCED 3 system (level 1-3 qualifications on the NZQF) have been reported as “upper secondary vocational” (ISCED 35). [Back to main table for this indicator.](#)

Poland: Full-time compulsory education normally continues until pupils are 16 years old (i.e. the age for completion of the lower secondary level (*gimnazjum*)). Part-time compulsory education, however, in schools or out of school, lasts until 18 years of age (based on the constitution of the Republic of Poland adopted in 1997). In the school year 2004/05 one year of obligatory pre-school education for 6-year-olds was introduced by the Ministry of National Education and Sport. Since September 2009 ECEC became a legal entitlement for 5-year-olds. In school years from 2011/12 to 2015/16 the start of compulsory pre-primary education was extended to age 5. Since September 2015, ECEC became a legal entitlement for 4-year-olds. Due to changes in the education system, starting from September 2016 ECEC became compulsory for 6-year-olds while the starting for primary school became 7. At the same time, ECEC became a legal entitlement for 3-year-old children from September 2017. [Back to main table for this indicator.](#)

Russian Federation: Enrolment rate by age cannot be calculated in secondary education because vocational programmes at upper secondary level are included in other levels of education. [Back to main table for this indicator.](#)

Spain: Doctoral studies are being modified in Spain within the Bologna Process, possibly affecting enrolment at this level. Students with the new system have direct access to the phase of the thesis development. In the past system they had to follow doctoral courses before working in the thesis. [Back to main table for this indicator.](#)

Switzerland: In most cantons compulsory pre-primary education (kindergarten or a first learning cycle) starts in August when the child turns 4 before 31 July in the same calendar year and lasts for two years. In a few cantons of German-speaking Switzerland, there is no obligation to send children to kindergarten, or only an obligation of one year. Nevertheless, the vast majority of children in these cantons attend kindergarten also for two years. [Back to main table for this indicator.](#)

United Kingdom: The rapid growth of “free” and “academy” schools (England only) has led to a significant reduction in the proportion of students attending public schools with a corresponding increase in those attending government-dependent private schools. The steady expansion of publicly funded support for ISCED 0 pupils appears to have led to a shift in the balance between those enrolled in public and those enrolled in independent private institutions. [Back to main table for this indicator.](#)

United States: There is no standard, federally determined age at which one can leave school. Every state determines the age at which compulsory school attendance ends, and it generally ranges from 16 to 18. [Back to main table for this indicator.](#)

INDICATOR B2: How do early childhood education and care systems differ around the world?

B2	
	Methodology Sources
Argentina	
Australia	
Austria	
Belgium	BEL
Brazil	
Canada	
Chile	
China	
Colombia	
Costa Rica	
Czech Republic	
Denmark	
England	
Estonia	EST
Finland	
France	FRA
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	IRL
Israel	
Italy	
Japan	
Korea	
Latvia	
Lithuania	
Luxembourg	LUX
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	
Sweden	
Switzerland	CHE
Turkey	
United Kingdom	
United States	

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>).

Data refer to the school year 2015/16 and financial year 2015. Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For **Australia**, 30 June is used as the reference date for both enrolments and population data. For **Japan**, 1 October is used as the reference date for population data and 1 May is used as the reference date for enrolments. For the **United States**, 1 October is used as the reference date for both enrolments and population data.

The dates or periods at which students, educational staff and educational institutions were counted were not provided by all countries. Some countries collect these statistics through surveys or administrative records at the beginning of the school year while others collect them during the school year, and yet others at the end of the school year or at multiple points during the school year. It should be noted that differences in the reference dates between, for example, enrolment data and population data can lead to overestimated or underestimated figures (for instance, net enrolment rates exceeding 100%) when there is a significant decrease or increase over time in any of the variables involved. If the reference date for students' ages used in the enrolment data differs from the reference date for the population data (usually 1 January of the reference year), this can be a further source of error in enrolment rates.

Table B2.1c on enrolment rates of children under the age of 3 in early childhood education and care, by socio-economic profile is mainly based on EU-SILC data. EU-SILC data refers to data on formal ECEC by duration (less than 30 hours a usual week; 30 hours or more a usual week), age of the child (0-2 years; 3 to admission age for compulsory school; admission age for compulsory school to 12) and country. The EU-SILC target population in each country consists of all persons living in private households. A household is defined in terms of shared household expenses. If not shared, then the person(s) constitute separate household(s) at the same address. EU-SILC is based upon a sample of the population. The results are therefore subject to the usual types of errors associated with sampling techniques. Based upon the sample size and design in the various Member States, Eurostat implements basic guidelines intended to avoid publication of figures which are statistically unreliable. Results from EU-SILC should be supplied by participant countries to Eurostat within 12 months of the end of the survey year: annual data for year N will be available in December of year N+1.

Table X3.B2.A1.1. Sample size of the EU-SILC survey (2014)

Countries	Households		Persons aged 16 and over to be interviewed	
	Cross-sectional	Longitudinal	Cross-sectional	Longitudinal
Belgium	4 750	3 500	8 750	6 500
Bulgaria	4 500	3 500	10 000	7 500
Czech Republic	4 750	3 500	10 000	7 500
Denmark	4 250	3 250	7 250	5 500
Germany	8 250	6 000	14 500	10 500
Estonia	3 500	2 750	7 750	5 750
Ireland	3 750	2 750	8 000	6 000
Greece	4 750	3 500	10 000	7 250
Spain	6 500	5 000	16 000	12 250
France	7 250	5 500	13 500	10 250
Croatia	4 250	3 250	9 250	7 000
Italy	7 250	5 500	15 500	11 750
Cyprus	3 250	2 500	7 500	5 500
Latvia	3 750	2 750	7 650	5 600
Lithuania	4 000	3 000	9 000	6 750
Luxembourg	3 250	2 500	6 500	5 000
Hungary	4 750	3 500	10 250	7 750
Malta	3 000	2 250	7 000	5 250
Netherlands	5 000	3 750	8 750	6 500
Austria	4 500	3 250	8 750	6 250
Poland	6 000	4 500	15 000	11 250
Portugal	4 500	3 250	10 500	7 500
Romania	5 250	4 000	12 750	9 500
Slovenia	3 750	2 750	9 000	6 750
Slovakia	4 250	3 250	11 000	8 250
Finland	4 000	3 000	6 750	5 000
Sweden	4 500	3 500	7 500	5 750
United Kingdom	7 500	5 750	13 750	10 500
Total for EU Member States	135 000	101 500	282 150	210 850
Iceland	2 250	1 700	3 750	2 800
Norway	3 750	2 750	6 250	4 650
Switzerland				
Serbia				
Total including non-EU countries	141 000	105 950	292 150	218 300

Source: Eurostat

The overall enrolment rate of children under the age of 3 in all ECEC services in Table B2.1a can differ from that in Table B2.1b, as the data sources are different and the scope of services included as well. The EU-SILC survey includes unregulated paid childminders' services, while the UOE data collection does not include ECEC services that are not regulated.

Sources

Data on enrolments and Finance are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Some additional data on ECEC services outside the scope of ISCED-2011 have been collected for the first time in a special survey administered by the OECD in 2017. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table B1.1.

Notes on specific countries

Australia: From the 2015 reference year, Australia reported full-time equivalent enrolments in ISCED 0 as head counts. In previous years full-time equivalent enrolments were estimated based on the average hours per week. This has affected results for expenditure per student compared with previous years. In addition, from 2016 reference year all children aged three years enrolled in Long Day-care Centres have been reported as enrolled in ISCED 02 (pre-primary). In previous years three year-olds in Long Day-care Centers were only reported in ISCED 02 (pre-primary) if they were recorded as enrolled in a preschool program. However, that data element is no longer collected. Hence, the enrolment rates for three year-olds in ISCED 01 and ISCED 02 are not comparable before and after 2016.

Belgium: Data on ISCED 01 are currently not available for the Flemish Community. ISCED 01 programmes are not implemented in the French Community. Enrolment data do not include the German-speaking Community. Data on independent private institutions are not available. [Back to main table for this indicator.](#)

Estonia: Early childhood education (ISCED 0) data for Estonia cannot be disaggregated into early childhood educational development (ISCED 01) and pre-primary education (ISCED 02) due to the fact that Estonia has a fully unitary system of ECEC that integrates both care and education before children begin primary school. There is one curriculum for all ages up to six years old. [Back to main table for this indicator.](#)

France: Data for “other registered ECEC services” come from the survey “Enquête Modes de garde et d'accueil des jeunes enfants”, conducted in 2013 by the statistical division of the French Ministry for Solidarity and Health (DREES). Besides, Table B2.1b only takes into account children aged 2. [Back to main table for this indicator.](#)

Ireland: The expenditure on early childhood educational institutions figure (Table C2.3) does not include spending on integrated care and education, which accounts for a significant portion of public spending and a larger proportion of private spending. In Ireland only spending on the free pre-school ECEC programme is classified as ISCED 02. Other public spending is not classified as ISCED 0 as it supports both care and education, though it often has a similar educational focus to the ECCE programme. [Back to main table for this indicator.](#)

Luxembourg: Starting from scholar year 2009/2010, early childhood education, pre-primary and primary education are grouped in a coherent and continuous programme called « enseignement fondamental ». This programme is divided into four cycles. The first cycle, corresponding to pre-primary education spans for 3 years. The first year, early childhood education, is not compulsory, the second and third years, for pupils aged 4 and 5, are compulsory. [Back to main table for this indicator.](#)

Switzerland: In most cantons compulsory pre-primary education (kindergarten or a first learning cycle) starts in August when the child turns 4 before 31 July in the same calendar year and lasts for two years. In a few cantons of German-speaking Switzerland, there is no obligation to send children to kindergarten, or only an obligation of one year. Nevertheless, the vast majority of children in these cantons attend kindergarten also for two years. [Back to main table for this indicator.](#)

INDICATOR B3: Who is expected to graduate from upper secondary education?

	B3
	Methodology Sources
Argentina	ARG
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	
China	CHN
Colombia	COL
Czech Republic	
Denmark	DNK
Estonia	
Finland	FIN
France	
Germany	DEU
Greece	GRC
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	ITA
Japan	
Korea	
Latvia	
Luxembourg	LUX
Mexico	
Netherlands	
New Zealand	NZL
Norway	
Poland	
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	ESP
Sweden	SWE
Switzerland	
Turkey	TUR
United Kingdom	
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>.)

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table X3.B3.1.Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B3.1.

Table X3.B3.1 Sources and Methodology for graduates at ISCED 3 and 4

Country	Data Collection Period	Source(s)	Methodology
Australia	2016-08-01	For ISCED 35, 45 (VET institutions): National Centre for Vocational Education Research (NCVER) Data Collection, compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS); For ISCED 34 (Schools): States and Territories Boards of Examination.	n/a
Austria	2016-06-30	School statistics	Annual Census
Belgium	2016-02-01	Fl.Co: Student database	n/a
Brazil	2016-05-25	Ministry of Education (MEC), 2015 School Census (MEC/Inep)	n/a
Canada	2016-02-01	Elementary-Secondary Education Survey (ESES)	Further details can be found at: http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5102
China	01-09-2015/31-08-2016	Ministry of Education	n/a
Chile	2016-04-30	Ministry of Education	Census by school (via web application) for ISCED 3
Colombia	2016-12-31	Sistema Integrado de Matrícula (SIMAT) for data ISCED 3-4	n/a
Costa Rica	2016-12-16	Censo Escolar Inicial y registros de graduados de ISCED 3. Oficinas de Registro de Universidades Públicas, Consejo Nacional de Rectores (CONARE), Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada (CONESUP)	Census and administrative data
Czech Republic	2015-09-30	Ministry of Education, Youth and Sports	Individual registers; annual data collection; estimations
Denmark	2015-10-01	n/a	Longitudinal register (Student register and Course Register/Qualification register)
Estonia	2015-11-10	Estonian Education Information System (EHIS)	Register
Country	Data Collection Period	Source(s)	Methodology

Finland	2016-12-31	Statistics Finland's data collections. Total data collected from the educational institutions.	n/a
France	2016-03-30	Ministry of National Education, Higher Education and Research – Directorate of Evaluation, Foresight and Performance and Information Systems and statistical studies division	Annual census of diplomas
Germany	2015-09-01	General school statistics; Federal Statistical Office (2016), Vocational school statistics; Federal Statistical Office (2016), University statistics; Federal Statistical Office (2016), Statistics on Personnel in the Public Service; Federal Statistical Office (2016), Statistics on Vocational academies	n/a
Greece	2016-05-20	Annual census surveys conducted at the end of the school year on pre-primary education, primary education, lower secondary education, upper secondary general education and upper secondary vocational education for the private sector and public special education; Administrative sources for the public sector. Data on ISCED4 are derived from OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health.	n/a
Hungary	2016-10-01	Statistical data collection on public education, Information System of Higher Education	Census (Yearly obligatory statistical survey of education)
Iceland	n/a	Statistics Iceland Register of Graduations	n/a
Ireland	2015-09-30	n/a	n/a
Israel	2016-06-30	Administrative files from MoEd and from MoEc (for ISCED1 to ISCED3).	n/a
Italy	2016-07-30	n/a	n/a
Japan	2015-05-01	n/a	n/a
Korea	2016-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Counts of individuals at a particular date
Latvia	2016-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2016-09-01	Pupil and Students Register	n/a
Luxembourg	2016-10-30	Administrative data	n/a
Mexico	2016-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions
Netherlands	2015-10-01	Education registers	Register data
New Zealand	2016-07-01	New Zealand Ministry of Education databases - Annual Ministry surveys and administrative electronic collections.	Counts include all graduates during the year 2016. Students graduating at more than one level are counted once at each level they graduated at, and also only once across any totals.
Norway	2016-10-01	Administrative registers (Statistics Norway, http://www.ssb.no/en/vgu).	The administrative registers do not require any estimation methods in the GRAD-tables.
Poland	2015-09-30	Statistics Poland, Ministry of National Education	Full method
Portugal	2016-12-31	Annual surveys to all education institutions	Headcount of individuals at the particular date
Russian Federation	2016-10-15	Federal State Statistics Service (Rosstat)	n/a
Country	Data Collection Period	Source(s)	Methodology
Slovak Republic	2016-09-15	n/a	n/a

Slovenia	2016-12-01	Ministry of education, science and sport,	Administrative data /Register; all graduates during school year; graduate level data:
Spain	2016-10-31	Ministry of Education, Culture and Sport	Administrative data
Sweden	2016-10-15	Enrolment registers	Register data. Total data collected from the educational institutions.
Switzerland	2015-11-15	Statistics on pupils and student	Full collection of data of pupils and students
United Kingdom	2016-01-21	n/a	n/a
United States	2015-09-01	(1) Current Population Survey, (2) Common Core of Data, (3) Integrated Post-secondary Education Data System and (3) Projections	Cross-sectional data

Table X3.B3.2 Sources and Methodology for Textbox B3.1

Country	Reference year for entrants in upper secondary education	Graduates in upper secondary education by the theoretical duration	Graduates in upper secondary education by the theoretical duration plus two years	Methodology and source
Belgium (Flemish Community)	2010	2013	2015	Administrative registers of the Ministry for Education & Training
Finland	2011	2013	2015	Administrative registries -Statistics Finland
France	2013	2015	n/a	Longitudinal survey on a students' cohort. Students are followed-up from their enrolment at the first grade of lower secondary (grade 6), in 2007-2008, to their enrolment at the third grade of upper secondary (grade 12) in 2014-2015
Israel	2011 or 2012	2014	2016	Administrative registries from the Ministry of Education and the Ministry of Economy
Italy	2010	2014	2016	Administrative registries
Netherlands	2011	2013	2015	Register of public education. Private education not included
Norway	2010, 2011 or 2012	2013	2015	Individual-level data from the National Education Database (NUDB)
Sweden	2011	2013	n/a	National registries at the Swedish Board of Student Finance (CSN)
United States	2012	2013 or 2014	n/a	The High School Longitudinal Study of 2009 (HSL: 09)

Notes on specific countries

Argentina: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Australia: The variable “graduates” is populated with data from 2016 for general programmes and 2015 for vocational programmes, due to availability constraints on national data. [Back to main table for this indicator.](#)

Belgium: Data on the German-speaking Community and for independent private institutions are not integrated in the data for Belgium in the UOE data collection. Data on graduates are not available for special education. Moreover, for the Flemish Community, graduates in adult education in language courses are not included in the data. [Back to main table for this indicator.](#)

China: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Canada: Data on upper secondary vocational programmes in Canada is only reflective of the education system in the province of Quebec. In other Canadian jurisdictions, vocational training is offered within the general post-secondary system, although vocational learning opportunities are available at the secondary level across the country. [Back to main table for this indicator.](#)

Colombia: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Finland: Data refer to calendar year 2016. [Back to main table for this indicator.](#)

Greece: The number of post-secondary non-tertiary graduates from vocational programmes decreased between 2015 and 2016 due to the introduction of a mandatory 5th semester of apprenticeship in enterprises, which delayed graduation. [Back to main table for this indicator.](#)

Germany: In 2016, there was a particularly high immigration in Germany, especially from individuals seeking refuge. Many of these are teenagers / young adults aged 15 to 24, who are included in population statistics but not among upper secondary or tertiary graduates. This contributes to lower graduations rates in 2016 than in previous years. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort studies in neighbouring countries at ISCED 3 level. [Back to main table for this indicator.](#)

New Zealand: Initial school-based upper secondary education is generally-oriented. The vast majority of post-school study at ISCED 3 is vocational, of one year or less duration. While post-school certificates are at the same level as school-based qualifications, they are not part of the upper secondary school system in New Zealand. Students who do not graduate from initial upper secondary programmes at school may at a later stage go on to graduate from a vocational ISCED 3 post-school programme. [Back to main table for this indicator.](#)

Poland: The number of graduates in upper secondary and post-secondary non-tertiary programmes decreased between 2015 and 2016 following a reform which suppressed a number of adult programmes (basic vocational schools for adults, technical schools for adults, supplementary technical secondary schools for youth and for adults). [Back to main table for this indicator.](#)

Spain: The Spanish programmes classified at ISCED 4 are not as relevant as other ISCED levels and sublevels; according to first quarter data from the Spanish LFS in 2015, there were only 12 040 students in ISCED 4. [Back to main table for this indicator.](#)

Sweden: In Sweden, graduation from upper secondary education only concerns the part of the school system designed for students below the age of 21. Students enrolled in adult education may have completed ISCED 3 and received a leaving certificate without being reported as graduates. In addition, following the introduction of the new upper secondary reform in academic year 2011/2012 (GY11), the requirements for graduation have been strictened, and the numbers of graduates have gone down. Students with a full *examen* are regarded as graduates, while students with a leaving certificate (*studiebevis*) are reported as “partial completion”. [Back to main table for this indicator.](#)

Turkey: Open education is excluded. [Back to main table for this indicator.](#)

United States: The majority (nearly all) of ISCED 3 graduates are first-time graduates. While the graduates may be in programs described as vocational, academic, or general, all graduates must have met requirements for completing a designated number of academic courses. General Educational Development (GED) programmes and other alternative forms of upper secondary school completion are not included in the graduation-rate calculations. Data for graduates by age in the United States are calculated by applying totals by ISCED level from universe data to age distributions by ISCED level, which are drawn from a nationally representative sample of households in the United States. These age distributions fluctuate from year to year, resulting in estimates at some ages increasing and at other ages decreasing. These fluctuations become particularly notable for population bands on the fringe of an ISCED level from which relatively few people graduate. Also, for ISCED 4, the first-time graduates data are equivalent to the total graduates at ISCED 4 because there is no way of estimating “first-time”. First-time graduation rates from post-secondary non-tertiary programmes are high in the United States (over 20%) compared to other countries. This can be due, in part, to the fact that these are programmes of a vocational nature that might be classified as secondary programs in some countries. [Back to main table for this indicator.](#)

INDICATOR B4: Who is expected to enter tertiary education?

B4	
	Methodology Sources
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	
Chile	CHL
Czech Republic	
Denmark	
England	
Estonia	EST
Finland	
France	FRA
Germany	DEU
Greece	GRC
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Luxembourg	LUX
Mexico	MEX
Netherlands	NLD
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	RUS
Saudi Arabia	SAU
Scotland	
Slovak Republic	
Slovenia	
Spain	ESP
Sweden	
Switzerland	CHE
Turkey	
United Kingdom	
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>).

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table B4.1.

Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B4.1.

Table X3.B4.1 Sources and Methodology for entry rates at ISCED 5-8

For more detailed information, see *EAG 2018_Annex 3_Chapter B.xlsx*

Country	Data Col. Period	Sources	Methods
Argentina	01-04-2015/ 31-12-2015	Ministerio de Educación de Argentina	n/a
Australia	2016-01-01	ISCED 6, 7 and 8 (Universities) - Australian Government Department of Education and Training, University Statistics Data Collection.	New entrant data is only available for ISCED 6, 7 and 8. Unduplicated data for individual Fields of Study is not available. To maintain the totals across the different sheets in this workbook, the Field of Study data has been derived by apportioning the Unduplicated total by the proportion of entrants in the raw 2-digit Fields of Study data with duplicate counts.
Austria	2015-10-01 (2015-11-01 for ISCEDs 6, 7 and 8)	Kindergarten-, School-, University - Statistics	Annual census
Belgium	2016-02-01	Flemish Community (BE): Student Database / French Community (BE): base de données pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a
Brazil	n/a	n/a	n/a
Canada	n/a	n/a	n/a
Chile	2016-04-30	Ministry of Education of Chile	Census by school (via web application) for ISCED3, and census by institutions (via electronic report) for ISCED 5-6 levels
China	n/a	n/a	n/a
Colombia	2016-12-31	Sistema Integrado de Matrícula (SIMAT) for data ISCED 3 – 4 Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8 Ministerio de Educación Nacional de Colombia	Counts of single students reported by primary sources in the information systems mentioned
Costa Rica	2016-01-01 / 2016-12-31	Oficinas de Registro de las Universidades Públicas Consejo Nacional de Rectores-CONARE Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	Información registral
Czech Republic	2015-09-30 (ISCED 3) 2015-12-31 (ISCED 6-8)	Ministry of Education, Youth and Sports databases	Individual registers, annual data collection, estimations
Denmark	2015-08-01	Longitudinal registers (Studentregister and Course Register / Qualifications register)	Entrants in the period 2015-08-01 till 2016-07-31

Country	Data Col. Period	Sources	Methods
Estonia	2015-11-10	EHIS i.e "Eesti Hariduse Infosüsteem", in English - Estonian Education Information System.	Register
Finland	2015-09-20	ISCED 3-4: Statistics Finland's data collections. ISCED 6-8: Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data.	Total data collected from the educational institutions
France	n/a	Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche - Direction de l'évaluation, de la prospective et de la performance et Sous-direction des systèmes d'information et des études statistiques	Annual Census of registered students. New entrants numbers are estimated according to the programme followed the previous year for data sources collecting this information for ISCED 3. For ISCED 8, it had been the case until EAG 2017. In tertiary education, the methodology has changed for the year 2015/2016 : For ISCED level 3, these sources cover almost all students registered in ISCED 34 and 95% of those registered in ISCED 35. For tertiary education data, there is full coverage of ISCED 8 students
Germany	2015-09-01	Federal Statistical Office (2017), Youth Welfare Statistics; Federal Statistical Office (2016), General school statistics; Federal Statistical Office (2016), Vocational school statistics; Federal Statistical Office (2016), University statistics; Federal Statistical Office (2016), Statistics on Personnel in the Public Service; Federal Statistical Office (2016), Statistics on Vocational academies	Data on training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) were collected on: 2015.06.30
Greece	2016-05-20	Data are derived from two sources: a) annual census surveys conducted at the end of the school year on pre-primary, primary, lower and upper secondary general education, upper secondary vocational education, Second Chance Schools (Adult Education-isced2) for the private sector and public special education and b) administrative sources for the public sector. Data on ISCED4 are derived from OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health.	n/a
Hungary	2015-10-01	Statistical Yearbook of Public Education 2015/2016 Information System of Higher Education	Yearly obligatory statistical survey of education (census)/ data transfer from administrative database
India	2015-10-01	n/a	n/a
Indonesia	2015-08-30	n/a	n/a
Ireland	2015-10-01	ISCED 1, National School Annual Census and Private Primary Census, ISCED 2 and ISCED 3 October Returns process, Tertiary level data, Higher Education Authority Student Record System and Census of Private Colleges	All of these refer to a count of enrolments at a particular point in time.
Israel	2016-06-30 2016-10-01 (ISCED 5) 2016-06-21 (ISCED 6 to 8)	ISCED 3: Administrative files from the MoEd and the Ministry of Economy ISCED 6,7,8: The data on new entrants to ISCED 6,7,8 levels is based on processing of files from the institutions of higher education in Israel	n/a
Italy	2016-01-01	ISCED 3 – Census Survey ISCED 6 to ISCED 8 – Administrative Data	n/a
Japan	2015-05-01	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	As to new entrants of Colleges of Technology (ISCED 5), we regard grade 4 students as new entrants.
Korea	2016-04-01	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	We count individuals at the particular date (for new entrants, the date is the first day of entrance in March).
Latvia	2016-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2015-09-01	Data on enrolments are compiled on the basis of administrative source. Type of data sources - the Registers of Pupils and Students.	The data on the number of students enrolled were counted on individuals at a particular date.
Luxembourg	2016-10-30 (ISCED 1 to 4) 2015-12-31 (ISCED 5 to 8)	ISCED 0-3: Databases of the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse ISCED 5-8 administrative data	Full coverage – Count of individuals. For ISCED 4 data are estimated.
Mexico	2015-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions

Country	Data Col. Period	Sources	Methods
Netherlands	2015-10-01 2015-12-31 (ISCED 1 and ISCED 8)	Education registers for all ISCED levels except 8 PhD register for ISCED-8	For all levels of public education, except ISCED-8, register data have been used for the calculations. For ISCED-8 only a partly filled phd-register is available, so some numbers have been estimated Private education is not included in the entrants tables
New Zealand	2016-07-01	New Zealand Ministry of Education databases. For ISCED 35-8 (post-school) electronic administrative collection	Counts for all post-school levels (ISCED's 35, 4-8) are based on new entrants to programmes of more than a semester at any time during the 2015 calendar year. Students enrolled in more than one of these post-school ISCED levels are pro-rated across each level according to their FTE value at each level.
Norway	2015-10-01	Statistics Norway	Administrative registers on enrolled students (count of individuals on 2015-10-01). To provide entrants data the dataset on enrolled students in 2015/2016 is merged with previous enrolment datasets to define new entrants.
Poland	2015-09-30	Statistics Poland Ministry of National Education, Ministry of Science and Higher Education	Full method
Portugal	2015-12-31	Actual data on students collected from the annual surveys to all education institutions	Data refers to headcounts at a particular date
Russian Federation	2016-10-15	Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
Saudi Arabia	2015-09-01/2016-06-30	Ministry of Education/Higher Education Statistics Centre	n/a
Slovak Republic	2015-09-15 (ISCED 3 to 5) 2015-10-31 (ISCED 6 to 8)	Database of processing statistical of schools, (Statistical Yearbook of Education)	Data on the number of students enrolled
Slovenia	2015-09-15 (ISCED 3) 2015-10-30 (ISCED 5 to 8)	Statistical Office of the Republic of Slovenia	n/a
Spain	2015-10-31	Non-university Education Statistics and University Students Statistics. Ministry of Education, Culture and Sport. And other statistics on education and training	Statistics based on administrative data
Sweden	2015-10-15 (ISCED 3 to 4) 2016-07-01 (ISCED 5 to 8)	Student registers	Registers
Switzerland	2015-11-15 (ISCED 3 to 5) 2015-10-15 (ISCED 6 to 8)	Statistics on pupils and students / SHIS-SIUS Swiss Universities Information System	Full collection of data of pupils and students
Turkey	2015-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2013-2014"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2016-01-21	ISCED 3 : census data from the 4 UK countries [All school data is in "general"]; ISCED 5: England data supplemented with data from Scotland, Wales and Northern Ireland ISCED 6 to 8: UK-wide data based on a census of providers.	n/a
United States	2015-10-01	Current Population survey, Integrated Post-secondary Education Data System National Post-secondary Student Aid Survey	Cross-sectional / Estimation

Notes on specific countries

Australia: For Australia, international students are excluded from the numerator but not the denominator when calculating entry rates and this has the effect of understating the adjusted rate. It should also be noted that many international student may reside in Australia for some time after the completion of their studies and that this should be kept in mind when interpreting these data. [Back to main table for this indicator.](#)

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection. [Back to main table for this indicator.](#)

Chile: Entrants are considered as students who were not enrolled between 2007 and the reference year, due to database availability. [Back to main table for this indicator.](#)

Estonia: The proportion of secondary school graduates who continue their studies in Estonia has been steadily decreasing in recent years. This is due to several reasons, including the facts that youth study abroad, or are more likely to join the labour market, or prefer completing their military service before continuing their studies. Moreover, the fall in the number of entrants to ISCED 6 level is also related to the higher education reform implemented in 2013. Since this reform, public and government-dependent private higher education institutions mainly provide free (i.e: based on state budget) education and cannot afford to accept as many students as before. As a result, students need not only to pass final examinations but also entrance examinations to be admitted to higher education institutions. [Back to main table for this indicator.](#)

France: In EAG2018 (school year 2015/2016), a new entrant is a student who was not enrolled at a same ISCED in the past. This method cannot be generalized to all the students but only for individual data. It is the reason why the new entrants in some ISCED levels cannot be provided (ISCED 4, ISCED 7 long first-degree...). This new methodology has an impact on the number of new entrants in ISCED 8 calculated before (the new entrants were estimated according to the programme followed the previous year). The decline of new entrants in ISCED 8 between EAG 2017 and EAG 2018 is due to this new approach.

Germany: The reference year for the trend data is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005. Furthermore, the number of mobile students in professional programmes (ISCED 6) is negligible and reported with the value zero. Regarding entrants in ISCED 8, values are based on the second sample survey on students and entrants in ISCED 8, conducted in 2015 for reference year 2014/2015. Values for the previous three years were extrapolations based on the first sample survey for reference year 2010/2011.

This reference year is connected with the unusually high immigration especially of people seeking refuge. Numerous of these persons are adolescent aged 15 to 24, these persons are included in population statistics and perhaps in the transition system (ISCED 244 or ISCED 254) mostly in programmes to learn German language. In 2016 enrolment, entry and graduation data they are yet not arrived in upper secondary or tertiary education programmes. The leads to higher denominators by calculating indicators with relevance to population data and to decreasing indicator values. This effects should be taken into account by analysing the German results or comparisons to previous years. Also comments in indicators and the country note should consider this effect that changing ratios are not only influenced by outcomes of the education system. [Back to main table for this indicator.](#)

Greece: In ISCED3 vocational, new entrants are students who enter the first grade. As far as the field of education is concerned, new entrants are counted either the first graders or second graders, according to the type of the school unit. Therefore, there is a difference between the sum of tables ENTR1 and ENTR3. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries at the ISCED levels 5, 6, 7 and 8. [Back to main table for this indicator.](#)

Mexico: The sharp increase in new entrants to ISCED levels 5, 6 and 7 is due to the fact that 2016 data include, for the first-time, students in "open studies", who account for up to 17% of ISCED 6 new entrants, and about 30% of ISCED 7 and ISCED 8 new entrants. [Back to main table for this indicator.](#)

Netherlands: Entrance data only include publicly financed institutions, referred to as "public institutions" in the Dutch national statistical and educational environment. A new methodology has been used to estimate new entrants at tertiary level.

In the Netherlands, some national students are considered first-time entrants to tertiary education as ISCED level 7 (master's or equivalent) even though Long first degree programmes are inexistent in the country. Therefore the number of first-time entrants to tertiary education at ISCED 7 is overestimated because it includes

students who have probably gone abroad to study at Bachelor's level and come back to the Netherlands to pursue a master's degree. In that case, they are not truly first-time entrants to tertiary education, but to the Dutch tertiary education system. [Back to main table for this indicator.](#)

Russian Federation: Data on new entrants at ISCED 5 level include ISCED 3 programmes. [Back to main table for this indicator.](#)

Saudi Arabia: Higher education in Saudi Arabia is experiencing massive expansion, which leads to more educational institutions, the developments of new programmes at different tertiary levels, and accompanied with higher demand on education, produced pronounced increments in enrolment, annually, and should explain the "up normal" increase in entry rates. [Back to main table for this indicator.](#)

Spain: In Spain the university programmes are being adapted to the Bologna Process structure, thus affecting especially the amount of ISCED 7 new entrants until their total implementation. There is also a new legislation for doctoral studies, which results in a large increase of the number of new entrants at ISCED 8.

The number of students entering tertiary education for the first-time in Spain is higher than that of new entrants to long first degrees. Thus, the number of first-time entrants to tertiary education at ISCED 7 is overestimated due to the fact that some students are counted as "first-time entrants" tertiary education even though they might already have acquired a degree in another country. They are "first-time entrants" to the Spanish tertiary education system, but probably not to tertiary education. [Back to main table for this indicator.](#)

Switzerland: There can be an overestimation due to some duplicated count. The count of new entrants is possible only for entrants at the universities (the ten state universities, the two federal technical colleges and other university-like institutions) and universities of applied sciences. For other levels the values were estimated. [Back to main table for this indicator.](#)

United States: U.S. data for new entrants by age are calculated by applying totals by ISCED level from universe data to age distributions by ISCED level which are drawn from a nationally representative sample of households in the United States. These age distributions fluctuate from year to year, resulting in estimates at some ages increasing and at other ages decreasing. These fluctuations become particularly notable for population bands on the fringe of an ISCED level which have relatively few people entering. The UOE definition of "new entrant to a level of education" specifies that students should be counted as new entrants if they enter for the first time any programme in a given level of education, irrespective of whether the student enters the programme at the beginning or at an advanced stage of the programme. In the United States, students who transfer into an ISCED 6 program from an ISCED 5 program often enter ISCED 6 at a class level beyond year one and the United States' data source used for reporting ISCED level 6 entrants does not identify these students as new entrants. Because the United States data do not capture new entrants to ISCED level 6 as defined by the UOE, estimates for first-time entrants to ISCED level 6 are reported as missing. [Back to main table for this indicator.](#)

INDICATOR B5: Who is expected to graduate from tertiary education?

B5	
Methodology Sources	
Argentina	ARG
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	
China	CHN
Colombia	COL
Czech Republic	
Denmark	DNK
Estonia	
Finland	
France	
Germany	DEU
Greece	
Hungary	HUN
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	
Japan	
Korea	KOR
Latvia	
Luxembourg	LUX
Mexico	
Netherlands	NLD
New Zealand	
Norway	
Poland	POL
Portugal	PRT
Russian Federation	RUS
Saudi Arabia	SAU
Slovak Republic	
Slovenia	SVN
South Africa	ZAF
Spain	ESP
Sweden	SWE
Switzerland	CHE
Turkey	TUR
United Kingdom	
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>).

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table B5.1.

Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B5.1.

Table X3.B5.1 Sources and Methodology for graduates at ISCED 5-8

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Australia	Year-round 2015	Year-round 2016	ISCED 5 and 6 (VET institutions) - National Centre for Vocational Education Research (NCVER) Data Collection, compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). ISCED 5, 6, 7 and 8 (Universities) - Australian Commonwealth Department of Education and Training, Higher Education Student Data Collection.	n/a
Austria	2016-06-30	2016-09-30	University statistics	Annual Census
Belgium	2016-02-01	2016-02-01	Fl.Co: student database	n/a
Brazil	2015-12-31	2015-12-31	Ministry of Education (MEC): 2015 School Census(MEC/Inep), 2015 Higher Education Census (MEC/Inep) and 2015 Data Collection on Advanced Studies (MEC/Capes)	n/a
Canada	2016-02-01	2016-02-01	Post-secondary Student Information System (PSIS)	Detailed methodology can be found at: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&DDS=5017&lang=en&db=imdb&adm=8&dis=2
Chile	2016-04-30	2016-04-30	Ministry of Education of Chile	Census by institution (via electronic report) for ISCED 5-6 levels.
China	01-09-2015/3 1-08-2016	01-09-2015/3 1-08-2016	Ministry of Education	n/a
Colombia	2016-12-31	2016-12-31	El Sistema Nacional de Información de la Educación Superior (SNIES, http://snies.mineducacion.gov.co/)	n/a
Costa Rica	2016-02-01	2016-02-01	Oficinas de Registro de Universidades Públicas, Consejo Nacional de Rectores (CONARE), Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada (CONESUP)	Register
Czech Republic	2016-09-30	2016-12-31	Ministry of Education, Youth and Sports	Individual registers, annual data collection, estimations

Country	Data Period	Collection	Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Denmark	2015-10-01	2015-10-01	Longitudinal register (Student register and Course Register/Qualification register)	n/a
Estonia	2016-11-10	2016-11-10	Estonian Education Information System (EHIS)	Register
Finland	n/a	2016-12-31	Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data. Total data transferred from the educational institutions	n/a
France	2016-05-10	2016-05-10	Ministry of National Education, Ministry of Higher Education and Research – Directorate of Evaluation, Foresight and Performance and Information systems and statistical studies division	Annual census of diplomas – For Higher education, 80% was based on 2016 data while the remaining 20% were estimated.
Germany	2015-09-01	2015-09-01	General school statistics; Federal Statistical Office (2016), Vocational school statistics; Federal Statistical Office (2016), University statistics; Federal Statistical Office (2016), Statistics on Personnel in the Public Service; Federal Statistical Office (2016), Statistics on Vocational academies	n/a
Greece	2016-05-20	2016-05-20	n/a	n/a
Hungary	2016-01-20	2016-01-20	Information System of Higher Education	Yearly obligatory statistical survey of education (census)
Iceland	2016-12-20	2016-12-20	Statistics Iceland Register of Graduations	n/a
Ireland	2015-09-30	2015-09-30	ISCED 5 - 8 Higher Education Authority Student Record System	n/a
Israel	2016-06-30	2016-06-30	n/a	n/a
Italy	2016-07-30	2016-07-30	n/a	n/a
Japan	2015-05-01	2015-05-01	n/a	n/a
Korea	2016-04-01	2016-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Counting individuals at a particular date.
Latvia	2016-10-10	2016-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2016-09-01	2016-09-01	Pupil and Students Register	n/a
Luxembourg	2016-10-30	2016-10-30	Administrative data	n/a
Mexico	2016-09-30	2016-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions
Netherlands	2015-10-01	2015-10-01	Education registers, PhD register	For all levels, except ISCED-8, register data have been used. For ISCED-8 only a partly filled PhD register is available, so some numbers have been estimated.
New Zealand	2016-07-01	2016-07-01	New Zealand Ministry of Education databases. Annual Ministry surveys and administrative electronic collections	Counts include all graduates during the year 2016. Students graduating at more than one level are counted once at each level they graduated at, and also only once across any totals.
Norway	2016-10-01	2016-10-01	Administrative registers (Statistics Norway, http://www.ssb.no/en/eksuvh)	The administrative registers do not require any further estimation methods.

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Poland	2015-09-30	2015-11-30	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Full method
Portugal	2016-12-31	2016-12-31	Data collected from annual surveys to all education institutions	Headcount of individuals at the particular date
Slovak Republic	2015-09-15	2015-12-31	Database of processing statistical reports of schools, Statistical Yearbook of Education	n/a
Slovenia	2017-01-15	2017-01-31	Educational institutions –annual statistical survey of SURS (ISCED5 graduates); Ministry of education, science and sport, register (ISCED 6-8 graduates)	All graduates during calendar year; graduates level data;
Spain	2016-10-31	2016-10-31	Ministry of Education, Culture and Sport	Administrative data
Sweden	2016-20-15	2016-20-15	Enrolment registers	Total data collected from the educational institutions.
Switzerland	2015-11-15	2015-10-15	Statistics on students / SHIS-SIUS Swiss Universities Information System	Full collection of data of students
Turkey	2015-12-01	2015-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2016-01-21	2016-01-21	Higher Education Statistics Agency (HESA) Student Record	n/a
United States	2015-09-01	2015-09-01	(1) Current Population Survey, (2) Common Core of Data, (3) Integrated Post-secondary Education Data System, (4) Baccalaureate and Beyond Longitudinal Study, and (5) Projections	Cross-sectional data

Notes on specific countries

Argentina: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Australia: 2015 data includes independent private vocational education for the first time. Australia has expanded the scope of data collection for ISCED 54 and 55 to cover graduates in private institutions that were not previously reported. This expansion has affected reporting of graduates in government-dependent private and independent private institutions. A methodology change has been made to remove duplicate graduates in ISCED 54 and 55. These methodology changes have led to a decrease in Graduates for 2015. Data for 2015 should not be compared with previous years for these ISCED levels and totals that include these levels.

Australia has also made reporting of higher education graduates by type of provider consistent with national reporting. In particular, data has been provided separately this year for government-dependent private students in ISCED 6, 7 and 8 where these had previously been included with the independent private student totals due to the small figures. [Back to main table for this indicator.](#)

Belgium: Data for the German-speaking Community are not integrated in the Belgian data. [Back to main table for this indicator.](#)

Belgium (Flemish Community): Data are not available for the Protestant Faculty. [Back to main table for this indicator.](#)

Canada: Beginning with 2015-2016 there has been a minor change in the estimation methodology in determining first-time graduates for ISCED 5. Please use caution when comparing to previous years. [Back to main table for this indicator.](#)

China: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Colombia: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Denmark: There was an increase in the number of tertiary graduates due to a reform aiming at reducing delays in graduating from tertiary education. [Back to main table for this indicator.](#)

Germany: Data on graduates are not available for 2005. Therefore, 2006 data is used for graduates, while population data corresponds to 2005. [Back to main table for this indicator.](#)

Korea: Data for graduates at ISCED 8 may be slightly overestimated as all graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort studies in neighbouring countries at the ISCED 5, 6, 7 and 8 levels. This leads to a downward bias for tertiary graduation rates, which do not take into account Luxembourg students pursuing tertiary studies abroad. [Back to main table for this indicator.](#)

Netherlands: Graduate data only include publicly financed institutions, referred to as “public institutions” by the Dutch national statistical and educational environment. [Back to main table for this indicator.](#)

Poland: The number of graduates in short-cycle tertiary programmes (ISCED 5) decreased between 2015 and 2016 following the suppression of Teacher Training Colleges and Foreign Language Teacher Training Colleges, which phased out until October 1, 2016. Since school year 2016/2017 there is only one type of school (Colleges of Social Work) in ISCED 5. [Back to main table for this indicator.](#)

Portugal: The decrease in the number of graduates at ISCED 7 and 8 between 2014 and 2015 is due to a change in methodology. Students who complete programmes (or parts of programmes) that do not correspond to full ISCED level completion were excluded from graduates data. [Back to main table for this indicator.](#)

Russian Federation: Data on advanced research programmes only include public institutions. Due to comparability issues, first-time tertiary graduation rates could not be published in *Education at a Glance 2018* (Table B5.3), and are therefore presented in this Annex. If current patterns remain constant, 97% of the population is expected to obtain a tertiary degree over their lifetime. [Back to main table for this indicator.](#)

Saudi Arabia: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Slovenia: Due to comparability issues, first-time graduation rates for ISCED 6, 7 and 8 could not be published in *Education at a Glance 2018* (Table B5.3), and are therefore presented in this Annex. If current patterns remain constant, 50% of the population is expected to obtain a tertiary degree over their lifetime. More precisely, first-time graduation rates are 56% for Bachelor's or equivalent degree, 42% for master's or equivalent degree, and 11.7% for doctoral degree. First-time tertiary graduation rates are higher in 2016 than in previous years due to a reform of the Higher Education Act. Students enrolled in programmes not yet harmonised with the Bologna reform had until September 2016 to graduate, which led to a sharp increase in the number of tertiary graduates. [Back to main table for this indicator.](#)

South Africa: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Spain: The university programmes are being adapted to the Bologna Process structure, thus affecting the amount of ISCED 6 and 7 graduates and their breakdown by category until their total implementation. [Back to main table for this indicator.](#)

Sweden: Many mobile students are enrolled in master's programmes. As the master's degree is their first degree in Sweden it partially explains why the graduation age is quite high. [Back to main table for this indicator.](#)

Switzerland: There can be an overestimation of first-time graduation rates due to duplicated count. The large decrease in the number of ISCED 5 graduates between 2014 and 2015 is due to reforms in the university system (decrease in the number of students following an pre-Bologna-reform system). [Back to main table for this indicator.](#)

United States: Data for graduates by age in the United States are calculated by applying totals by ISCED level from universe data to age distributions by ISCED level which are drawn from a nationally representative sample of households in the United States. These age distributions fluctuate from year to year, resulting in estimates at some ages increasing and at other ages decreasing. These fluctuations become particularly notable for population bands on the fringe of an ISCED level which have relatively few people graduating. [Back to main table for this indicator.](#)

INDICATOR B6: What is the profile of internationally mobile students?

	B6
	Methodology Sources Definition Coverage
Australia	
Austria	
Belgium	BEL
Brazil	
Canada	
Chile	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	DEU
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	NLD
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	RUS
Slovak Republic	
Slovenia	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>).

The specific criteria used to define international students in countries is listed in Table X3.B6.1.

Table X3.B6.1 Criteria used for defining international students (or foreign students)

Country (1)	Criterion (2)	Additional Notes (3)
Australia	Residence	
Austria	Upper secondary diploma	In case country of upper secondary diploma is not available, occurrence in the statistical database on enrolments in former years is used instead
Belgium	Upper secondary diploma	Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, the coverage of international and foreign students is different and the data cannot be compared. Data for ISCED 5 - associate degree - higher vocational adult education - only includes data from the Flemish Community and use information on citizenship rather than on the country of upper secondary completion
Brazil	Citizenship	
Canada	Residence	Non-Canadian citizens excluding landed immigrants (permanent residents)
Chile	Residence	The Tertiary Education Institutions report if students are non-foreign, foreign residents or foreign non-residents. It is considered that mobile students are those who are classified as non-residents. Nevertheless, the information provided is corrected if it is detected that a student has previously studied in Chile.
Colombia	Citizenship	
Czech Republic	Citizenship	
Denmark	Upper secondary diploma	Students who have completed a Bachelor's degree as international students and subsequently enrol in a second programme (e.g. master's programme) are not counted as international students. This underestimates the number of tertiary students who come to Denmark for the purpose of study
Estonia	Residence	
Finland	Prior education	
France	Upper secondary diploma	A "mobile student" is the one who obtained her/his upper secondary diploma abroad. As her/his country (of origin) is unknown, her/his citizenship is used as a proxy for the country
Germany	Prior education	The number of mobile students in professional programmes in ISCED 5 and 6 is negligible and reported with the value zero
Hungary	Citizenship	Citizenship is used to determine the country of origin
Iceland	Prior education	Citizenship, for 644 cases where country of prior education was missing
Ireland	Residence	
Italy	Citizenship	
Japan	Student Visa	
Korea	Citizenship	
Latvia	Prior Education	
Lithuania	Upper Secondary Diploma	
Luxembourg	Upper Secondary Diploma	Country of upper secondary diploma is used for mobile students in ISCED 5 to 8
Mexico	Birth	
Netherlands	Upper secondary diploma	Country of upper secondary diploma only distinguishes between The Netherlands and "abroad". Among that second category, citizenship is used to determine the country of origin. Data on international and foreign students do not include those enrolled at the Open University
New Zealand	Residence	A student is considered mobile if he, or she, is a non-resident. For mobile students, citizenship is used to determine the country of origin
Norway	Upper secondary diploma	
Poland	Upper secondary diploma	Country of upper secondary diploma for ISCED 7 and ISCED 6, not postgraduate. Lack of data on country of upper secondary diploma on some programmes at ISCED 6 and 8 level. As a best national estimate Poland used data on: ISCED 6 (postgraduate studies) and ISCED 8 level - country of prior education (country of Master diploma); ISCED 6 - postgraduate studies - country of prior education
Portugal	Upper secondary diploma	Definition of the international student is "Country of upper secondary diploma" from 2013/2014. Until 2013/2014, it was defined on the basis of their country of prior education (meaning "previous education": in case of a student at ISCED 7 level, the country of origin is the country where the ISCED 6 degree has been awarded)
Russian Federation		Data on foreign students do not include those enrolled in private institutions.
Slovak Republic	Citizenship	Citizenship is used to determine the country of origin
Slovenia	Residence	
Spain	Residence	
Sweden	Residence	International students are defined as students who have a student residence permit or are either non-residents or have moved to Sweden not more than six months before starting their studies. For students at ISCED 8 the time limit is 24 months. Students with student residence permit are reported by country of citizenship while other students are reported by country of birth. Exchange students (credit mobile students) are not included in the definition above.
Switzerland	Prior education	
Turkey	Citizenship	
United Kingdom	Prior education	
United States	Residence	Students who are not citizens of the United States and who are in the country on a temporary basis and do not have the right to remain indefinitely

Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). .

Data on international or foreign enrolment worldwide in 2015 comes from both the OECD and UIS. Both sources use similar definitions, thus making their combination possible.

Notes on specific countries

Belgium: Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, the coverage of international and foreign students is different and the data cannot be compared. Data for ISCED 5 are based on nationality and only include data from the Flemish Community (ISCED 5 does not exist in the French Community). [Back to main table for this indicator.](#)

Germany: The number of mobile students in professional programmes in ISCED 5 and 6 is negligible and reported with the value zero. [Back to main table for this indicator.](#)

Netherlands: Data on international and foreign students do not include those enrolled at the Open University. [Back to main table for this indicator.](#)

Russian Federation: Data on foreign students do not include those enrolled in private institutions. [Back to main table for this indicator.](#)

Table B6.3 Mobility patterns of foreign and international students (2015)

Students coming from neighbouring countries are calculated using the list displayed below and are based on the UOE data collection and UNESCO data for countries that are not members of the OECD and Brazil and the Russian Federation.

Table B6.2 Lists of bordering countries

Country	Neighbouring countries
Australia	Indonesia (M), New Zealand (M), Papua New Guinea (M), Solomon Islands (M), Timor-Leste (M)
Austria	Czech Republic, Germany, Hungary, Italy, Liechtenstein, Slovakia, Slovenia, Switzerland
Belgium	France, Germany, Luxembourg, Netherlands, United Kingdom (M)
Canada	United States
Chile	Argentina, Bolivia, Peru
Czech Republic	Austria, Germany, Poland, Slovakia
Denmark	Iceland (M), Germany, Netherlands (M), Norway (M), Poland (M), Sweden, United Kingdom (M)
Estonia	Finland, Latvia, Russian Federation, Sweden (M)
Finland	Estonia (M), Norway, Russian Federation, Sweden
France	Andorra, Antigua and Barbuda (M), Barbados (M), Belgium, Brazil, Comoros (M), Dominica (M), Germany, Italy, Luxembourg, Madagascar (M), Mauritius (M), Mozambique (M), Monaco, Saint Lucia (M), Spain, Switzerland, Suriname, United Kingdom (M), Venezuela (M), Montserrat (M), Netherlands Antilles (M)
Germany	Austria, Belgium, Czech Republic, Denmark, France, Luxembourg, Netherlands, Poland, Sweden (M), Switzerland, United Kingdom (M)
Greece	Albania, Bulgaria, Cyprus ^{1,2} (M), Egypt (M), Italy (M), Libya (M), TFYR of Macedonia, Turkey
Hungary	Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, Ukraine
Iceland	Denmark (M), Norway (M)
Ireland	United Kingdom
Israel	Cyprus ¹ (M), Egypt, Jordan, Lebanon, Syria, Palestinian Autonomous Territories
Italy	Albania (M), Algeria (M), Austria, Croatia (M), France, Greece (M), Libya (M), Malta (M), Montenegro (M), San Marino, Slovenia, Spain (M), Switzerland, Tunisia (M)
Japan	China (M), North Korea (M), South Korea (M), Philippines (M), Russia (M)
Korea	China (M), Japan (M), North Korea
Latvia	Belarus, Estonia, Lithuania, Russian Federation, Sweden (M)
Luxembourg	Belgium, France, Germany
Mexico	Belize, Guatemala and the United States
Netherlands	Belgium, Denmark (M), Germany, United Kingdom (M)

Country	Neighbouring countries
New Zealand	Australia (M), Fiji (M), Tonga (M), Kiribati (M), Samoa (M)
Norway	Denmark (M), Finland, Iceland (M), Russia, Sweden, United Kingdom (M)
Poland	Belarus, Czech Republic, Denmark (M), Germany, Lithuania, Russia, Slovakia, Sweden (M), Ukraine
Portugal	Morocco (M), Spain
Slovak Republic	Austria, Czech Republic, Hungary, Poland, Ukraine
Slovenia	Austria, Croatia, Italy, Hungary
Spain	Algeria (M), Andorra, France, Italy (M), Morocco, Portugal, Gibraltar
Sweden	Denmark (M), Estonia (M), Finland, Germany (M), Latvia (M), Lithuania (M), Norway, Poland (M), Russia (M)
Switzerland	Austria, France, Germany, Italy, Liechtenstein
Turkey	Armenia, Azerbaijan, Bulgaria, Cyprus ^{1,2} (M), Egypt (M), Georgia, Greece, Iran, Iraq, Romania (M), Russia (M), Syria, Ukraine (M)
United Kingdom	Belgium (M), Denmark (M), France (M), Germany (M), Ireland, Netherlands (M), Norway (M)
United States	Bahamas (M), Canada, Cuba (M), Kiribati (M), Mexico, Russia (M)
Argentina	Bolivia, Brazil, Chile, Paraguay, Uruguay
Brazil	Argentina, Bolivia, Colombia, France, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
China	Afghanistan, Bhutan, Democratic People's Republic of Korea, India, Kazakhstan, Kyrgyzstan, Laos, Mongolia, Myanmar, Nepal, Pakistan, the Russian Federation, Tajikistan and Vietnam
Colombia	Brazil, Ecuador, Nicaragua, Panama, Peru and Venezuela
Costa Rica	Panama and Nicaragua
India	Afghanistan, Bangladesh, Bhutan, China, Indonesia (M), Myanmar, Nepal, Pakistan and Sri Lanka

Notes: (M) Maritime border

1. Note by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

INDICATOR B7: How equitable are entry and graduation in tertiary education?

<u>B7</u>	
	<u>Methodology</u> <u>Sources</u>
Australia	
Austria	
Belgium	
Brazil	
Canada	
Chile	
Czech Republic	
Denmark	
Estonia	
Finland	FIN
France	
Germany	DEU
Greece	GRC
Hungary	
Iceland	
Ireland	
Israel	ISR
Italy	ITA
Japan	
Korea	
Latvia	
Lithuania	LTU
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	NOR
Poland	
Portugal	PRT
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	SVN
Spain	
Sweden	SWE
Switzerland	CHE
Turkey	
United Kingdom	GBR
United States	

Methodology

For each age group, gender and critical group (individuals without tertiary-educated parents and with an immigrant background), the share of new entrants/first-time graduates is calculated as the number of new entrants/first-time graduates who belong to the critical group divided by the total number of new entrants/first-time graduates (Tables B7.1, B7.2, B7.3 and B7.4, and Figures B7.1, B7.2 and B7.3).

The share of new entrants below age 25 is computed as the number of new entrants below age 25 divided by the total number of entrants of all ages (Figure B7.4).

The share of 18-24 year-olds who entered **short-cycle tertiary programmes** is computed as the number of new entrants to short-cycle tertiary programme divided by the total number of entrants to all tertiary education programmes (both short-cycle tertiary programmes and Bachelor's, long first degree or equivalent programmes). Similarly, the share of 18-24 year-olds who entered **Bachelor's, long first degree or equivalent programmes** is computed as the number of new entrants to Bachelor's, long first degree or equivalent programme divided by the total number of entrants to all tertiary education programmes (Figure B7.5).

Sources

Table X3.B7.1. Reported national data sources

Country	Equity dimension	Statistical unit	Reported sources
Australia	Parents' educational attainment	Entrants, Graduates	Higher Education Student Data Collection
		Population	ABS General Social Survey
Austria	Parents' educational attainment	Entrants, Graduates	Statistics Austria, university statistics
		Population	Survey of adult skills - PIAAC (OECD)
Canada	Parents' educational attainment	Graduates	Statistics Canada, National Graduates Survey
		Population	Statistics Canada, 2011 Census of Population
Switzerland	Parents' educational attainment, Immigrant background	Graduates	Graduate survey
		Entrants	Survey on the social and economic condition of students' life
	Immigrant background	Population	Labour Force Survey
	Parents' educational attainment	Population	Swiss Adult Education Survey
Chile	Parents' educational attainment	Entrants, Population	National Socioeconomic Characterization Survey 2015 (Encuesta CASEN)
Germany	Immigrant background	Graduates	Graduate Panel 2009, German Centre for Higher Education Research and Science Studies (DZHW)
		Population	Federal Statistical Office: Microcensus 2009
Estonia	Parents' educational attainment, Immigrant background	Entrants	EUROSTUDENT
		Population	Survey of adult skills - PIAAC (OECD)
Finland	Parents' educational attainment, Immigrant background	Entrants, Graduates	Statistics Finland's student and degree data registers. Statistics Finland's population data
	Immigrant background	Population	Statistics Finland's population data. Statistics Finland's student and degree data registers
	Parents' educational attainment	Population	Statistics Finland's population data
France	Parents' educational attainment	Graduates	Cohort of new entrants into tertiary education ("bacheliers" 2008)
		Entrants	Cohort of new entrants into Tertiary Education ("bacheliers" 2014)
		Population	Survey of adult skills - PIAAC (OECD)
Greece	Parents' educational attainment, Immigrant background	Entrants	Survey on tertiary education (vocational education and universities): Students' personal statistical questionnaire
	Immigrant background	Population	Population census survey
	Parents' educational attainment	Population	Population census survey 2011
Israel	Immigrant background	Entrants, Graduates	Administrative files and population registry
	Parents' educational attainment	Entrants, Graduates	Administrative files and population registry and educational attainment registry

	Immigrant background	Population	Population registry
	Parents' educational attainment	Population	Population registry and educational attainment registry
Country	Equity dimension	Statistical Unit	Reported sources
Italy	Parents' educational attainment	Graduates	Istat 2015 Survey on education-to-work transition of University graduates
		Entrants	Istat 2015 Survey on education-to-work transition of upper secondary school graduates
		Population	Census
Lithuania	Parents' educational attainment	Entrants	EUROSTUDENT
		Population	Population and Housing Census 2011
Latvia	Parents' educational attainment, Immigrant background	Entrants	EUROSTUDENT
		Population	Census, Central Statistical Bureau of Latvia
Netherlands	Immigrant background	Entrants, Graduates	Register data
	Parents' educational attainment	Entrants	Register data
	Parents' educational attainment, Immigrant background	Population	Municipal registration data
Norway	Immigrant background	Entrants, Graduates, Population	Administrative registers
	Parents' educational attainment	Entrants, Graduates, Population	Administrative registers
Poland	Immigrant background	Entrants	Ministry of National Education Database
		Population	Demographic data based on 2011 Census Results
Portugal	Parents' educational attainment	Entrants	Inquérito ao Registo de Alunos Inscritos e Diplomados do Ensino Superior (RAIDES) - Annual survey filled by all higher education institutions
		Population	Statistics Portugal, Adult Education Survey 2016
Slovenia	Parents' educational attainment, Immigrant background	Entrants, Graduates	Central administrative database of students enrolled (Ministry of education)
		Population	Central population register, Census
Sweden	Parents' educational attainment, Immigrant background	Entrants, Graduates	Student registers
		Population	Population registers
United Kingdom	Parents' educational attainment	Graduates	Higher Education Statistics Agency
		Entrants	UCAS entry profile, owned by the Higher Education Statistics Agency
		Population	Survey of adult skills - PIAAC (OECD)
United States	Parents' educational attainment, Immigrant background	Graduates	Baccalaureate and Beyond Longitudinal Study (B&B)
		Entrants	Beginning Post-secondary Students Longitudinal Study (BPS)
	Immigrant background	Population	Current Population Survey 2012
	Parents' educational attainment	Population	Survey of adult skills - PIAAC (OECD)

Table X3.B7.2. Years of reference

Country	Parental education			Immigrant background		
	New entrants	First-time graduates	Population	New entrants	First-time graduates	Population
Australia	2015	2015	2014	No data	No data	No data
Austria	2015	2015	2012	No data	No data	No data
Belgium (Fl.)	No data	No data	No data	No data	No data	No data
Canada	No data	2010	2011	No data	No data	No data
Chile	2015	No data	2015	No data	No data	No data
Estonia	2013	No data	2015	2013	No data	2015
Finland	2016	2015	2016	2016	2015	2016
France	2015	Cohort of new entrants into tertiary education, followed from 2008 to 2014	2015	No data	No data	No data
Germany	No data	2013	No data	No data	2009	2009
Greece	2015	No data	2011	2015	No data	2011
Israel	2015	2015	2015	2015	2015	2015
Italy	2012	2011	2011	No data	No data	No data

Lithuania	2016	No data	2011	No data	No data	No data
Latvia	2017	No data	2015	2017	No data	2015
Netherlands	2015	2015	2015	2015	2015	2015
Norway	2015	2015	2015	2015	2015	2015
Poland	No data	No data	2011	2015	No data	2011
Portugal	2015	2015	2016	No data	No data	No data
Slovenia	2015	2015	2015	2015	2015	2015
Sweden	2015	2015	2015	2015	2015	2015
Switzerland	2016	2015	2016	2016	2015	2015
United Kingdom	2015	2015	2012	No data	No data	No data
United States	2012	2008	2015	2012	2008	2012

Box B7.1:

Please see Table X3.B3.2 in this Annex for reference years and sources on upper secondary entrants and graduates.

Notes on specific countries

Finland: International students are included in the data by parents' educational attainment. [Back to main table for this indicator.](#)

Germany: Data on first-time graduates from Bachelor's, long first degree or equivalent programmes only includes academic programmes. [Back to main table for this indicator.](#)

Greece: International students are included in the entrants data by parents' educational attainment. Data on parents' place of birth (abroad or within the limits of the country) are only available for children that lived under the same roof with their parent(s) on the day of the survey. This implies, for instance, that students studying away from their parents' are not included in the data on immigrant background. [Back to main table for this indicator.](#)

Israel: Most of the data comes from school students file, in which only mothers provide the number of education years they attended. Another part of the data is based on Israel's higher education archive and provides information on the institution where the parents finished their education. The rest of the data was provided by individuals in surveys (self-reported data). At some point between the age of 18 and 24, young men and women in Israel are obliged to serve the army, which may delay their entry into tertiary education. In fact, the typical entry age for tertiary education in Israel is 23-34. [Back to main table for this indicator.](#)

Italy: International students are included in the data by parents' educational attainment. [Back to main table for this indicator.](#)

Lithuania: Data by parents' educational attainment includes both new entrants to bachelor's, long first degree and equivalent programmes and students who have entered tertiary education for the second/third time. [Back to main table for this indicator.](#)

Norway: Parents' educational attainment corresponds to parents' attainment when the child was 16 years old. If data is available only about one parent, then this data is used as parents' educational attainment. First- or second- generation immigrants are defined either as individuals born abroad with two foreign-born parents and four foreign-born grandparents, or as nativeborns with two foreign-born parents and four foreign-born grandparents. [Back to main table for this indicator.](#)

Portugal: International students are included in the data by parents' educational attainment. [Back to main table for this indicator.](#)

United Kingdom: Data on parents' educational attainment in short-cycle tertiary programmes only covers programmes undertaken in universities. First- and second- generation immigrants are defined as individuals who hold a foreign nationality. It is not based on parents' place of birth. [Back to main table for this indicator.](#)

Slovenia: International students are included in the population data by parents' educational attainment. [Back to main table for this indicator.](#)

Sweden: Data by parents' educational attainment excludes individuals below age 15 or above age 74. [Back to main table for this indicator.](#)

Switzerland: Only students of universities, universities of applied sciences and universities of teachers' education were surveyed. Age refers to the year of survey minus the year of birth. [Back to main table for this indicator.](#)

CHAPTER C: FINANCIAL RESOURCES INVESTED IN EDUCATION

[Indicator C1: How much is spent per student on educational institutions?](#)

[Indicator C2: What proportion of national wealth is spent on educational institutions?](#)

[Indicator C3: How much public and private investment on educational institutions is there?](#)

[Indicator C4: What is the total public spending on education?](#)

[Indicator C5: How much do tertiary students pay and what public support do they receive?](#)

[Indicator C6: On what services and resources is education funding spent?](#)

[Indicator C7: Which factors influence teachers' salary cost?](#)

Description: This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country.

How to read this document: Annex 3 is organised by chapters. Click on each link below in order to be redirected to the indicator and the information related to it.

Table 1: Specific notes by country in the different indicators

		C1	C2	C3	C4	C5	C6	C7
OECD	Australia	AUS	AUS			AUS		
	Austria	AUT				AUT		
	Belgium	BEL	BEL	BEL		BFL,BFR	BEL	BFL,BFR
	Canada					CAN		
	Chile					CHL		
	Czech Republic	CZE						
	Denmark	DNK						
	Estonia	EST	EST	EST	EST	EST		
	Finland		FIN			FIN		
	France	FRA	FRA			FRA		
	Germany	DEU						
	Greece							
	Hungary	HUN	HUN					
	Iceland							
	Ireland	IRL			IRL			
	Israel	ISR	ISR				ISR	
	Italy	ITA				ITA		
	Japan		JPN	JPN	JPN	JPN		
	Korea	KOR	KOR	KOR	KOR		KOR	
	Latvia							
	Lithuania							
	Luxembourg	LUX	LUX			LUX		
	Mexico							
	Netherlands					NLD		
	New Zealand	NZL						
	Norway	NOR	NOR	NOR		NOR		
	Poland	POL				POL		
	Portugal							
	Slovak Republic	SVK				SVK		
	Slovenia					SVN		
	Spain	ESP						
	Sweden	SWE				SWE	SWE	
	Switzerland	CHE						
	Turkey					TUR		
	United Kingdom					ENG		
	United States	USA	USA			USA		
Partners	Argentina							
	Brazil	BRA	BRA					
	China							
	Colombia							
	Costa Rica							
	India							
	Indonesia							
	Russian Federation	RUS						
	Saudi Arabia							
	South Africa							

INDICATOR C1: How much is spent per student on educational institutions?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

Expenditure per student on educational institutions at a particular level of education is calculated by dividing total expenditure on educational institutions at that level by the corresponding full-time equivalent enrolment. Additionally, as data collected for expenditure on education is usually based on the financial reference year and data on students is based on the reference school year, adjustments were made for countries in which the financial year and the school year do not coincide (see Table X1.2a) in order to compute expenditure per student.

In order to match the enrolment data with the financial year 2015, a weighted average of the enrolment data for the academic years 2014/15 and 2015/16 was calculated. The data were weighted in accordance with the proportion of each school year that fell within the financial year 2015.

Some exceptions to this methodology are:

Colombia: Expenditure per student is calculated as expenditure divided by the total headcount of students rather than full-time equivalents. Expenditure per student may therefore be underestimated at ISCED levels with a relatively high share of part-time students.

Estonia: The number of students is not adjusted to the financial year for data before 2014. Students information for years 2014 and 2015 are adjusted to the financial year.

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Sources

Data on expenditure and full-time equivalent students are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

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Notes on specific countries

Expenditure by educational institutions on ancillary services, such as student meals, room and board on campus and student transport, should include fees paid by students and families for those services. However, countries' coverage of private spending on ancillary services is uneven. While a number of countries exclude private spending on ancillary services, Australia, France, Hungary, Norway, Spain, Turkey and the United States provide information on private spending on ancillary services.

Australia: In some cases, finance data has been apportioned across ISCED levels using enrolment data as a proxy. Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for independent private vocational institutions is not available.

Austria: Expenditure on R&D in the tertiary sector is partially excluded. Some expenditure by public institutions other than the Federal Ministry for Science, Research and Economy is excluded (social insurance bodies, chambers of trade and crafts, and federal funds – *Sozialversicherungsträger, Kammern, Bundesfonds*).

Belgium: Data on the German-speaking Community are not integrated into the data for Belgium in the 2017 UOE data collection. French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data.

Brazil: All tables and charts in Indicator C1 present information on public expenditure on public educational institutions instead of total expenditure on educational institutions.

Czech Republic: Level 5 in ISCED 2011 includes only students of conservatoires. And data from other Ministries than the Ministry of Education is excluded.

Denmark: The allocation of expenditure on primary and lower secondary education is estimated on the basis of the corresponding enrolment.

Estonia: Due to data source and additional methodological changes the trend data for years 2014 and 2015 are not totally comparable with previous years information. Additionally – due to the source of financial data the private expenditures are underestimated.

France: The main source used for data on education expenditure is the French Education Account, which is a national satellite account. Adjustments are made to take into consideration the differences from the scope of the UOE data collection. The expenditure on ISCED level 4 is not allocated by orientation (general or vocational), the amounts are reallocated between general and vocational programmes depending on the number of students enrolled. Household expenditure includes tuition fees, student transportation, school meals, student housing and educational goods and services purchased by households outside educational institutions (books and supplies). Scholarships are allocated to general purposes; thus, it is not possible to distinguish between the part attributable to educational institutions and the one which is not attributable to educational institutions. Therefore, the proportion of scholarships used for tuition and other fees to educational institutions is estimated by using the proportion of households payments dedicated to ancillary services. A correction has been made to the 2012 data to remove the double counting of some expenditure for ancillary services.

Germany: Expenditure for instruction by enterprises in the “so-called dual system” (*i.e.* programme that combines school- and work-based instruction) is included in this indicator.

Hungary: The expenditure on primary to upper secondary levels (ISCED levels 1 to 3) is estimated on the basis of the number of students at each level.

Ireland: Ancillary services at the primary to post-secondary non-tertiary level include only school transport. For Ireland the changes from 2014 to 2015 are largely driven by the substantial increase in GDP in 2015. For more information on this increase see http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf. In 2016 Ireland produced a modified GNI (GNI*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

Israel: Ancillary services are included in total expenditure on educational institutions. Classification of public institutions, private and governmental NPIs, has been made according to the definitions of the SNA. The number of students is by calendar year (January-December) and not by academic year (September- August). Some minor expenditure items were excluded from the data collection: Expenditure in non-university schools attached to hospitals for training of nurses and certain other Para-medical professionals. Expenditure in vocational schools of the Israeli Defense Forces. The number of students in those categories was excluded also from the data collection. Scholarships not attributable to tuition were excluded from tuition. From 2012, the “Yeshiva” has been classified at Upper secondary – General schools (ISCED 3). The students of Hebrew teaching ,Adults courses, training courses and supplementary training for adults, supervised by the ministry of economy and industry, were classified in ISCED5.

Italy: Short-cycle tertiary education is practically negligible compared to total tertiary level. Therefore, values for total tertiary level are not substantially affected by missing values for short-cycle programmes.

Korea: Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.). For financial year 2014, Korea mapped undistributed programmes, which included municipal and national expenditure by the Ministry of Education, to ISCED 0-8 levels (mainly to ISCED 0-3). In this regard, trend data from 2010 to 2013 were also revised. Educational levels below tertiary education (ISCED 0-4) include about 4.7 trillion KRW of carryovers from previous years. At the tertiary level, ancillary services for private educational institutions are included in total expenditure on educational institutions, but not classified as ancillary services.

Luxembourg: Expenditure of central level of government (*i.e.* for development of curricula, psychological aid or academic/professional guidance, or part of transport services) has been attributed to public institutions only, even if student from private institutions benefit from part of these services. As a consequence, expenditure on private institutions is underestimated. The small difference between general and vocational programmes is due to the fact that expenditure occurring during the time spent in class is included. All other expenditure (for example expenditure of private enterprises) is not included in the calculation so that the costs of vocational programmes (especially dual programmes) are underestimated.

New Zealand: “Upper Secondary” as used in EAG includes programmes done both as part of the initial compulsory school system, and programmes done in post-schooling institutions. Post-school ISCED 3 relates to qualifications at levels 1-3 on the New Zealand Qualification Framework, and while these programmes are at the

same ISCED level as school-based qualifications, they are not part of the upper secondary school system in New Zealand. Initial school-based upper secondary education is generally-oriented, while the large majority of post-school study at ISCED 3 is vocational. Both systems have different funding and regulatory arrangements, and different types of students. While initial upper secondary mainly relates to students aged 15-18, adults of any age can enrol in post-school programmes at ISCED 3. Care is therefore needed when making inferences about New Zealand's initial upper secondary schooling system from "total upper secondary" results in EAG, as they reflect an average of these two different systems. While general and vocational education at ISCED 3 level is not exclusively split between initial and post-initial schooling in New Zealand, to better help policy makers and other readers interpret and use EAG ISCED 3 comparisons, all New Zealand results relating to New Zealand's initial schooling upper secondary system have been reported as "upper secondary general" (ISCED 34), while all results relating to New Zealand's post-schooling ISCED 3 system (level 1-3 qualifications on the NZQF) have been reported as "upper secondary vocational" (ISCED 35).

Norway: Expenditure on ancillary services includes welfare services, preparation of studies abroad and contributions to housing on campus in tertiary education. No ancillary services are estimated for primary, secondary and post-secondary non-tertiary levels (ISCED 1-4). Public spending on educational core services is included for all ISCED levels as well as public spending on university research. Public spending on ancillary services is partly covered in tertiary education only. Public spending on private enterprises to cover the cost of apprenticeship training in upper secondary level (ISCED3) is included (as public expenditures). Private spending covers tuition fees in short-cycle tertiary programmes (ISCED 5) only.

Poland: Expenditure, particularly private expenditure, is underestimated.

Russian Federation: The low value of R&D expenditure per student is explained by specific organisational structure of the research sector in the Russian Federation. The substantial part of research, especially theoretical ones, is carried out by the institutes of Academy of Science rather than in the higher education sector.

Slovak Republic: Part of the expenditure on ISCED levels 1 to 5 is estimated on the basis of the number of students at each level. ISCED level 5 include only students of conservatories.

Spain: Expenditure for retirement of personnel other than teachers in public institutions is not included. Expenditure on ancillary services at the tertiary level is overestimated, as part of this expenditure is not addressed directly to universities themselves, but to institutions providing these services to university students. However, this does not affect the total level of expenditure at the tertiary level.

Sweden: Some components of the cost estimates for post-secondary non-tertiary education and short-cycle tertiary programmes are based on rough assumptions, which are likely to underestimate the total cost at these levels.

Switzerland: Private expenditure for dual-track VET programmes undertaken by enterprises at the upper secondary level is included.

United States: Funds for major federal R&D centres administered by universities are excluded.

See also notes on *Indicator C2*.

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INDICATOR C2: What proportion of national wealth is spent on educational institutions?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

GDP data

Statistics on educational expenditure relate to the financial year 2015. For countries in which GDP is not reported for the same reference period as data on educational funding, GDP is estimated as: $w_{t-1} (GDP_{t-1}) + w_t (GDP_t)$, where w_t and w_{t-1} are the weights for the respective portions of the two reference periods for GDP that fall within the educational financial year. Adjustments were made for Australia, Canada, Japan, New Zealand, the United Kingdom and the United States (see Annex 2).

Sources

Data on expenditure on educational institutions are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Data on GDP has been obtained from the OECD National Accounts Statistics Database.

Notes on specific countries

Australia: Public expenditure on educational institutions increased significantly between 2008 and 2010 as part of an economic stimulus package to build or upgrade large scale infrastructure in schools. After 2010, public expenditure on schools decreased as the economic stimulus package ended.

Belgium: Private expenditure is slightly underestimated since payments to independent private institutions are not integrated. French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data.

Brazil: All tables and charts in Indicator C2 present information on public expenditure on public educational institutions instead of total expenditure on educational institutions.

Estonia: As from year 2013, expenditure data are derived from the Survey “Educational expenditure” and State Accounting System (accrual basis accounting). Previous data are derived from the Survey “Educational expenditure” and State Treasury System (cost basis accounting). Due to the different data sources used in chapter C, comparison between years should be done with caution. Due to data source and methodological changes the trend data for years 2014 and 2015 are not totally comparable with previous years information. Additionally, due to the source of financial data the private expenditures are underestimated.

Finland: Government transfers and payments to private entities, except financial aid to students, are excluded. Expenditure on education not leading to a formal degree or qualification is also not included.

France: In France, scholarships are allocated to general purposes; thus, it is not possible to distinguish between the part attributable to educational institutions and the one which is not attributable to educational institutions. Therefore, the proportion of scholarships used for tuition and other fees to educational institutions is estimated by using the proportion of households payments dedicated to ancillary services.

Hungary: Up to 2011 data do not include private expenditure on private educational institutions.

Israel: Expenditure by non-profit institutions of own sources is not included as well as other minor expenditure items: Expenditure in non-university schools attached to hospitals for training of nurses and other para-medical professionals, expenditure on vocational schools of the Israeli Defense Forces.

Japan: Expenditure on specialised training colleges, “miscellaneous schools” and educational administration are not allocated by any educational levels. In order to reduce the burden of household educational costs, High school Tuition Support Fund have commenced in April 2014. This system supports funds for students. Refund is unnecessary. In addition, the central government gives subsidies to the local governments which support high

school students who are in a sudden change of household budget and/or who try to re-enter high school despite experiencing the dropout of school in the past.

Korea: Educational levels below tertiary education (ISCED 0-4) include about 4.7 trillion KRW of carryovers from previous years.

Luxembourg: At the tertiary level, Luxembourg spends more than half of public budget to fund Luxembourgish students studying abroad. As public funds devoted to students abroad are not taken into account in Chapter B, expenditure on tertiary education as a percentage of GDP and of total government expenditure is largely underestimated.

Norway: Educational expenditures are reported as percent of Mainland GDP (excluding off-shore oil and international shipping). Comparisons with earlier editions are inadvisable as the total GDP was used before 2011.

United States: Data for ISCED levels 5-8 include some ISCED 4 level education that occurs at institutions offering programs at ISCED level 5 or higher. Distributions of funds among ISCED levels 0, 1, 2, and 3 are estimated.

See also notes on *Indicator C1*.

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INDICATOR C3: How much public and private investment on educational institutions is there?

Methodology

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>).

Sources

Data on expenditure on educational institutions are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Belgium: Private expenditure is slightly underestimated since data on payments to independent private institutions are not collected/not available. For Flanders the data are fully integrated, although the data on payments to independent private institutions are not collected/not available. French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data.

Estonia: Due to data source and methodological changes the trend data for years 2014 and 2015 are not totally comparable with previous years information. Additionally, due to the source of financial data the private expenditures are underestimated.

Japan: High school Tuition Support Fund have commenced in April 2014. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, the central government gives subsidies to the local governments which support high school students who are in a sudden change of household budget and/or who try to re-enter high school despite experiencing the dropout of school in the past.

Korea: Educational levels below tertiary education (ISCED 0-4) include about 4.7 trillion KRW of carryovers from previous years.

Norway: Trend analysis of the private expenditures must be done with caution due to the different data sources used in different years.

See notes on Indicators [C1](#) and [C2](#).

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INDICATOR C4: What is the total public spending on education?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

Sources

Data on total public expenditure are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Estonia: Due to data source and methodological changes the trend data for years 2014 and 2015 are not totally comparable with previous years information. Additionally, due to the source of financial data the private expenditures are underestimated.

Ireland: The changes from 2014 to 2015 are largely driven by the substantial increase in GDP in 2015. For more information on this increase see http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf. In 2016 Ireland produced a modified GNI (GNI*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.”

Japan: The High School Supplemental Scholarship Fund has commenced in April 2014. This system provides grants for supplemental educational costs apart from course tuition.

Korea: Educational levels below tertiary education (ISCED 0-4) include about 4.7 trillion KRW of carryovers from previous years.

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INDICATOR C5: How much do tertiary students pay and what public support do they receive?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

Sources

Data on tuition fees and public support are based on the Ad-Hoc Survey on Tuition Fees and Financial Support to Students carried out by the OECD on a two-year basis. Data collected in 2017 was exploited for the 2017 and 2018 editions of Education at a Glance.

Notes on specific countries and economies

Australia: The data for Indicator C5 is for the 2014 calendar year except for the columns 3,4,9 and 10 in Table C5.3, which are for the financial year 2014-15.

Austria: Only a minority of students had to pay tuition fees. Since the summer term 2009 only national students as well as EU/EEA students who exceed the theoretical duration of study plus a range of tolerance are not exempted from paying tuition fees (other reasons for exemption exist as well).

Canada: The reference year for tuition fees data is 2015/16 while enrolment data is for 2012/13 and information on loans refers to year 2013/14. Loan figures provided significantly under-report the full picture of student financial assistance in Canada: data only include information on the federal portion of student financial assistance, which represents 60% of student loans provided in the provinces participating in the Canada Student Loans Program (CSLP). In addition, the province of Quebec (which represents about 25% of the Canadian population) is the only province that does not participate in the CSLP and therefore is excluded from the figures. Tuition fees at the Masters level exclude Executive and Regular MBA.

Chile: Tertiary education institutions have the autonomy to set and modify the amount of tuition fees charged for their programmes. Number of students could be different from UOE enrolment in each level. Public scholarships/grants are directly transferred to tertiary education institutions. Figures on financial support to students exclude scholarships/grants provided by private sector, scholarships provided by tertiary education institutions, and loans guaranteed by the state (CAE). Figures include the benefits that are delivered on the basis of the Socio-economic Accreditation Form (FUAS).

England (United Kingdom): Data on tuition fees refer to England only.

Estonia: All full-time study programmes taught in Estonian are tuition free and programmes taught in other languages may have fees. National students, however, study in both types of programmes. For example, at the end of 2016, 44% of students in programmes taught in English were national. Not all international students are required to pay tuition fees as well. Although the number of international students studying in programmes taught in Estonian is rather limited, most universities offer tuition waiver scholarships for most programmes, which have fees, and there exist fee exemptions at programme level as well.

Finland: Student union membership fee is usually mandatory. Membership fees are not substantial, usually around EUR 100 per academic year. Tuition fees for citizens of non-EU/European Economic Area countries will be introduced starting in August 1 2017 (foreign-language Bachelor's and Masters programmes).

Flemish Community (Belgium): Tuition fee data refer only to the tuition fees for those students enrolled in first degree bachelor's or Masters programme with a degree contract or credit contract. For students without a scholarship, the tuition fee is EUR 230 and EUR 11 per credit point. For students who receive a scholarship, the tuition fee is EUR 105. For second degree bachelor programmes the maximum tuition fee is EUR 460 and the maximum per credit point is EUR 22; the maximum tuition fee for a second Masters programme is EUR 5 400 or EUR 24 790 (only in particular circumstances, due to the nature of the programme). In adult education, some students pay a lower fee (for example unemployed students who follow a training not recognised by the Flemish Employment and Vocational Training Service – VDAB) or pay no tuition fee (for example asylum seekers, people receiving a living wage, students following a training recognised by the Flemish Employment and Vocational

Training Service). For the students enrolled in an associate degree – nursing programmes there is no tuition fee charged by the institutions.

France: In public tertiary institutions, tuition fees are set annually by a ministerial order and the amount is generally low (184 euros for a bachelor degree, 256 euros for a Master and 391 euros for a doctorate). For specialised trainings, the amount could be higher (for example: 1 316 euros for a psychomotor therapist national diploma). The students receiving a scholarship do not pay tuition fees. Private institutions set the amount of tuition fees: this information is difficult to collect and it is not possible to calculate an average amount. In France, there are no public loans for students.

French Community (Belgium): Tuition fees depend on the three different statuses of students (entitled to a scholarship, low income or not entitled to a scholarship) Students receiving a scholarship do not pay tuition fees. Tuition fees also depend on the type of institution (university or other institutions). The number of students reported for this indicator only refers to students eligible for financial support.

Italy: At ISCED level 6 and 7, each institution fixes scales for tuition fees dependent on the economic circumstances of the student's family, according to equity and solidarity criteria that respect the general rules determined at national level. The annual average tuition fees are calculated on the basis of the actual tuition fee paid by each student; students totally exempted from fees are not included in the calculation of the averages. At ISCED level 8 the number of students to be enrolled in doctoral courses is fixed by each university and at least half of them receive a scholarship according to merit ranking; students who receive a scholarship are exempted from fees. For the remaining students, each institution fixes scales for tuition fees that are dependent on the economic circumstances of the student's family, according to equity and solidarity criteria that respects the general rules determined at national level. The annual average tuition fees are calculated on the basis of the actual tuition fee paid by each student; students totally exempted from fees are not included in the calculation of the average.

Japan: Average amount of annual tuition fees charged by independent private institutions refers to fees in private universities for the first academic year.

Luxembourg: National and non-national students pay the same amount of fees: in the first year bachelor's students pay EUR 800 for the first year and EUR 400 in the following years. Resident students (or not resident under certain conditions) are eligible for tuition fee support in the form of scholarships. Resident students (or not resident under certain conditions) are eligible to have access to a guaranteed loan.

Netherlands: Institutions can determine their own tuition fees for foreign students, with a mandatory minimum of the legal fee (EUR 1 951). The mandatory fee applies to all the students from the European Economic Area.

Norway: A student can receive up to NOK 10 092 per month in basic support, depending on study load. Up to 40% of this amount can be converted into a grant depending on academic progression and income level. A Norwegian student can also receive up to NOK 60 149 per year in tuition support. PhD students do not get student support.

Poland: Full-time studies at ISCED level 5 in public education institutions are free of charge. Colleges of Social Work students cannot benefit from student loans; at ISCED levels 6-8 full-time studies in public education institutions are free of charge for Polish and EU citizens.

Slovak Republic: Students, who are simultaneously enrolled in one academic year in two or more study programmes offered by a public university in the same level, are required to pay annual tuition fees for the second and the other study programs in the academic year. Students studying longer than the standard duration of study are required to pay annual tuition for each additional year of study.

Slovenia: No tuition fees at ISCED levels 5-7 for EU and national full-time students, for citizens of countries outside EU that signed with Slovenia bilateral or multilateral agreements on educational cooperation, and for students who are themselves or their parents residents of the Republic of Slovenia (residence for tax purposes). Students only pay registration fees, costs of field work and excursions.

Sweden: National students are entitled to financial support for living expenses. PhD students are normally employed with salary, 72% employed by the institution, 16% employed outside the institution and the rest have scholarships or other support.

Turkey: As of the academic year 2012/13, students in first education (regular morning programmes) and open education programmes are not charged tuition fees over the course of the theoretical duration of the programmes. Tuition fees are paid only by students in public institutions who are enrolled in evening programmes and those who have not graduated from a programme within the theoretical duration. Tuition fees for foreign students charged by public institutions are determined by the institutions themselves based on minimum and maximum amounts set by the relevant regulations.

United States: Differences in tuition fees by field of education are a result of differences in tuition charged at different institutions, not differences in tuition fees charged within an institution for different fields of education. Generally, within an institution the charge for tuition fees is the same for all fields of education at an ISCED level. If tuition is charged on a per-credit-hour basis, the average full-time credit hour load for an entire academic year is used to estimate average tuition. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception. Tuition data are from a 2011-12 national survey - these are the most recent survey data the United States is able to provide. The average tuition fees for foreign students are higher than for national students because all foreign students pay an out-of-state tuition fee. National students who attend an in-state institution pay a lower fee than national students who attend an out-of-state public institution.

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INDICATOR C6: On what resources and services is education funding spent?

Methodology

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>)

Sources

Data on expenditure on educational institutions are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Available data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Belgium: Data on expenditure by independent private institutions are not available. French and Flemish Communities differ in the type of expenditure reported. While the French Community refer to actual expenditure data, the Flemish Community refer to budgeted accrual expenditure data.

Israel: Total personnel compensation includes taxes on employment. Current expenditure other than compensation of personnel includes other expenditures and consumption of fixed capital.

Korea: Educational levels below tertiary education (ISCED 0-4) include about 4.7 trillion KRW of carryovers from previous years.

Sweden: School and university buildings are rented. Rent payments are included in current expenditure.

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INDICATOR C7: Which factors influence teachers' salary cost?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

Methodology for textbox C7.2 – “What could be the trade-offs of decreasing class size by one student? (2016)”

The salary cost of teachers per student (SCS) is calculated as:

$$SCS = \text{Teacher salary} * \text{Instruction time} * \frac{1}{\text{Teaching time}} * \frac{1}{\text{Estimated Class Size}}$$

If class size decreases by one student (*Estimated class size – 1*), the level of each factor (keeping all others constant) is found by solving for each factor separately:

$$\text{Teacher salary} = SCS * \text{Teaching time} * \frac{1}{\text{Instruction time}} * (\text{Estimated class size} - 1)$$

$$\text{Instruction time} = SCS * \text{Teaching time} * \frac{1}{\text{Teacher salary}} * (\text{Estimated class size} - 1)$$

$$\text{Teaching time} = \text{Instruction time} * \text{Teacher salary} * \frac{1}{SCS} * \frac{1}{(\text{Estimated class size} - 1)}$$

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Sources

Data referring to the 2016 school year are based on the UOE data collection on education statistics and on the Survey on Teachers and the Curriculum, which were both administered by the OECD in 2016. These are the specific sources for each factor included in the indicator:

Instruction time: Instruction time in compulsory general education in public institutions for reference year 2016 is taken from Table D1.1 in Indicator D1 in EAG 2016.

Teaching time: Net statutory contact time in public institutions for reference year 2016 is taken from Table D4.2 of Indicator D4 in EAG 2018.

Teachers' salary: Annual statutory salary of teachers with 15 years of experience and the most prevalent qualifications in public institutions for reference year 2016 is taken from Table X2.4d. (web only) available in Annex 2 of EAG 2018. The salaries in national currency are converted to equivalent USD using PPPs for private consumption, available in Table X2.4f of Annex 2.

Student-teacher ratio: Student-teacher ratio for reference year 2016 is available in Indicator D2 of EAG 2018. However, in order to align with the other indicators used, only the student-teacher ratios in public institutions are used. This data is available in the Education at a Glance database at <http://stats.oecd.org/>.

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Notes on specific countries

For country-specific notes on the four factors, please refer to the section corresponding to the source indicator in Annex 3. The source indicator for each factor is indicated in the *Sources* section above.

Flemish Community (Belgium): The difference in teaching time between the Flemish and the French Communities of Belgium is not the result of different policies, but of different methodologies. In the Flemish Community, days for examination are subtracted from the teaching time, which is not the case in the French Community. [Back to main table](#)

French Community (Belgium): See comment for the Flemish Community. [Back to main table](#)

Chapter D: The learning environment and organisation of schools

[Indicator D1: How much time do students spend in the classroom?](#)

[Indicator D2: What is the student-teacher ratio and how big are classes?](#)

[Indicator D3: How much are teachers paid?](#)

[Indicator D4: How much time do teachers spend teaching?](#)

[Indicator D5: Who are the teachers?](#)

[Indicator D6: Who makes key decisions in education systems?](#)

Description: This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

How to read this document: This Annex 3 is organised by chapters. Click on each link below in order to be redirected to the Indicator and the information related to it.

INDICATOR D1: How much time do students spend in the classroom? [\(Back to chapter D\)](#)

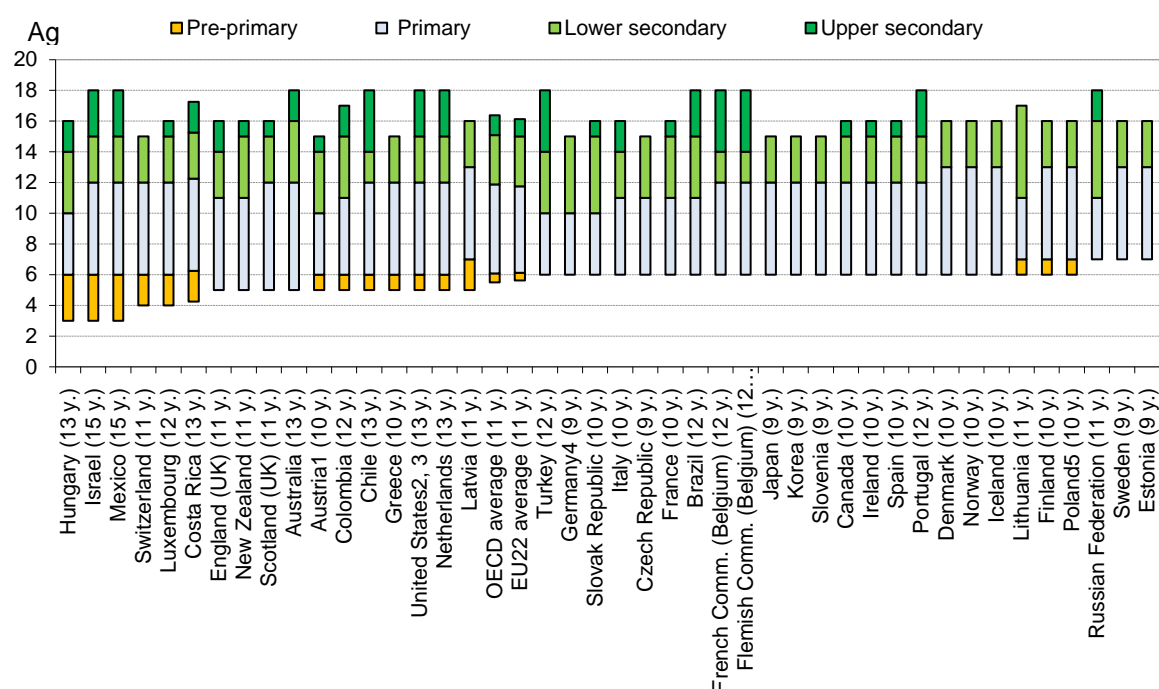
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	<u>Methodology</u>		
	<u>Sources</u>		
	<u>D1.1, D1.2, D1.3, D1.4, D1.5</u>		<u>Organisation of the school day</u>
	<u>Notes on methodology</u>	<u>Notes on interpretation</u>	
Australia	AUS	AUS	AUS
Austria	AUT	AUT	AUT
Flemish com. (Belgium)	BFL	BFL	BFL
French com. (Belgium)	BFR	BFR	BFR
Canada	CAN	CAN	CAN
Chile	CHL	CHL	CHL
Czech Republic	CZE	CZE	CZE
Denmark	DNK	DNK	DNK
England	ENG	ENG	ENG
Estonia	EST	EST	EST
Finland		FIN	FIN
France	FRA	FRA	FRA
Germany	DEU	DEU	DEU
Greece	GRC	GRC	GRC
Hungary	HUN	HUN	HUN
Iceland	ISL	ISL	ISL
Ireland	IRL	IRL	IRL
Israel	ISR	ISR	ISR
Italy	ITA	ITA	ITA
Japan	JPN	JPN	JPN
Korea	KOR	KOR	KOR
Latvia	LVA	LVA	LVA
Luxembourg	LUX	LUX	LUX
Mexico	MEX	MEX	MEX
Netherlands	NLD	NLD	NLD
New Zealand	NZL	NZL	NZL
Norway		NOR	NOR
Poland	POL	POL	POL
Portugal	PRT	PRT	PRT
Scotland		SCO	SCO
Slovak Republic	SVK	SVK	SVK
Slovenia	SVN	SVN	SVN
Spain	ESP	ESP	ESP
Sweden	SWE	SWE	SWE
Switzerland	CHE	CHE	CHE
Turkey	TUR	TUR	TUR
United States	USA		USA
Brazil		BRA	BRA
Colombia	COL	COL	COL
Costa Rica		CRI	CRI
Lithuania	LTU	LTU	LTU
Russian Federation			

General notes

The indicator on instruction time presents the intended recommended instruction time during compulsory education (intended instruction time), and includes the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

It focuses on compulsory **primary and full-time (lower and upper) secondary general education** as defined in the national education systems. Pre-primary education programmes, even if compulsory, are not within the scope of the present data collection. Figure [X3.D1.1](#) presents an overview of compulsory education in the different countries by showing the number of years of compulsory education by level of education.

Figure X3.D1.1. Compulsory general education, by level of education (2018)



Note: The numbers in parentheses next to the country name correspond to the number of years of compulsory education.

1. Additional three years for part-time vocational programmes.
2. One year of compulsory pre-primary education in the majority of states.
3. Year of reference 2015.
4. Additional two years of part-time compulsory education (pupils aged 16-18).
5. Part-time compulsory education (obligation to participate in education or training) for young people aged 16 to 18 years in the school education structure being reformed or 15 to 18 years in the new structure to be established.

Countries and economies are ranked in ascending order of the theoretical starting age of compulsory education.

Source: OECD (2018).

[Back to the main table for this indicator](#)

Organisation of breaks within the school year in primary education

Instruction time during the school year varies largely between countries, and this also impacts on the way countries allocate annual instruction time over the year. To have an overview of the organisation of the school year, figures [X3.D1.2](#) and [X3.D1.3](#) present the breaks planned during the school year (public/religious holidays outside the school breaks are excluded from these figures to ease the presentation).

Figure X3.D1.2. Organisation of the school year in primary education (2018)

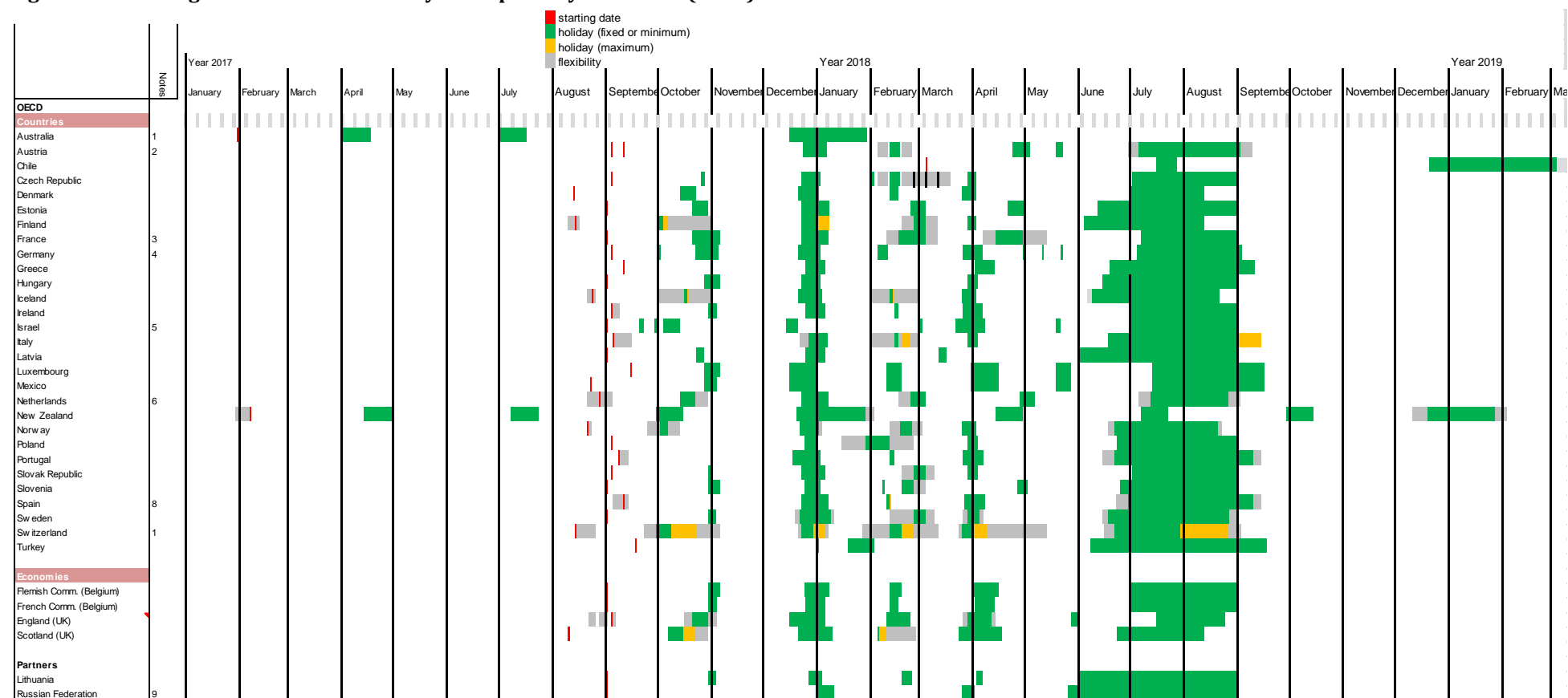
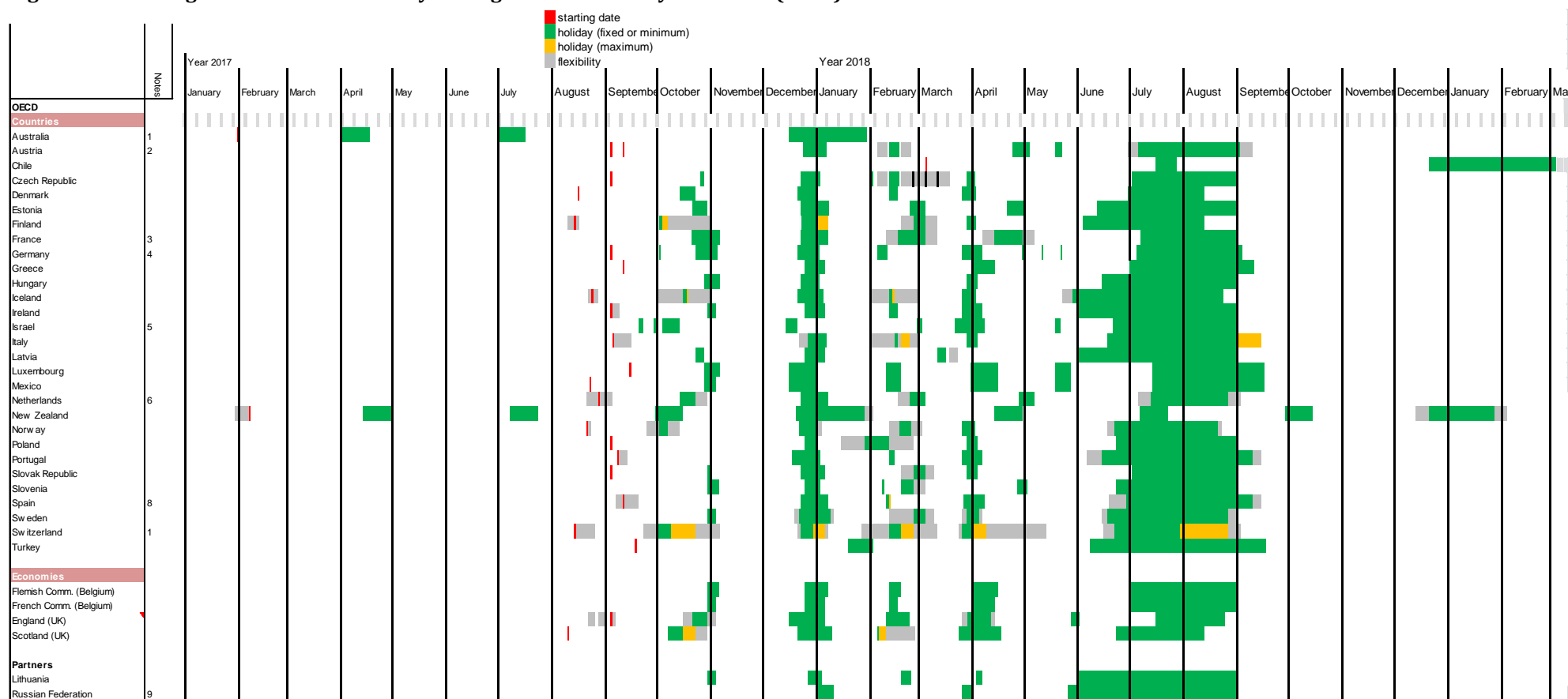


Figure X3.D1.3. Organisation of the school year in general secondary education (2018)



Note: Excludes Brazil, Japan, Korea and the United States in which states and/or local jurisdictions are responsible for the organisation of the school year, resulting in variations between and among jurisdictions.

1. School year 2017 instead of 2018 (for Canada dates are indicative only and variation between and among jurisdictions can occur).

"2. The start and end of the school year of the individual schools is according to the region (from 4 September 2017 to 29 June 2018 in Burgenland, Niederösterreich, Wien; and from 11 September 2017 to 6 July 2018 in Kärnten, Oberösterreich, Salzburg, Steiermark, Tirol, Vorarlberg)."

3. The start and end of the school breaks during the school year vary according to three areas (groups of académies - regional education authority). Exceptionally, in 2017-2018, in 5 académies, the spring break has been modified to last from April 26th to May 13th inclusive (originally planned from April 21st to May 6th inclusive).

4. Dates refer to Berlin and are indicative only as variation between and among jurisdictions can occur.

5. School year in the Hebrew education system (more than three-quarters of the total students). The organisation of the school year in the Arab and Druze education systems is different.

6. The school year officially runs from 1 August to 31 July of the following year. The start and end of the school year of the individual schools is according to the region (Northern, Central and Southern region).

7. Starting date for the end-of-school-year break is indicative as it can start earlier.

8. Dates are indicative only as they vary according to the different Autonomous Communities.

9. Dates are indicative only as they vary between schools.

Source: OECD (2018) and European Commission/EACEA/Eurydice (2017). [Back to the main table for this indicator](#)

Methodology

The joint data collection on instruction time collects the intended recommended instruction time during compulsory education (intended instruction time), and includes the compulsory and non-compulsory part of the curriculum that students are entitled to receive in public schools.

The intended curriculum, its goals, structure, subjects and the notional workload for the pupils/students can be based on regulations or standards of the central (or top-level) education authorities or may be established as a set of recommendations at regional level.

The intended instruction time includes the time a public school is expected to provide instruction to students/pupils on all the subjects integrated in the compulsory and non-compulsory curriculum in the school premises or in out-of-school activities which are formal parts of the compulsory programmes. The instruction time excludes: breaks between classes or other types of interruptions, non-compulsory time outside the school day, time dedicated to homework activities, individual tutoring or private study, days when schools are closed for festivities, such as national holidays, and days when students are not expected to be at school because of teacher development days or examination periods.

All the respondents are asked to provide information on the instruction time in hours or periods, and per weeks or per year as stated in their national policy documents or defined in the national surveys. All the collected information will be disseminated as annual instruction time in hours of 60 minutes per grade bearing in mind the number of instruction days per week and per year and the number and length of periods.

The subject areas taught during compulsory education vary depending on the country. It is therefore, necessary to group them according to more general subject areas, in order to be able to compare the collected information. The Table [X3.D1.1](#) presents the subject categories that are included in the information gathering for the data collection on instruction time.

The joint data collection on instruction time collects data for the reference year 2016/17. Table D1.2 lists the specific reference periods considered by country. [Back to the main table for this indicator](#)

Table X3.D1.1. List of study areas (subjects) used in the questionnaire

Term	Definition
Reading, writing and literature (L1)	Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. It can be considered as the first language taught to students. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported.
Mathematics	Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.
Natural Sciences	Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.
Social Sciences	Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.
Languages (2-5)	Includes subjects that develop students' knowledge of a language viewed in the curriculum as "foreign" (or modern) languages, other national languages and/or regional and minority languages. This definition of languages in the curriculum is educationally based and unrelated to the political status of languages.
Physical Education and Health	Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils' physical and social competences (including knowledge, skills, psychomotor co-ordination, co-operation and leadership) and an active healthy lifestyle.
Arts Education	Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.
Religion/Ethics /Moral education	Includes subjects whose aim it is to teach the principles and history of one or more religions and subjects such as ethics whose aim it is to determine how to live and behave in accordance with human and social principles.
Information and Communication Technologies (ICT)	Includes subjects such as informatics, information and communication technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc.
Technology	Includes subjects that provide knowledge on the practical use of scientific or technological discoveries that use specific instruments and processes. For example, construction, electricity, electronics, graphics and design, etc.
Practical and vocational skills	Includes vocational skills (preparation for a specific occupation), accountancy, business studies, career education, clothing and textiles, driving and road security, home economics, nursing, secretarial studies, tourism and hospitality, woodwork, metalwork and sewing.
Other subjects	Includes different subjects that cannot be classified within the other groups or which specifically reflect national concerns. The following types of subjects could be included in this category: Latin, ancient Greek, classical studies, minority languages which have not been reported in Language 2, 3, 4 or 5 columns, environmental education, personal development and wellbeing. The "other subjects" must be part of the compulsory curriculum to be provided by schools. Form time, assemblies and tutoring should only be included if they are compulsory, have an educational component and are aimed at all the students.
Compulsory subjects with flexible timetable (total time devoted to...)	Includes the total amount of instruction time indicated by the central authorities for a given group of subjects, which regional authorities, local authorities, schools or teachers allocate to individual subjects. There is flexibility in the time spent on a subject, but not in the subjects to be taught. For example, central authorities may define the total number of hours that students should be studying reading, writing and literature, mathematics, science and modern foreign languages per year and schools may choose how to distribute this time between these individual subjects.
Compulsory options chosen by the students	Includes the total amount of instruction time on one or more subjects that pupils have to select (from a set of subjects that are compulsory for schools to offer) in order to cover part of their compulsory instruction time. This only applies if students have a choice between different subjects and not a choice within a subject category. For example, students may be able to choose between studying a second foreign language or computer science or economics, but to attend one of these options is compulsory.

Term	Definition
Compulsory flexible subjects chosen by schools	Includes the total amount of compulsory instruction time indicated by the central authorities, which regional authorities, local authorities, schools or teachers allocate to subjects of their choice (or subjects they chose from a list defined by central education authorities). For example, schools may be able to choose between offering religious education or more science, or art, etc., but to offer one of these subjects is compulsory for the school and students must attend it.
Non-compulsory curriculum	Includes the total amount of instruction time to which students are entitled beyond the compulsory hours of instruction and that almost every public school is expected to provide. Subjects can vary from school to school or from region to region and take the form of elective subjects. For example, students may have the possibility to take an enriched maths course or to study an additional foreign language, above the compulsory hours of instruction. Students are not required to choose one of these elective subjects, but all public schools are expected to offer this possibility. Please note that additional activities before/after classes offered by the school are not <i>per se</i> part of non-compulsory curriculum if they can be considered as non-formal instruction. For example, non-compulsory education excludes additional activities such as morning care classes or after-school care classes, even if they are officially regulated.

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Sources

The indicator draws on data from the 2017 Joint Eurydice-OECD Instruction Time data collection and refers to the school year 2017/18. Sources for these data are displayed in the Table [X3.D1.2](#).

In editions of *Education at a Glance* prior to 2014, data on instruction time was collected through another survey with a different scope, methodology and definitions than the 2013 Joint Eurydice-OECD instruction time data collection first published in *Education at a Glance 2014*. As a result, data on instruction time are not comparable with those published in previous editions of *Education at a Glance*.

Table X3.D1.2. Sources and reference period for instruction time

Country	Sources	Reference period
Australia	Data for hours of instruction time have been sourced from publicly available information from the Australian Curriculum, Assessment and Reporting Authority. Estimates based on data sourced from state and territory government documents and observations have been used for the number of instruction days.	2018
Austria	Timetables in the curricula of <i>Volkschule</i> [primary school], <i>Neue Mittelschule</i> [new secondary school] and AHS (<i>Allgemeinbildende höhere Schule</i>) [academic secondary school] Please see: https://www.bmb.gv.at/schulen/unterricht/lp/lp_abs.html	2017/18
Flemish Com. (Belgium)	Decrees and resolutions (<i>Besluit van de Vlaamse Regering houdende de organisatie van het schooljaar in het secundair onderwijs (31-08-2001)</i> ; <i>Besluit van de Vlaamse Regering houdende de codificatie betreffende het secundair onderwijs (17-12-2010)</i> ; <i>Decreet basisonderwijs (25-02-1997)</i> ; <i>Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds onderwijs georganiseerd of gesubsidieerd door de Vlaamse Gemeenschap (17-04-1991)</i>).	2017/18
French Com. (Belgium)	Directives officielles sur l'organisation de l'année scolaire : Circulaire n°6268 du 30 juin 2017 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2017-2018 : http://www.enseignement.be/index.php?page=26823&do_id=6503 . Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement. Circulaire générale n°6293 du 4 août 2017 relative à l'organisation de l'enseignement secondaire ordinaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2017-2018 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2017-2018 : http://www.enseignement.be/index.php?page=26823&do_id=6535 . Loi du 19 juillet 1971 relative à la structure générale et à l'organisation de l'enseignement secondaire (article 8) Arrêté de l'Exécutif du 22 mars 1984 fixant le régime des vacances et des congés dans l'enseignement organisé dans la Communauté.	2017/18
Brazil	National Education Law 9.394/1996, Art 24 At the national level, Brazil does not have a curriculum with intended distribution of instruction time. The main instrument in this matter at the national level is the National Curriculum Parameters (<i>Parâmetros Curriculares Nacionais</i>) which provide overall guidelines to be adopted by state and local level education systems. Furthermore, there is no systematic data collection regarding the intended or the actual distribution of the time in state or local curricula.	2017
Canada	Estimates based on provinces/territories government policy documents and observations.	2017/18
Chile	Official curriculum and study programmes.	2018
Colombia	Actual Instruction Time: Formal Education Survey C600 - DANE 2015	2016/17

Country	Sources	Reference period
Costa Rica	1- Guidelines on schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system, 2015. Ministry of Public Education. 2- Curricular Structures of all Modalities, III Cycle and Diversified Education. Directorate of Institutional Planning, Ministry of Public Education. 2010 3- Transfer of Agreement 34-97, Higher Council of Education. May 1997 School Calendar 2016. Ministry of Public Education.	2018
Czech Republic	Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE).	2017/18
Denmark	Act on the Folkeskole: <i>Bekendtgørelse af lov om folkeskolen, Lovbekendtgørelse</i> no. 747 af 20/06/2016 https://www.retsinformation.dk/forms/R0710.aspx?id=182008	2017/18
England (UK)	Department for Education: www.gov.uk/government/publications/school-attendance .	2017/18
Estonia	Basic schools and Upper Secondary Schools Act; The national curriculum for basic schools.	2017/18
Finland	Basic Education Act (628/1998), Decree (852/1998), Government Decree on the General National Objectives and Distribution of Lesson Hours in Basic Education Referred to in Basic Education Act (1435/2001), Finnish National Board of Education: National Core Curriculum for Basic Education 2014/ Regulation 104/011/2014.	2017/18
France	<i>Temps scolaire (pour les jours fériés)</i> : http://eduscol.education.fr/cid48401/questions-generales-ecoles-colleges-lycees.html . Grade 1-5 : <i>Décret n° 2013-77 du 24 janvier 2013 relatif à l'organisation du temps scolaire dans les écoles maternelles et élémentaires</i> : http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000026979035&categorieLien=id ; Arrêté du 9 novembre 2015 fixant les horaires d'enseignement des écoles maternelles et élémentaires : http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=95203 Grades 6-9 : <i>Décret n° 2015-544 du 19 mai 2015 relatif à l'organisation des enseignements au collège</i> : https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000030613326 <i>Décret n° 2016-1063 du 3 août 2016 relatif à l'organisation de la journée scolaire au collège</i> : https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032967294&categorieLien=id Arrêté du 19 mai 2015 relatif à l'organisation des enseignements dans les classes de collège : https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000030613339&dateTexte=20161121 Arrêté du 19 mai 2015 modifié relatif à l'organisation des enseignements dans les classes de collège: https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000030615282&dateTexte=20171208 Grade 10 : <i>Accompagnement personnalisé au lycée</i> : http://eduscol.education.fr/cid54928/accompagnement-personnalise.html Arrêtés des 27-1 et 1-2-2010 relatifs à l'organisation et aux horaires de la classe de seconde des lycées d'enseignement général et technologique et des lycées d'enseignement général et technologique agricole : http://www.education.gouv.fr/cid50479/mene0929855a.html	2017/18
Germany	Information provided by the Ministries of Education and Cultural Affairs of the Länder.	2016/17

Country	Sources	Reference period
Greece	<p>Presidential Decree 126/2016 (Government Gazette 211/issue A/11-11-2016): "On School and Academic Year and Student Assessment of General Lower Secondary Education Schools".</p> <p>Ministerial Decision 93381/D2/7-6-2016 (Government Gazette 1640/issue B/9-6-2016): "Daily Timetable of Grades A, B, C of Day Lower Secondary Schools".</p> <p>Ministerial Decision F12/657/70691/D1/26-4-2016 (Government Gazette/issue B/11-5-2016): "Daily Timetable of Single Type of All-Day Primary Schools".</p> <p>Presidential Decree 79/2017 (Government Gazette 109/Issue A/1-8-2017).</p> <p>Ministerial Decree 3638/16-10-2017 concerning the remedial courses in the lower secondary</p> <p>Ministerial circular 188142/2-11-2017 concerning the activities-projects</p> <p>Ministerial circulars F20.1/220482/D2 /23-12-2016 and F20.1/192356/D2/8-11-2017 concerning the "Thematic Week"</p>	2017/18
Hungary	<p>New compulsory framework curricula (issued in the annexes of the Ministerial-EMMI- decree Number 51/2012. (XII. 21)</p> <p>As regards <i>szakgimnázium</i>, the total number of classes per grade is the same by each professional track but the distribution among subjects may vary.</p> <p>Number of school days: The Ministerial Decree No 14/2017. (VI. 14.)</p>	2017/18
Iceland	<p>National Curriculum Guidelines for Compulsory School 2011. Compulsory School Act nr. 91/2008.</p> <p>Statistics Office of Iceland.</p>	2017/18
Ireland	<p>Sources and references at ISCED 1: Circular 11/95, Sections 2 and 3, available at www.education.ie. Guidance on time provision is also provided in the "Introduction to the Primary Curriculum" (1999) under the heading "The Suggested Minimum Weekly Time Framework" (p. 70), available at www.ncca.ie. Primary circular letter 0061/2015 and National Strategy: Literacy and Numeracy for Learning and Life (2011-2020) available at www.education.ie.</p> <p>Sources and references at ISCED 24 and 34: Circular M29/95, Sections 2 and 3. Rules and Programme for Secondary Schools. Framework for Junior Cycle (2015). Circular 0024/2016 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2015/16 and 2016/2017. Circular 15/2017 Arrangements for the Implementation of the Framework for Junior Cycle. All reference documents for ISCED 24 and 34 are available at www.education.ie.</p>	2017/18
Israel	<p>Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hour's allocations.</p>	2017/18
Italy	<p>Decree of the President of the Republic (DPR) 275/1999 on school autonomy. Organisation of the primary and lower secondary school levels and the relevant timetables: DPR 89/2009.</p> <p>Minimum weekly timetable at primary level: Law 169/2008.</p> <p>Organisation of <i>Licei</i> (general upper secondary level): DPR 89/2010.</p>	2017/18
Japan	<p>The Enforcement Regulation for School Education Act.</p> <p>The National Curriculum Standard for Elementary Schools.</p> <p>The National Curriculum Standard for Lower Secondary Schools.</p> <p>The curriculum formulation and implementation survey for public primary and lower secondary schools (2015).</p>	2017/18
Korea	<p>Ministry of Education. Primary and Secondary School Curriculum Overview (2009 & 2015 Revision).</p>	2018

Country	Sources	Reference period
Latvia	National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014, available at http://likumi.lv/doc.php?id=268342) The Cabinet of Ministers Regulations on the Beginning and End of the School Year 2017/2018 (2016, available at https://likumi.lv/ta/id/287378-noteikumi-par-2017-2018-macibu-gada-un-macibu-semestru-sakuma-un-beigu-laiku) The General Education Law (available at http://www.vvc.gov.lv/export/sites/default/docs/LRTA/Likumi/General_Education_Law.doc)	2017/18
Lithuania	General Teaching Plan for the Primary Education Curriculum 2017-2018 and 2018-2019, No V-446, 2 June 2017. [Online] Available at: https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/82ed8af24bbc11e78869ae36ddd5784f?jfwid=umouqfycs General Teaching Plans of the Basic and Upper Secondary Education Curricula for 2015-2016 and 2016-2017, No V-442, 2 June 2017. [Online] Available at: https://www.e-tar.lt/portal/lt/legalAct/00d92a004b6d11e7846ef01bffb9b64	2017/18
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse. Plan d'études de l'enseignement fondamental: grades 1-6. Grille horaire de l'enseignement secondaire/seconde technique: grades 7-10.</i>	2017/18
Mexico	Secretaría de Educación Pública (SEP), <i>Plan de estudios 2011, Educación básica</i> , 2011, México http://www.aprendizajesclave.sep.gob.mx/ Upper secondary education (National School System): <i>Mapa Curricular con Enfoque Educativo en Competencias</i> http://www.dgb.sep.gob.mx/02-m1/03-iacademica/mapas_curriculares.php	2016/17
Netherlands	Law on Primary Education (WPO) and Law on Secondary education (WVO).	2017/18
New Zealand	Education Act 1989 Teachers' Collective Agreements	2018
Norway	Law and policy document based on law - subject syllabuses: Circular Udir-01-2017.	2017/18
Poland	Regulation by the Minister of National Education of 7 February 2012 on outline timetables in public schools (valid for grades 2, 3, 5, 6 as well as 8 and 9); Regulation by the Minister of National Education of 28 March 2017 on the outline time tables for public schools (valid for grades 1, 4 and 7); Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year (valid for grade 8-9); Regulation by the Minister of National Education of 11 August 2017 on the organisation of the school year (valid for grade 1-7) Regulation by the Minister of National Education of 14 April 1992 on the conditions and procedures for teaching religion in public schools; Regulation by the Minister of National Education and Sport of 31 December 2002 on safety and hygiene in public and non-public schools and institutions (with further amendments).	2017/18
Portugal	Decree-law n° 139/2012 and Legislative Order no. 5908/2017.	2017/18
Russian Federation		2017/18
Scotland (UK)	Scottish Curriculum for Excellence Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014	2017/18
Slovak Republic	State educational programme for the first stage of primary school of the SR - <i>ISCED level 1</i> , National Institute for Education, Bratislava 2015. State educational programme for the second stage of primary school in the SR - <i>ISCED level 24</i> - lower secondary education, National Institute for Education, Bratislava 2015. State educational programme for Gymnasium of the <i>ISCED level 34</i> - upper secondary education, National Institute for Education, Bratislava 2015.	2017/18

Country	Sources	Reference period
Slovenia	Basic School Act: http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448 Rules on the School Calendar for Basic Schools http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11347 Syllabus for Basic School Programme: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/develetka/predmetniki/Pred_14_OS_4_12.pdf	2017/18
Spain	National and regional regulations on curriculum and school calendars.	2017/18
Sweden	Teaching time and distribution on subjects is taken from the Education Act (SFS 2010:800) and the Compulsory School Ordinance (SFS 2011:185): http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800 http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skolforordning-2011185_sfs-2011-185 Information on percentage of students following reported curriculum is taken from: Swedish National Agency for Education.	2017/18
Switzerland	The reported instruction time is based on the 26 cantonal timetables [<i>Stundentafeln / grilles horaires</i>] for ISCED levels 1 and 24 in 2017/2018. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).	2017/8
Turkey	Regulation on Pre-Primary and Primary Education Institutions. Regulation on Secondary Education Institutions. Primary and Lower Secondary School Weekly Lesson Table, Decision dated 28.05.2013 and numbered 69 of <i>MoNE</i> Board of Education. Upper Secondary School Weekly Lesson Table, Decision dated 27.01.2014 and numbered 6 of <i>MoNE</i> Board of Education. Working Calendar for school year 2014-2015.	2017/18
United States	Number of Instruction Days/Hours in the School Year 2017/18. Education Commission of the States (ECS), unpublished tabulations. Digest of Education Statistics. National Centre for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. https://nces.ed.gov/programs/digest/current_tables.asp	2017/18

[Back to the main table for this indicator](#)

Notes on specific countries

Statutory instruction time: Tables D1.1, D1.2, D1.3, D1.4 and D1.5

Methodology

In each country, the percentage of students following the reported curriculum is 100%. If this is not the case, a specific comment is included. [Back to the main table for this indicator](#)

Australia:

Data are derived from official documents from the Australian Curriculum, Assessment and Reporting Authority (ACARA), supported by state and territory government policy documents. These data are indicative only as the Australian Curriculum, developed by ACARA, is still in the process of being implemented across states and territories.

Percentage of students following the reported curriculum: A national percentage of students following the reported curriculum is unavailable as states and territories are responsible for curriculum implementation and are at various stages of implementation. [Back to the main table for this indicator](#)

Austria:

The figures are weighted averages of the different general tracks for lower and upper secondary education. (The most recent available data on number of students in compulsory education is the school year 2016/17). [Back to the main table for this indicator](#)

Belgium (Flemish Community):

Methodological change compared to Education at a Glance 2017: The number of instruction days per week has been revised from 5 days to 4.5 days, in accordance with attendance of children to school. As a consequence, the number of days per annum decreased compared to the previous edition. The annual number of instruction days takes into account the number of days the school is closed for festivities. The fact that the number of days the school is closed for festivities may be different from that of the previous year has an impact on the number of annual days of instruction.

Other comments

Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, only part-time schooling is compulsory. Students are therefore allowed to opt for a structured learning path which combines part-time vocational education in an educational institution with part-time employment.

Calculation of the number of days of instruction for primary education 2017/18:

- + 52 weeks (The school year starts on 1 September and ends on 31 August.)
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week autumn holiday
- 1 week Carnival holiday
- + 37.0 weeks
- 8 days for the number of days per school year the school is closed for festivities
- = $37 \times 4.5 - 8 = 158.5$ days

Calculation of the festivities:

- ½ contact with parents
- 1 ½ educational seminar (BVLR 17-04-1991; BS 11-07-1991; art 3 §5 en art 3 §3)
- 11 November (Saturday)
- Ascension and the next day
- 1 May
- Whit Monday
- 2 days to choose free
- Easter Monday (in Easter Holidays)
- = 8 days

Calculation of the number of days of instruction for secondary education 2017/18:

- + 52 weeks
- 9 weeks summer holiday

- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week autumn holiday
- 1 week Carnival holiday

+ 37.0 weeks

- 6.5 days for the number of days per school year the school is closed for festivities

$37 \times 4.5 - 6.5 = 160$ days

Calculation of the festivities:

- ½ for organisation, 1 for pedagogical seminar
- 11 November (Saturday)
- Ascension and the next day
- 1 May
- Whit Monday
- 1 day to choose free
- Easter Monday (In Easter Holidays)

=6.5 days

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Belgium (French Community):

Data refer to the minimum number of periods per subject specified by the law. They are not representative of the actual curricula which are very diverse (and for which the French Community of Belgium cannot provide data).

Compulsory education lasts until the age of 18 for every student. However, in vocational education, from age 15, school-based learning is compulsory only part-time. Students may opt for a structured learning path which combines part-time vocational education at school with part-time training at the workplace.

The scope includes both public and government-dependent private institutions, whose programmes only slightly differ. Therefore, data only show the minimum number of hours in public institutions.

Percentage of students following the reported curriculum:

- primary and lower secondary education: 100%
- upper secondary education: 53.8% (general education only)

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Canada:

Various provincial education/schools acts, regulations and directives provide the framework for reporting intended and/or actual instruction time. Collective agreements in some provinces/territories also guide intended instruction time. Canada reports intended instruction time up to grade 10 because in the majority of jurisdictions in Canada compulsory education is up to age 16.

Percentage of students following the reported curriculum: majority. [Back to the main table for this indicator](#)

Chile:

Weighted average of the official programmes for the two main paths: with and without JEC (*Jornada Escolar Completa*), weighted by the proportion of students enrolled in institutions with and without JEC for each grade. Available for 2015. [Back to the main table for this indicator](#)

Colombia:

The C600 survey collects information in addition to the one produced by the Ministry of Education, including the weekly time intensity students receive compulsory and core subjects education. From this information, the structure has been collected and applied to the annual policy education according to ISCED level. As 20% of the curriculum is elective subjects on which no information is collected in the survey, they were classified in "other subjects".

The correspondence between mandatory and fundamental areas of Colombia and the OECD classification is as follows:

Colombia	OECD classification
Natural sciences and environmental education	Natural sciences
Social sciences, history, geography, politics and democracy	Social studies

Artistic education	Arts Education
Ethics and human values education	Religion/Ethics/Moral education
Religious education	Religion/Ethics/Moral education
Physical education, recreation and sports	Physical Education and Health
Humanities, English language and foreign languages	Reading, writing and literature (L1)
Mathematics	Mathematics
Information and Technology	Technology

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Czech Republic:

Methodological change compared to Education at a Glance 2017: There was a change in the reporting of the subject category "Language 3". Only grades 8 and 9 are reported as the group of grades with vertical flexibility instead of group of grades 6-9 in the previous data collection. In grades 8 and 9 all schools are obliged to provide instruction of "Language 3". This was previously reported for group of grades 6-9 because the "Language 3" can also be taught in lower grades and the same time allotment was set for the group of grades 6-9.

Other comments: The presented instruction time is in accordance with the Framework Educational Programme for Basic Education (FEP BE) being effective from September 2016.

At *ISCED level 1*, all pupils fulfil compulsory school attendance at *základní škola (ZŠ)*; at *ISCED level 24* pupil can fulfil compulsory school attendance at a *základní škola (ZŠ)*, in lower grades of a six-year or eight-year *gymnázium (G)* (*ISCED level 24*) or in the relevant stage of an eight-year dance conservatoire. At both types of educational institutions, *ZŠ* and *G* (lower grades of multi-year *gymnázium*), compulsory education is provided according to the Framework Educational Programme for Basic Education (FEP BE) since 2007/08 school year. On the basis of the FEP BE, schools create their own school educational programmes (SEPs). The instruction in conservatoires is provided according to the framework educational programme for Dance Conservatoires, but the school educational programmes must respect also the FEP BE. There are only around 0.07% of pupils between 11 and 15 fulfilling their compulsory school attendance at eight-year dance conservatoires. Therefore, further details concerning this small group of pupils are neglected. A very small group of pupils attends the six-year bilingual *gymnázium* (first two grades which correspond to the last two years of compulsory education – *ISCED level 24*), the framework educational programme for this field is valid for the first grade from 2016/17. A special framework educational programme intended for pupils with moderate and severe intellectual disabilities exists. This document is not included in the given figures.

Percentage of students following the reported curriculum:

- Primary education: 97.6%
- Lower secondary education: 97.0 %.

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Denmark:

For primary and lower secondary level the number of school days per year and the number of instruction hours for each grade and subject is decided upon by the local municipality within a framework set by national authorities (parliament and government). The Danish Ministry of Education provides figures for the minimum requirement and the recommended number of instruction hours. The figures indicated here combine the minimum and recommended requirements as decided by the Danish Parliament (*Folketinget*): Minimum for the subjects Danish and Mathematics for each grade, as for the accumulated compulsory instruction time for each grade, and recommended instruction time for each single subject at each grade. The exact number of hours for actual instruction time is not available, but data collected from the schools by the Ministry of Education indicates – as an average for all schools and subjects – similarities between the recommended and the actual instruction time.

Percentage of students following the reported curriculum: There is no information on the percentage of students following the reported curriculum in detail. The final curriculum is decided by each municipality, and it is followed by almost 100% of the pupils in public schools.

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England (United Kingdom):

Methodological change compared to Education at a Glance 2017: SRE (sex and relationships education) is located within 'other subjects'.

Notes about the deviation of coverage from that specified in the manual: The scope of the information on intended instruction time is public schools (maintained schools) only. The scope of the country-specific notes is both public schools and government-dependent private institutions (academies, including free schools). [Back to the main table for this indicator](#)

Estonia:

In each group of grades the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum.

Percentage of students following the reported curriculum: The percentage of students following the reported curriculum, i.e. the National Curriculum of Basic Schools is 97.6%. About 3% of all students follow some type of simplified curriculum or curriculum of International Baccalaureate Organisation. Only public schools are under observation.

The estimations reflect the percentage of the students in stationary studies, following the national curriculum in grades 1 to 6 and 7 to 9. In each group of grades the total number of lessons per school year is calculated according to the number of lessons in a week defined in the national curriculum. [Back to the main table for this indicator](#)

France:

Deviation of coverage from that specified in the manual: Grades 6 to 9: The "Homework done" programme, implemented in all lower secondary state schools allows willing students to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon. The hours devoted to this programme have not been included in the intended instruction time as only students willing to participate are concerned. (Reference: <http://www.education.gouv.fr/cid118686/devoirs-faits-un-temps-d-etude-accompagnee-pour-realiser-les-devoirs.html>). [Back to the main table for this indicator](#)

Germany:

The calculation is based on a weighted average and was calculated in the Secretariat of the Standing Conference of the Ministries of Education and Cultural Affairs of the *Länder*. The *Länder* provide data on the compulsory core curriculum. The averages are weighted by the number of students across each type of school. Data from Lower Saxony and North-Rhine-Westphalia (only for primary education) are missing in the calculation.

The average instruction time reported for grade 10 has been calculated in the same way. The data provided by the *Länder* does not differentiate between *ISCED level 24* and *ISCED level 34* with regard to grade 10. In more than 35% of all cases the 10th grade is added to *ISCED level 34* – upper secondary education. However, a clear allocation to the ISCED levels is not possible.

Differences between intended and actual instruction time should be eliminated. Based on empirical sources provided by the *Länder*, differences between both are marginal, therefore they have no influence on the calculation of the weighted averages (for example the cancellation of lessons for a variety of reasons).

Most teachers in Germany are employed as civil servants. Civil servants are not allowed to strike and all public sector industrial action is illegal by definition. [Back to the main table for this indicator](#)

Greece:

Deviation coverage from that specified in the manual: The content of Geography in the primary and the Geology-Geography in the secondary focuses more on the natural environment, therefore the subject is taught by teachers of natural sciences in the secondary. Consequently, the subject is classified in natural sciences and not in social sciences.

Percentage of students following the reported curriculum in general public schools:

- Primary education: 93%
- Lower secondary education: 96%.

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Hungary:

The "new" legislation concerning all grades stipulates an obligatory weekly number of classes while the "older" regulation recommended an annual number of classes. This year, the weekly number of classes is given due to the fact the old regulation has phased out. The Ministerial Decree No 14/2017. (VI. 14.) (EMMI rendelet) stipulates the number of the school days.

In Hungary there is a three level structure of curricular regulation. The national core curriculum (Level 1), which is obligatory, specifies the percentage (a minimum and a maximum) of time allocated to a subject area. There are also national framework curricula with time allocations by week by subjects (Level 2), which are compulsory in all grades. This data collection is based on the framework curricula (Level 2). At institutional level (Level 3), schools develop their own curriculum on the basis of the regulations of higher levels.

Data for the joint lower and upper secondary programmes for school year 6 and 8 are organised in *Gimnázium* and bilingual programmes were excluded.

Due to reforms (legislation adapted in 2012 – later modified – and implementation started in school year 2013/14) in all grades: New compulsory framework curricula (issued in the annexes of the Ministerial-EMMI-decree Number 51/2012. (XII. 21) have to be followed by schools. Data for mainstream single structure education programme, for general upper secondary *Gimnázium* programme, and for vocational upper secondary *Szakgimnázium* programme were provided (on the basis of the Annex 14 to the ministerial decree Number 51/2012 (EMMI rendelet).

Compulsory hours in Practical and vocational skills in grades 9 and 10 are due to the inclusion of the *Szakgimnázium* track and do not necessarily represent policy reform. [Back to the main table for this indicator](#)

Iceland:

Intended instruction time is stipulated in the National Curriculum Guidelines for Compulsory Schools. [Back to the main table for this indicator](#)

Ireland:

The figures in the tables on actual data represent typical allocation of time to different subjects as informed by review of timetable data during school inspections.

Actual instruction time data are reported for lower and upper secondary education. Ireland's system at *ISCED level 24* offers considerable flexibility to schools, so that there are only a small number of subjects which schools are obliged to offer which can be identified under intended instruction time data. These subjects include English and Irish, which are interchangeable as Language 1 and Language 2 of schools, depending on the language of instruction used, and Mathematics, along with some subjects in the civic, social and personal development areas. A minimum instruction time for Language 2 was provided for *ISCED 24* Year 1 in accordance with the introduction of a new specification for L2 (Irish) as part of curriculum reform at this level. The instruction time for *ISCED 24* Years 2 and 3 is included under Compulsory subject with flexible timetable. The 9% instruction time for reading, writing and literature at *ISCED 24* is a minimum requirement only. Schools have the flexibility to provide more than this minimum in terms of discrete timetabling and are expected to also provide for the development of literacy skills across the teaching of other subjects.

Apart from that, schools have the flexibility to offer a range of other subjects so that the actual instruction time data provided is based on prevalent subject options rather than compulsory ones in general. Every school will differ somewhat from any perceived norm, and further curricular changes beginning in September 2014 at *ISCED level 24* will extend this flexibility further.

The data refers to six years of primary education and four years of post-primary education (i.e. to the end of compulsory schooling at age 16) and is allocated to the *ISCED* levels as follows:

- *ISCED level 1* includes six years of compulsory schooling (i.e. grades 1-6 providing for 6 to 12 year old pupils). However, although compulsory education does not begin until age 6, *ISCED level 1* also includes two years (called junior and senior infant classes) that provide for 4-5 year old pupils, where schooling is not compulsory. Approximately half of all four-year and almost all five-year-olds are enrolled in primary schools. As the data relates to compulsory schooling, infant classes are not included as they fall outside the definition of compulsory schooling. Teachers of all grades at *ISCED level 1* have common qualifications and are paid centrally by the Department of Education and Skills in accordance with a common salary scale.
- *ISCED level 24* and *34* include:
 - i) four years of compulsory schooling (i.e. grades 7-9 at *ISCED level 24* providing for, typically, 13-15 year old students (chronologically these are years 9-11 from the start of junior infants) and grade 10 at *ISCED level 34* providing for, typically, 16 year old students.
 - ii) two years that are not reported because schooling is not compulsory but attended by most students (i.e. Grades 11-12, or chronological years 13-14 of education, providing for 17 and 18 year old students).

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Israel:

Methodological change compared to Education at a Glance 2017: In the previous edition, in upper secondary education, the instruction time in all subjects was common for the grades 10-12. In this edition information on the number of hours of instruction is available for each grade and each subject at this level. However, there is some flexibility for school principals to pass hours between the years and/or between the subjects)

Other comments: The scope includes both public and government-dependent private institutions.

Only longitudinal mandatory hours are reported. The report applies to students under the supervision of the Ministry of Education only. Subjects which award a vocational qualification, in schools supervised by the Ministry of Work and when successfully completed, were excluded from this report. The class sessions reported here represent only the state public education. The class sessions of Talmud Torah and the recognised Ultra-

Orthodox Hebrew sector (*Tarbuti Yhudi*), which are about 8% each, are not considered in these figures because they are not enrolled in state official education. The independent education Nets (Atzmai, Maayan and the recognised education) are included in the data of the primary education.

The average learning hours for primary education includes the hours of the "Long School Day" programme which are additional to the allocated base hours. This year, 29% of the primary classes are participating in this programme. As an average over all classes for students aged 6-11, 1.3 hours were added to the compulsory flexible hours.

In 2017/18, there were 36.5 studying weeks in grades 1-6 and 35 studying weeks in grades 7-10.

Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (56.5%), state-religious education (9.8%), sciences & tech (non-vocational) track (27.6%) and religious sciences & tech (non-vocational) track (6.1%).

Percentage of students following the reported curriculum: 92%. [Back to the main table for this indicator](#)

Italy:

For primary education, 891 hours is the standard school time per year and 36.2% of students follow this. The other school times are the following: 27.5% of students have 990 hours, 35.7% have 1320 hours, and 0.6% have 792 hours.

For lower and upper secondary education, instruction time data is reported based on the legal requirements. At the primary level there is horizontal flexibility (except for religion and other languages (Language 2-5)). At the upper secondary level, weighted averages of all general tracks are reported (based on the percentage of students enrolled in each track).

Differences in instruction time between reference years can be due to changes in the weights and might not reflect changes in the curriculum.

At lower secondary level 5.2% of students attend the music branch. In this branch, one hour per week is added to the weekly timetable for each instrument for a maximum of three instruments. Therefore the weekly timetable in the music branch ranges from 31 to 33 hours per week.

Percentage of students following the reported curriculum:

- lower secondary education 88.2%

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Japan:

The intended instruction time indicated in the Enforcement Regulation for School Education Act and the results of the "Curriculum formulation and implementation survey for public primary and lower secondary schools (2015)" are calculated in units of 60 minutes. The average numbers of instruction day per year and the instruction time in compulsory general education are calculated using the numbers of instruction time reported as planned instruction time at each school at the beginning of the school year [Back to the main table for this indicator](#)

Korea:

Intended instruction time reflects the suggestions provided in the primary and secondary school curriculum overview (2015 Revision for grades 1-4 and 7-9, 2009 Revision for grades 5-6). The instruction time required for primary and lower secondary school levels is "the standard instruction time" and the instruction time can vary by plus or minus 20% depending on particular school. [Back to the main table for this indicator](#)

Latvia:

The data on instruction time are provided based on the legislative acts reported in the section "Sources and References". Weighted averages of the two main education sample plans (model programmes) are reported (curriculum of model programme with Latvian language of instruction and curriculum of model programme for ethnic minorities).

Percentage of students following the reported curriculum: 100% (according to the Ministry of Education and Sciences 71% of all pupils are in programmes with Latvian language of instruction and 29% are in minority education programmes (in 2016/17)). [Back to the main table for this indicator](#)

Lithuania:

The data are based on legal acts and regulations and were recalculated and transferred to fit in this report. For example, the general teaching plan in Lithuania provides the subject's lessons number, therefore the lessons number was converted into the hours of 60 minutes for this joint data collection.

Percentage of students following the reported curriculum:

- primary education 91%

- lower secondary education 92.2%

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Luxembourg:

The reported data refer to the study plan for primary education and timetables for secondary education and technical secondary education. [Back to the main table for this indicator](#)

Mexico:

Percentage of students following the reported curriculum:

- primary education 99.2%
- lower secondary education 100%
- upper secondary education 98.3%.

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Netherlands:

For primary education, 5640 hours is the average (*basisonderwijs groep 3-8*). Total instruction time in pre-primary and primary schools (*basisonderwijs groep 1-8*) is 7520 hours. It is at the discretion of the individual school to distribute these hours over the six years. For lower secondary education, weighted averages of the instruction time in different tracks are reported (HAVO, VMBO and VWO). The number of grades in lower secondary education is 3 or 4 years depending on the track. The fourth year of pre-vocational secondary education (VMBO) was excluded from the calculation.

Percentage of students following the reported curriculum: 100% (HAVO: 49%, VWO: 51%).

Percentage of students following reported curriculum at Age 17 (Grade 12): VWO: 51%

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New Zealand:

The number of half-days a school is required to be open for instruction is a function of the Education Act – the Minister may, before 1 July in any year, prescribe the number of half-days on which schools must be open during the next year; and different numbers may be prescribed for schools of different classes or descriptions.

ISCED 24, 'Lower Secondary' covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand's 'Primary' system and Years 9-10 are part of New Zealand's 'Secondary' system.

Teachers' Collective Agreements: the Secondary teachers' collective agreement includes provisions for the maximum number of hours that a full-time secondary teacher can be timetabled for (25 hours per week) and of that the maximum number of timetabled non-contact time each week (5 hours). However, as well as the hours a teacher is timetabled to teach their hours of work are influenced by factors such as:

- Preparation, evaluation and assessment time
- Counselling and pastoral needs of students
- Administrative duties
- Participation in extracurricular programmes.

There are mirrored provisions in the area school teachers' collective agreement some specifically for those teachers who predominantly teach across Years 7-13.

The Primary teachers' collective agreement does not specify timetable hours, rather, it states that the normal hours of work shall as far as practicable not exceed 40 hours per week, Monday to Friday. However, the collective agreement does provide 10 hours classroom release time per term for each full-time teacher.

The teacher collective agreements each provide that teachers are not required to attend during those times when the school is closed for instruction (other than for up to 10 days each year where a school can require the teacher's attendance under prescribed circumstances). [Back to the main table for this indicator](#)

Poland:

In the school year 2017/18 according to the new outline timetables (2017) teaching hours for particular subjects for grades 1, 4, and 7 were calculated by multiplying the number of weeks by the number of teaching hours assigned to one week (with an exception of the Vocational guidance subject for which the number of 10 hours is set for one year).

According to the previous time tables (2012) – which in the school year 2017/2018 are still in place in grades 2, 3, 5, 6 as well as 8 and 9 – it is not possible to present numbers of teaching hours in 3-year periods (vertical flexibility). As a consequence, according to the legislation, the number of hours per year for those grades has been calculated by dividing by 3. In spite of two different methodologies the number of hours is not very different in both systems (old and new).

The school governing body, at the request of the school head, may additionally grant no more than 3 hours a week for each class (group of pupils) in a given school year for a periodic or annual increase in the number of hours of selected compulsory subjects. These data are not collected and not included in the report. [Back to the main table for this indicator](#)

Portugal:

Primary schools: In grades 1, 2 and 4 the total weekly instruction time may vary between a minimum of 22.5 hours and a maximum of 25 hours. In grade 3, the total weekly instruction time may vary between a minimum of 24.5 hours and a maximum of 27 hours. The instruction time reported is the minimum. If a school decides to offer the maximum hours (25 or 27 hours), the non-compulsory curriculum decreases to 5 hours a week. Within the schools taking part in the Pilot Project for Autonomy and Curriculum Flexibility, the total weekly instruction time for grade 1 is 25 hours.

Percentage of students following the reported curriculum: 100%. [Back to the main table for this indicator](#)

Scotland:

Information is only collected on the provision of physical education in schools and whether they are meeting the target of 120 minutes in primary and 100 minutes for years 1-4 in secondary school. The data is published at local authority and Scotland level. The data shows the proportion of schools which are meeting the target. In 2016/17 (the most recently published data) 99% of primary schools and 93% of secondary schools (99, 99, 99, and 95% for years S1-S4, respectively) were meeting the target. The data is published as part of the summary statistics for attainment, leaver destinations and healthy living (Edition no. 7: 2017) and is available at <http://www.gov.scot/Resource/0050/00501962.pdf>. [Back to the main table for this indicator](#)

Slovak Republic:

There is vertical flexibility for the duration of *ISCED level 34*, which lasts 4 years. Since only grade 10 is compulsory, the instruction time for grade 10 is calculated as 1/4 of the time dedicated to *ISCED level 34*.

Percentage of students following the reported curriculum:

- primary education 93%
- lower secondary education 88%
- upper secondary education 70%.

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Slovenia:

Schools implement an adapted curriculum in areas where Italian and Hungarian ethnic minorities live. For this reason the total number of lessons in those schools includes two more lessons per week than the reported curriculum and the distribution of hours between subjects is slightly different due to the fact that all pupils have to learn two languages: Slovenian, and the Italian or Hungarian language.

Percentage of students following the reported curriculum: 95.3%. [Back to the main table for this indicator](#)

Spain:

The figures provided are national weighted averages calculated according to the following procedure: First, a table with data on regional intended instruction time was filled in for each Autonomous Community, based on the regional regulations on curriculum. Then, the specific weight (in terms of percentages) of each grade in each Autonomous Community was established, based on the statistics on the number of students per grade in each Autonomous Community provided by the Statistics Office of the Ministry of Education, Culture and Sport. The latest consolidated data on the number of students was used, corresponding to the school year 2015/16. Finally, the national weighted average for each subject and grade was calculated based on these two kinds of data (intended instruction time and specific weights). The resulting figures are shown in the national "intended instruction time". In 2015/16, breaks (87.5 hours per year) are not included in the total instruction time as they do not fall into the scope of the data collection, although in primary education this time period is defined by Autonomous Communities' legislation as compulsory instruction time. [Back to the main table for this indicator](#)

Sweden:

The scope includes both public and government-dependent private institutions. In 2016/17, 69% of the pupils in grade 9 studied a second foreign language (Language 3), with a total of 320 hours for compulsory school (primary and lower secondary). However, it is not compulsory to study a modern language, hence the subject marked as "language option". The hours can also be used for education in mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language.

In Sweden, the compulsory school also comprises the special school (for children with impaired hearing and/or with severe speech and language disabilities), the Sami school and the compulsory school for children with learning disabilities. They constitute about 1% of pupils enrolled in compulsory school.

Percentage of students following the reported curriculum: 99%. [Back to the main table for this indicator](#)

Switzerland:

Deviation of coverage from that specified in the manual: Teacher development days are at the discretion of the school and therefore cannot be excluded.

Other comments: Due to the federal nature of Switzerland there is no standard curriculum and no standard instruction time defined at a national level. Curricula and intended instruction time for ISCED levels 1 and 24 are determined by the 26 Cantons at the regional level. Because the delimitation and the number of both compulsory and non-compulsory subjects as well as the total of instruction time and the distribution of instruction time between subjects vary between Cantons, only figures for the total of instruction time per grade and ISCED level can be presented. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).

The figures are presented as weighted averages of the cantonal requirements for each grade and the total of instruction time as given by the 26 cantonal timetables [*Studentafeln / grilles horaires*] for compulsory education. The averages are weighted by the number of students per Canton in primary education (6 years) and lower secondary education (3 years) in 2015/16. For the Canton Ticino which has 5 years of primary education and 4 years of lower secondary education, calculations are – for reasons of comparability – based on synthetic 6 years of primary and 3 years of lower secondary education.. The instruction time indicated in lower secondary education is not indicated separately, but as a mean for the different tracks (basic and advanced requirements; without baccalaureate schools for grade 9).

The total of compulsory instruction time for six years on primary level varies between a minimum of 4 560 and a maximum of 5 450 hours between Cantons. The total compulsory instruction time for the three years on lower secondary level varies between a minimum of 2 400 and a maximum of 3 220 hours.

The length of holiday periods and the number of public holidays also vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated average of 5 public holidays.

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes. [Back to the main table for this indicator](#)

Turkey:

In Turkey, instruction time for all public schools (*ISCED level 1, 24 and 34*) is centrally determined by the Ministry of National Education. The reported instruction time for upper secondary education is the weighted average of four upper secondary general education programmes, i.e., Anatolia High School, High School, Science High School and Anatolia Teacher Training High School programmes, and based on the number of students enrolled in each programme by grade. From 2014 onwards, both the High School and the Anatolia Teacher Training High School systems are gradually transformed into Anatolia High Schools. This explains the variations in intended instruction time across compulsory subjects at the upper secondary level. [Back to the main table for this indicator](#)

United States:

The classification of grade levels into primary, lower and upper secondary schools is decided at the local or state level. While there is general harmonisation across the United States, there is variation around the end of a programme and start of another, typically grades 6 through 9. For a detailed look at the distribution of grades at the primary and secondary levels in the 2014–15 school year (the most recent year of available data), please visit the following tables:

http://nces.ed.gov/programs/digest/d16/tables/dt16_216.75.asp?current=yes and https://nces.ed.gov/programs/digest/d16/tables/dt16_216.80.asp?current=yes which refer to public primary and secondary schools, by grade span.

With regard to age of compulsory education, in 2017 there are 11 states (District of Columbia included) which have a starting age of 5, 25 states with a starting age of 6, 13 states with a starting age of 7, and 2 states with a starting age of 8. Fifteen states end compulsory education at age 16, 10 states at age 17, and 25 states (District of Columbia included) at age 18, and one state at age 19. The table can be found here: https://nces.ed.gov/programs/statereform/tab5_1.asp. Due to the federal nature of the United States education system, there are no data available on standard instruction time as this varies at the local level. The U.S. average instructional time data are a weighted average of state policies related to instructional time. State averages are calculated as either the minimum amount of instruction time per school year, or the minimum time for any day to count as an instructional day multiplied by the minimum amount of instructional days per year. Thus the data refers to estimates based on state requirements of the minimum length of time that constitutes an instructional day. [Back to the main table for this indicator](#)

Interpretation

Australia:

Notes on the duration of the school year, school week and period length: The number of instruction days varies between states and territories by up to four days. The number of instruction days in the state with the highest student population has been provided as a proxy for the national figure.

Notes on the flexibility in the curriculum: Intended instruction hours are indicative only and there may be variations within and between states and territories. The Australian Curriculum, Assessment and Reporting Authority (ACARA) set indicative time allocations for each subject to guide curriculum writers when the Australian Curriculum was developed. These were intended to be a design guide only, maintaining flexibility for education systems and schools to determine instruction hours for each subject. Responses on intended instruction hours have been based on this document.

The Australian Curriculum, developed by ACARA, is in the process of being implemented across all states and territories. The Australian Curriculum has a three-dimensional design. In addition to discipline-based subjects, general capabilities as essential skills and cross-curriculum priorities can be applied to learning across the curriculum.

The Australian Curriculum for Foundation to Year 10 was endorsed by all state and territory education ministers in 2015. There is flexibility in the subjects that schools choose to offer (at all levels of schooling). At the secondary level, some subjects can be delivered to students as electives and there may be variation across states and territories as to what year level this occurs.

Although participation in education, training or employment is compulsory for all young people until they reach age 17, no minimum instruction time for Year 11 and 12 subjects has been established. State and territory education authorities are responsible for developing senior secondary courses based on a nationally-agreed common basis.

Instruction time per subject in lower secondary education: Instruction time shown in the tables is indicative only as subjects classified as “compulsory options chosen by students” (electives) may only be offered as electives at certain lower secondary grades. [Back to the main table for this indicator](#)

Austria:

Notes on subject allocation: During the first two years of primary school, foreign language (language 2) teaching is linked to other subjects (32 periods of 50 minutes per grade) as part of an integrated approach.

There is a choice between Latin and the second foreign language in AHS (*Allgemeinbildende höhere Schule*): In grade 7 students of the *Gymnasium* subtype start to learn Latin or the second foreign language (Language 3) of their choice. In grade 9 they have to take the second foreign language (Language 3) or Latin depending on their choice in grade 7. In the *Realgymnasium*, *Wirtschaftskundliches Realgymnasium* as well as *Oberstufenrealgymnasium* subtypes, students choose between the second foreign language (Language 3) and Latin in grade 9.

The subjects *Technisches Werken* and *Textiles Werken* (technical and textile shop) have been allocated to the category “Practical and vocational skills” although certain aspects of these subjects refer to “Arts Education”.

The curriculum of the *Polytechnische Schule* (pre-vocational school) consists of subjects that are aimed at general education and subjects with action- and practice-orientation.

Subjects reported in the category “Other subjects”: Remedial education and Latin. [Back to the main table for this indicator](#)

Belgium (Flemish Community):

Notes on the duration of the school year, school week and period length: Examination days are not excluded as there are no national or other official regulated examination days in Flanders.

Subjects reported in the category “Other subjects”: From grade 1 to 6 “other subjects” refer to learning to learn and social skills. These subjects and ICT are taught integrated into the rest of the subjects.

Notes on the flexibility in the curriculum: Contrary to previous years and editions of *Education at a Glance*, the number of hours per subject is not reported here, which is the result of the recommendations of the umbrella organisations. The legislation prescribes only a number of hours to be followed per week. Therefore, in fact there is horizontal flexibility and no vertical flexibility. [Back to the main table for this indicator](#)

Belgium (French Community):

Notes on the duration of the school year, school week and period length: Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may

define the number of class days between 181 and 183). Education authorities prescribe three of these days for the professional development of teachers, which have been deducted from the number of instruction days in the school year, but the recommended minimum instruction time has not varied as compared to previous years. Legislation provides a maximum number of examination days, but not a compulsory number of examination days. These days have therefore not been deducted.

Notes on subject allocation: For primary education, the compulsory subjects are: physical education (2 periods), religion/ethics/moral education (2 periods, see below), a foreign language (0, 2, 3 or 5 periods depending on the place and year – see below). The rest of the schedule is set by a decree which states that basic skills have priority, i.e. to the teaching of reading and the mastery of basic mathematical tools in the context of problem solving. Other educational activities also cover the general objectives for this level of education and are part of the compulsory curriculum: structuring of time and space, psychomotor and physical education, early-learning activities and introduction to history and geography, art education, education through technology, scientific initiation, discovery of the environment, media literacy, learning of social behaviour and citizenship.

In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable. A new subject "Philosophy and Citizenship Education" has been compulsory as from 1 September 2016 for primary schools, and as from 1 September 2017 for secondary schools offering a choice between religion and moral education studies : at least one of the two lessons per week allocated to religion or moral studies should be devoted to 'philosophy and citizenship'. Instruction on this subject is part of compulsory education. In the other schools, the content and objectives of "Education to philosophy and citizenship" must be acquired through all subjects.

Learning a modern language other than French includes at least 2 periods (50 minutes) per week in 5th and 6th grades, except in the 19 municipalities of Brussels and the Walloon communes with special linguistic status where a first foreign language is taught 3 periods per week in the 3rd and 4th grades and 5 periods per week in the 5th and 6th grades. Moreover, in Brussels, the first foreign language is always Dutch and it starts at age 8 whereas in the other parts of the French Community, the first foreign language can be chosen (Dutch, English or German) and it begins at age 10.

Lower secondary level, compulsory options (grades 7 and 8): subjects concerned belong to seven areas: French (Latin, theatre, initiation to the culture of antiquity, etc.); foreign language (conversation, culture, etc.); sciences and mathematics (informatics, sciences, mathematics, logic, etc.); social studies (economic matters, civic life, etc.); artistic activities (music, arts, etc.) technical activities (technical drawing, electricity, hairdressing, etc.); and sport activities (sport, physical education, body language, etc.).

Upper secondary level: In upper secondary education there are four tracks. This survey only considers general education, but in the French Community of Belgium, general education at this level concerns two tracks: *Enseignement général (de transition)* and *Enseignement Technique et Artistique de Transition*. Therefore, the data included in tables D1.5i and D1.5j stand for weighted averages for these two tracks.

Recent changes in legislation: On 22 October 2015 and 13 July 2016, two decrees concerning the organisation and the implementation of a course on philosophy and citizenship in basic education and the adaptation of pedagogical support in secondary education within public and government-dependent private schools were adopted.

The decrees were implemented as of September 2016 at primary level, as of September 2017 at lower and upper secondary level.

The decrees' main objective is the development of students' competences and knowledge related to philosophy, citizenship and democracy education. The main areas covered by the decrees include the curriculum and teacher education and professional development; and the decrees also slightly address learning activities, student assessment and school evaluation.

Subjects reported in the category "Non-compulsory curriculum": With regards to the partnership between the French Community of Belgium and 11 other countries (China, Greece, Morocco, Poland, Portugal, Romania, the Russian Federation, Spain, Tunisia and Turkey), schools can offer courses of introduction to culture and languages (*Ouverture aux langues et aux Cultures – OLC*) to their student in primary and secondary education.

The OLC programme aims at preparing students to be responsible citizens, to contribute to the development of a democratic society, united and open to other cultures.

Two types of OLC are offered:

- Language classes are displayed upon parents request only to students in the pre-primary, primary and secondary education. All students are eligible and courses can gather students from different schools. Those courses are at least two periods and are added to the usual weekly timetable of the students.
- A course of openness to other languages and cultures help by the OLC teacher and the main teacher jointly. The aim is to develop education activities related to cultural diversities using OLC teacher's testimony on his culture of origin.

In pre-primary and primary education, the course of openness to cultures and languages is held in a classroom and is addressed to all students of the classroom. It is integrated in the activities and learnings organised by the teacher in his usual weekly timetable.

In secondary education, the course of openness to cultures and languages is integrated into the weekly timetable, is addressed to all students following the course. It is fully included in the activities and learnings of students concerned.

Partner countries put at disposal of schools wishing to implement the programme one or several teachers to hold the courses. [Back to the main table for this indicator](#)

Brazil:

Notes on the duration of the school year, school week and period length: The school year is determined by the National Education Law 9.394/1996, Art 24 for all educational levels. The National Law establishes a minimum annual school year of 800 hours distributed over a minimum of 200 days a year. There is no national legislation establishing the school week and period length, thus states and municipalities have autonomy to decide about this matter. [Back to the main table for this indicator](#)

Canada:

Notes on the duration of the school year, school week and period length: Canada's ten provinces and three territories have jurisdiction over education and each jurisdiction determines their curriculum and instruction time. The Canadian figures are based on the mandated or recommended instruction time and curriculum requirements in the 11 jurisdictions submitting data. Data from the Yukon and Nunavut are not included. Most jurisdictions set minimum instruction time or recommended instruction time and the number of instructional days per year in provincial/territorial legislation, regulation or policy. Generally, the school week is 5 days.

Notes on subject allocation: Generally, provincial/territorial regulations or policies stipulate or recommend the proportion of instructional time or the minimum instruction time that should be allocated to specific subject areas. Instruction time per subject is this figure multiplied by the total number of instructional hours or days. Generally, the instruction time per subject for grade 10 and above is based upon high school graduation requirements. [Back to the main table for this indicator](#)

Chile:

Notes on the duration of the school year, school week and period length: Data cover both public and government-dependent private institutions.

Subjects reported in the category "Other subjects": Educational guidance. [Back to the main table for this indicator](#)

Colombia:

Notes on the duration of the school year, school week and period length: Based on 40 weeks per year dedicated to the academic calendar, the law defines 800 hours per year for pre-primary education, 1 000 hours per year for primary and 1 200 hours per year for secondary education as the duration. There is an 8 day recess, which is not included in the 40 weeks. Adding this 8 day break (Easter and five days of the week immediately preceding the holiday commemorating the discovery of Latin America) to the 40 weeks of the academic calendar totals 41.6 weeks. [Back to the main table for this indicator](#)

Costa Rica:

Subjects reported in the category "Other subjects": ISCED 1: Includes Industrial Arts and Home Education as semester subjects and also Music Education. ISCED 24: Includes Educational Guidance and Lesson Guide. ISCED 34: Includes Psychology, Philosophy and Lesson Guide. [Back to the main table for this indicator](#)

Czech Republic:

Notes on subject allocation:

Reading, writing and literature: Must be included in all grades.

Mathematics: Must be included in all grades.

Natural sciences and social studies, *ISCED level 1*: Must be included in all grades. The Framework Educational Programme (FEP) sets total time allocated to the educational area "People and Their World", which includes natural sciences as well as social studies. Thus, in the table the Social studies are included in the "Natural sciences" column.

Natural sciences and social studies, *ISCED level 24*: Must be included in all grades. As set in the FEP geography is included into natural studies (although it is composed of social as well as natural topics).

Language 2: In grades 1-2, the first foreign language (language 2) is a compulsory flexible option chosen by the school. As from grade 3, it is a compulsory subject for all students. The school can include the education of the first foreign language for grades 1-2 in its school educational programme as compulsory subject or as an optional subject. In both cases, the lessons are allocated from the amount of the disposable lessons (Compulsory

flexible subjects chosen by schools). The number of lessons for Language 2 can be increased above the fixed number of lessons at the first stage (Grades 1-5) as well as at the second stage (Grades 6-9), which is common.

Language 3 and 4: Schools can offer a second foreign language (language 3) at ISCED level 1 and a third and a fourth languages at ISCED level 1 and 2 despite the Framework Education programme does not state it. The time can be allocated from the 'disposable lessons' or it could be offered as a non-compulsory subject, though in practice they are rarely offered. The minimum instruction time for the second foreign language (language 3) is given for grades 6-9. It is taught from grade 8 at the latest, but it can be taught also in lower grades.

Language 4: The third foreign language is not compulsory for *ISCED level 1* and *24*, but some schools offer it at the *ISCED level 24* (the time can be allocated from the "disposable lessons" or it could be offered as a non-compulsory subject). However, the FEP does not state anything about it.

Language 5: The fourth foreign language is not compulsory for *ISCED level 1* and *24*. Theoretically it could be taught but it is usually not provided (or only as a non-compulsory subject).

Physical education and Health: The timetable sets the number of lessons in every year (2). Time for physical education can be increased in two successive years of the first stage, where compulsory swimming lessons are offered. In such a case, the lessons are allocated from the amount of the disposable lessons (included in the compulsory flexible subjects chosen by schools). For *ISCED level 24* there are two educational fields within the educational area People and their Health: Physical education (sports) and health education. For the whole subject People and their Health there are 12 lessons from which 10 are intended for physical education, the remaining two lessons are flexible. These two vertically flexible hours are allocated to the whole educational area People and their Health. Topics related to health education can be provided either separately, within other subjects (for example in natural sciences), or within physical education by including a theoretical part. Schools must provide topics of the educational field health education at *ISCED level 24*, but they can also extend the time allocated to sports. The figure on intended instruction time shows the average (2 periods/4 = 0.5 periods per year): $2 + 0.5 = 2.5$ periods per year.

Arts education: Must be included in all grades.

Subjects reported in the category "Other subjects": This category includes religion/ethics/moral education and cross-curricular topics: Personal and social education, education for democratic citizenship, education towards thinking in the European and global context, multicultural education, environmental education, and media studies.

Notes on the flexibility in the curriculum: see below the vertical flexibility between grades at primary and Lower secondary level:

Subjects*	Primary**					Lower secondary (general programmes)**			
	1	2	3	4	5	6	7	8	9
Reading, writing and Literature, Mathematics, Natural sciences, Social studies, Arts Education, Religion/Ethics/Moral education, ICT, Technology, Practical and vocational skills, Other subjects, Compulsory options chosen by the students, Compulsory flexible subjects chosen by schools									
Language 2									
Language 3	a	a	a	a	a				

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Denmark:

Notes on the duration of the school year, school week and period length: The organisation of the school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 a.m. or 8.15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the number of annual teaching hours. A reform on the primary and lower secondary school (*Folkeskolen*) effective from August 2014 introduced new regulations to have a more varied school day with increased class hours, new and more diversified teaching methods and extra time for physical activities/exercise and assisted learning activities.

The regulations of the number of hours a year including physical activities/exercise, and assisted learning activities and breaks are: 1) Grade 1-4: 1200 hours, 2) grade 5-7: 1320 hours, 3) grade 8-10: 1400 hours. The

number of hours a week: 1) Grade 1-4: 30 hours, 2) grade 5-7: 33 hours, 3) grade 8-10: 35 hours. In consequence the typical number of hours a day in average is: 1) Grade 1-4: 6 hours, 2) grade 5-7: 6.6 hours, 3) grade 8-10: 7 hours.

If we assume schools are planning to use one hour a day on breaks there will be 200 hours a year for breaks. The compulsory minimum number of hours a year without the breaks will in consequence be the following: 1) Grade 1-4: 1000 hours, 2) grade 5-7: 1120 hours, 3) grade 8-10: 1200 hours. Planning to have 200 school days a year in consequence the typical number of compulsory hours without breaks a day in average will be: 1) Grade 1-4: 5 hours, 2) grade 5-7: 5.6 hours, 3) grade 8-10: 6 hours.

Notes on subject allocation: Grade 1 is the first year of compulsory education and corresponds to the pre-primary education (class 0/børnehaveklasse), grade 2 corresponds to class 1 etc. and therefore grade 10 refers to class 9.

Subjects reported in the category "Other subjects":

In addition to "regular subjects" it is compulsory for pupils to participate in 1) Exercise and physical activity and 2) Assisted learning activities. The number of hours a year for this is: Grade 1: 400 hours, grade 2-3: 250 hours, grade 4-5: 220 hours, grade 6-7: 190 hours and grade 8-9: 240 hours and grade 10: 270 hours. From August 2015 it is compulsory for schools to offer and for pupils to participate in academic in-depth study and homework assistance as part of the longer school day and as an integrated part of assisted learning activities. Because of the change of regulation making these hours compulsory there is an increase of hours for "other subjects" compared to previous year.

1) Exercise and physical activity: A daily 45 minutes' exercise and physical activity must be part of the children's day at school. It can be part of both the subject-divided lessons, among other things physical education and sports, and of the supportive learning.

2) Assisted learning activities: Assisted learning activities aim to develop the pupils' receptiveness to teaching by working with their social competences, diverse development, motivation and wellbeing. The number of hours of assisted learning activities is not directly regulated at national level by a minimum number of compulsory hours. This is decided at municipal level. The number of hours is indicated by a calculation based on the assumption that the schools are having one hour daily for breaks equivalent to 200 hours annually. [Back to the main table for this indicator](#)

England:

Notes on the duration of the school year, school week and period length: Schools must provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. There is no prescribed minimum time.

Notes on examination periods: Schools may grant study leave to pupils in grade 11 taking public examinations.

Note on compulsory education or training post-16: There is a legal requirement to engage in full- or part-time education or training from age 16 to 18.

Notes on compulsory subjects: For maintained schools (public schools), the national curriculum designates subjects as compulsory, but does not specify teaching time for these subjects.

Language 2 refers to any modern or ancient foreign language in grades 3-6 and any modern foreign language in grades 7-9.

Religion: Schools are required to provide for the teaching of religious education and for a daily act of collective worship. Parents have the right to withdraw their child from religious education and from collective worship.

Practical and vocational skills: Schools are required to secure access to independent and impartial careers advice and guidance for pupils in grades 8-11.

Other subjects: Schools are required to provide for the teaching of sex and relationships education to all pupils in grades 7-11. Parents have the right to withdraw their child from this teaching.

Notes on compulsory options chosen by students: Pupils in maintained schools in grades 10 and 11 must be offered options in foreign languages, arts, technologies and social sciences.

Notes on compulsory options chosen by schools: Schools may require pupils to study subjects that are not part of the compulsory curriculum, for example foreign languages, arts, technologies or social sciences in grades 10 and 11. For academies, the minimum subject requirements are not set by legislation but by an individual funding agreement with the Secretary of State. Funding agreements all include a requirement for a broad and balanced curriculum which includes English, mathematics, science and religious education.

Notes on percentage following the reported curriculum: 93% of UK pupils attend public mainstream schools. These include maintained schools, that must follow the reported curriculum, and academies, that may choose to do so. [Back to the main table for this indicator](#)

Estonia:

Notes on the duration of the school year, school week and period length: The school year consists of at least 175 school days. One school week usually lasts 5 days. The duration length of a lesson, which was used for the calculation, is 45 minutes.

Notes on subject allocation: The "Reading, writing, literature" category comprises Estonian or Russian language and literature (as language of instruction; literature begins in grades 4-6); "Natural Sciences" in grades 1-3 and 4-6 comprises science and in grades 7-9 geography, biology, physics, chemistry and science. "Social studies" comprises in grades 1-3 personal, social and health education (PSH) and in grades 4-6 and 7-9 history, PSH, civics and citizenship education. "Language 2" can be English, Russian, German or French, "Language 3" can be English, Russian, German, French or some other language. "Language 2" begins in grades 1-3; "Language 3" in grades 4-6. "Physical Education and Health" consists of physical education and "Arts Education" comprises in grades 4-9 technological studies, handicraft and home economics.

Notes on the flexibility in the curriculum: In schools with a language of instruction other than Estonian, studying a second foreign language (Language 3) is not compulsory. Instead, students have to study Estonian as a second language.

Status of elective subjects: Schools have to offer some subjects but they decide which ones. Once selected, these subjects are compulsory for all pupils, i.e. compulsory flexible subjects chosen by the schools.

See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9
Reading, writing and Literature, Mathematics, Natural sciences, Social studies, Language 2, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Compulsory flexible subjects chosen by schools									
Language 3, Technology	a	a	a						

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Finland:

Notes on the duration of the school year, school week and period length: The school year in basic education comprises 190 days of instruction. In some years this number of days can be less due to national holidays during the working week. Therefore the actual number of school days in 2017/18 is 188.

Notes on subject allocation:

The column "Compulsory subjects with flexible timetable" refers to the additional lessons that schools must offer in physical education, arts, music or crafts. The compulsory flexible subjects chosen by schools can be any subject. The non-compulsory curriculum refers to an optional foreign language.

Notes on the flexibility in the curriculum: In the case of foreign languages, schools and education providers can start the instruction already in grade 1, and they must do it in grade 3 at the latest in the case of the first foreign language, and at least in grade 6 in the case of the second foreign language.

Schools and education providers can start the instruction of subjects with flexible timetable already from grade 1. Subjects with flexible timetable are foreign languages, history and social studies, home economics, guidance counselling and two non-compulsory languages.

The non-compulsory curriculum refers to an optional foreign language. The recommended time for the first optional foreign language (12 hours) refers to grades 3-9, although it can start already in grade 1. The minimum instruction time recommended for the second optional foreign language (4 hours) covers grades 7-9, although it can start already in grade 1.

See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9
Reading, writing and Literature, Mathematics, Natural sciences, Physical Education and Health, Arts Education, Religion/Ethics/moral education									
Language 2	a	a							
Social studies	a	a	a						

Compulsory subjects with flexible timetable							
language 3	a	a	a	a	a		
Practical and vocational skills	a	a	a	a	a	a	
Compulsory flexible subjects chosen by schools							

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

Percentage of students in general compulsory education attending the non-compulsory instruction time: 13.9 % in primary level, 33.7% in lower secondary. [Back to the main table for this indicator](#)

France:

Notes on the duration of the school year, school week and period length: The annual hours of instruction, set by the curriculum for each subject and for each level of education, must be respected regardless of the number of public holidays within a week. The school year is not set in terms of days but in weeks. It must have 36 weeks of work; the public holidays included in the current school year are not deducted.

Notes on subject allocation:

"Natural sciences": In grades 1-3, it refers to the field of study called "questioning the world" which covers notions of Science, History-Geography, Technology, ICT and also integrates 'ethics and moral education' (called 'Civic and Moral Education' in France). In grades 4-6, "natural sciences" includes Technology.

"Mathematics" (grades 4-5): includes 'ICT' (notions of computer science (programming)).

"Social studies" (grades 4-10): covers History-Geography and Civic and Moral Education. In grade 10, it also includes legal and social studies.

'ICT' is integrated in "natural sciences" (grades 1-3), in mathematics – and includes notions of computer science (programming) (grades 4-5). In grades 6-9, 'ICT' is mainly integrated in 'technology' and 'mathematics', but each subject can participate; no time is specifically dedicated to ICT: it is included in the 'Total compulsory curriculum'.

'Technology' (grades 1- 6) is integrated in 'natural sciences'.

"Ethics and moral education" (called Civic and Moral Education in France) is integrated in "natural sciences" (grades 1-3) or 'social studies' (grades 4-10). In grades 1-5, 36 hours per year are allocated to 'civic and moral education'.

"Other subjects": Form Time (grade 6-9); Form Time, *Accompagnement personnalisé* (i.e. methodological support/tailored teaching, knowledge enhancement and careers guidance) in grade 10. See Circular No. 2010-013 of 29-1-2010 on individual tutoring in general and technological upper secondary: <http://www.education.gouv.fr/cid50471/mene1002847c.html>.

"Language 3" i.e. the second foreign language is reported together with 'language 2' (grade 10).

"Compulsory options chosen by the students" (grade 10): students must take two options (*enseignements d'exploration*) within a large choice, notably: Economics, a third foreign language (language 4), 'arts education', 'ICT', 'technology', 'practical and vocational skills'. Depending on the options chosen, the timetable can increase up to 162 hours/year.

"Total compulsory curriculum" (grades 6-9): *Accompagnement personnalisé* (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are included in compulsory instruction time and integrated in all subjects. In grade 9, a week for the close observation of the professional environment is also included: it applies to all students and takes place during instruction time -no additional time is mentioned. It was introduced in 2005/2006.

"Non-compulsory curriculum": It is possible to cumulate several optional courses within the limits of what the school can offer, within the limits imposed by the organisation of timetables and the use of the teaching hours each school is allocated. The non-compulsory curriculum includes in grade 6 (72 hours/year = 2 hours/week) a second foreign language or a regional language (Regional Languages and cultures) that cannot exceed 6 hours per week when it is combined with the first foreign language. Each school is free to choose the distribution of the 6 hours according to their needs. In grade 7 (180 hours/year), non-compulsory curriculum can include 1 hour/week of Languages and cultures from Antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a "European languages and cultures" course based on one of the two foreign languages studied. In grades 8-9 (252 hours/year = 108 hours), non-compulsory curriculum can include 3 hours/week of Languages and cultures from Antiquity (Latin and ancient Greek), 2 hours/week of a regional language (Regional Languages and cultures) and 2 hours/week of a "European

languages and cultures" course based on one of the two foreign languages studied. In grade 9 (specific forms), it includes discovery of the world of work. In grade 10, a third foreign language (language 4) or arts activities can be chosen if not yet taken as compulsory options. The chosen elective subject can amount up to 108 hours per year for a third foreign language or 72 hours/year if the student chooses an art workshop.

Subjects reported in the category "Other subjects": Grade 6-9: 10 hours of "Form time". Grade 10: 82 hours = 10 hours of "Form time" + 72 hours of *Accompagnement personnalisé* (i.e. methodological support/tailored teaching, knowledge enhancement and careers guidance).

Percentage of students in general compulsory education attending the non-compulsory instruction time: Data is provided for academic year 2016-2017 (Source: *Repères et références statistiques sur les enseignements, la formation et la recherche* (RERS) 2017, p. 115 (grade 6), p.119 (grades 7-9) et p. 107 (grade 10): <http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html>).

Grade 6: 11.5% of pupils study a second foreign language (public + private schools). Grade 7: 18.7% of pupils (public + private schools) attend Latin, which is the only non-compulsory course offered in 2016/17 school year. Grade 8: 17% of pupils attend Latin, which was the only non-compulsory course offered in 2016/17 school year. Grade 9: 16.3% of pupils attend Latin or Greek.

The share of public/private is the following (2016-2017):

	Public schools	Private schools
Grade 7 - Latin	17.7%	22.2%
Grade 8 - Latin	16.2%	20.1%
Grade 9 - Latin & Greek	15.7%	18.7%

	Art activities	Art workshop	Other elective subjects
Grade 10: (public + private schools)	6.4%	0.2%	0.1%

Notes on the flexibility in the curriculum: In 2015, the guidance and programming law no. 2013-595 of July 8th, 2013 for Restructuring schools of the French Republic resulted in numerous reforms starting as of September 2016. It includes the following:

- New educational cycles were created for ISCED 1 and 2: grades 1-3 (cycle 2: fundamental learning stage), grades 4-6 (cycle 3: consolidation stage), grades 7-9 (cycle 3: development stage). Therefore, cycle 3 straddles two ISCED levels.
- A new common core of knowledge, skills and culture – that covers mandatory school (ISCED 1&2) – was also designed along with a new curriculum per cycle.
- Grades 6 to 9: The "Homework done" programme, implemented in all lower secondary state schools, allows willing student to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon. The hours devoted to this programme have not been included in the intended instruction time as only students willing to participate are concerned. (Reference: <http://www.education.gouv.fr/cid118686/devoirs-faits-un-temps-d-etude-accompagnee-pour-realiser-les-devoirs.html>).

These new elements account for the various changes inserted in this questionnaire.

Accompagnement personnalisé (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are now integrated in various subjects and are therefore included in 'total compulsory curriculum', when they used to be allocated specific time. [Back to the main table for this indicator.](#)

Germany:

Subjects reported in the category "Other subjects": Open learning and interdisciplinary subjects. [Back to the main table for this indicator](#)

Greece:

Notes on the duration of the school year, school week and period length:

In primary schools, lessons begin on the 11th September and end on the 15th June of the following year. For school year 2017/18, the instruction days in primary schools amount to 177 and are organised in 35-36 weeks that include 5 days, from Monday to Friday. In lower secondary schools, lessons begin on the 11th September and end by 31 May. For school year 2017/18, the instruction days in lower secondary schools amount to 166 and are organised in 33-34 weeks that include 5 days, from Monday to Friday. The exam period begins on the

1st of June; it has two phases and is completed by the end of June. Students who fail one or more subjects are offered additional days of instruction within June before they repeat the examinations at the end of June. These additional days of instruction have not been included in the number of instruction days, because it is not clear at this moment how many periods will be needed in each school. The above teaching days for school year 2017/18 (177 for primary schools and 166 for lower secondary schools) exclude days when schools are closed for festivities, such as national holidays, days when students are not expected to be at school or examination periods.

Notes on subject allocation:

In primary education:

- "Natural Sciences" in grades 1-4 refer to Study of the Environment, while in grades 5 and 6 they refer to physics and geography. The subject Study of the Environment includes the study of the natural, social and cultural environment.
- "Social studies" in grades 3 and 4 include history while in grades 5 and 6 they refer to history and Civic and Social Studies.
- "Compulsory flexible subjects chosen by schools" correspond to what is called "Flexible Zone" (three or two hours per week in grades 1--4), in which cross-thematic teacher initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.

In lower secondary education:

From school year 2016/17 and onwards, in lower secondary education, a reformed timetable is being implemented:

- "Reading, writing and literature" refers to the subjects Modern Greek Language and Literature and Ancient Greek Language and Literature (grades 7 to 9).
- "Natural Sciences" includes physics and biology in year 7, physics, geology-geography, biology and chemistry in grade 8 and physics, biology and chemistry in grade 9.
- "Social Studies" corresponds to history (grades 7-8), history, Civic and Social Studies (grades 9).
- "Practical and vocational Skills" refers to home economics (grade 7).
- The first foreign language (language 2) taught in all grades is English.
- "Compulsory options chosen by the students" corresponds to the second foreign language (grades 7-9). Students choose among French, German and Italian.
- "Compulsory flexible subjects chosen by schools" corresponds to what is called "Thematic Week". It is one week per school year when the "normal" timetable is left aside and each school designs the thematic activities that will take place. It corresponds to 32 hours per school year for each grade of the lower secondary (grades 7-9).

"Non-Compulsory curriculum": is offered as an option to students after the end of the compulsory timetable. In the primary non-compulsory programme (all-day schooling) includes one hour of educational activities in the morning, and in the afternoon one hour of study-preparation and one hour of instruction on an elective subject (ICT, English, Physical Education, Art, Music, Drama and Cultural Activity Clubs). In the lower secondary it includes a) remedial instruction on mathematics, modern and ancient Greek, physics, chemistry, and English, b) activities-projects on culture, ecology, health issues and career options that last 2 hours a week. Students can a) follow remedial courses for only one subject or for all of them (1 to 11 hours per week for students of the 1st grade and 1 to 12 hours per week for students of the 2nd and the 3rd grade) and can choose one or two activities-projects (2 or 4 hours per week).

Percentage of students in general compulsory education attending the non-compulsory instruction time: During the current school year compulsory curriculum in the primary level is attended by 26% of primary school students. In the secondary level, where both the remedial courses and the activities-projects began on the 10th of December, information on the percentage of students attending non-compulsory instruction is not available.

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Hungary:

Notes on the duration of the school year, school week and period length:

In general, classes last 45 minutes but schools may also organise longer or shorter ones. No class may take more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken to provide rest for children.

Notes on subject allocation:

In grade 1-4: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture. "Religion/Ethics/Moral education" includes ethics OR religion (students/parents choose between the two). These subjects were introduced in 2013. "Technology" includes *Életvitel és Gyakorlat* (life management and practice). "Compulsory flexible subjects chosen by schools" includes *Szabadon tervezhető órakeret*; schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes).

In grade 3: "Natural Sciences" include environmental studies. "Arts Education" includes music and Drawing/Visual Culture.

In grade 4: "Natural Sciences" include environmental studies. "Arts Education" includes music and Drawing/Visual Culture.

In grade 5: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture; "Social studies" include the subject History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" include two classes of *Szabadon tervezhető órakeret*, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes), plus Drama-Dance, or homeland and peoples. School also have to choose between these two, dividing the number of classes to teach both is not allowed.

In grade 6: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture; "Social Studies" include the subject History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" include three classes of *Szabadon tervezhető órakeret*, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes).

In grade 7: "Social Studies" include geography and History/Social/Civic Studies; "Natural sciences" include Biology, Physics and Chemistry; "Arts Education" includes music and Visual Culture; "Compulsory flexible subjects chosen by schools" include three classes of *Szabadon tervezhető órakeret*, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes).

In grade 8: "Social Studies" include geography and History/Social/Civic Studies; "Arts Education" includes music and Visual Culture; "Natural sciences" include Biology, Physics and Chemistry.

In grade 9: For *Gimnázium*: "Natural Sciences" include Physics and Chemistry; "Social Studies" include geography and History/Social/Civic Studies; "Arts Education" includes music and Visual Culture. "Compulsory flexible subjects chosen by schools" include *Szabadon tervezhető órakeret* (4 classes per week); schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). It also includes Drama-Dance and media (1 class per week). Schools have to choose one of these two subjects. The regulation for *Szakgimnázium* is different from the regulation for *Gimnázium*. The Annex 14 to the ministerial decree Number 51/2012 (EMMI rendelet) stipulates the weekly number of lessons. This is 35. The allocation depends on the specific specialisation (there are six different types of specialisation) One of the six types is presented in the table, which is typical. There is only slight difference concerning the specific allocations.

In grade 10: For *Gimnázium*: "Natural Sciences" include Physics, Biology and Chemistry; "Social Studies" include History/Social/Civic Studies and Geography; "Arts Education" includes Music and Visual Culture. "Compulsory flexible subjects chosen by schools" include *Szabadon tervezhető órakeret* (4 classes per week); schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). For *Szakgimnázium*: The Annex 14 to the ministerial decree Number 51/2012 (EMMI rendelet) stipulates the weekly number of lessons. This is 36. The allocation depends on the specific specialisation (there are six different types of specialisation). One of the six types is presented in the table, which is typical. There is only slight difference concerning the specific allocations.

Subjects reported in the category "Other subjects": In grade 5-10: Form teachers' class. [Back to the main table for this indicator](#)

Iceland:

Notes on the duration of the school year, school week and period length: National Curriculum Guidelines allocate a certain number of minutes per week for each subject over three periods, 1-4 grades, 5-7 grades and 8-10 grades. Schools and local educational authorities have autonomy in organising the distribution of weekly instruction time within these periods.

Notes on subject allocation: Two foreign languages are compulsory, English and Danish. Schools are free to decide how much time should be assigned for the first and the second foreign language (Languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction is included in compulsory options chosen by the students. The National Curriculum Guidelines allocate time for

compulsory options. All schools use this time for both, extra teaching time for compulsory subjects and other subjects that pupils can choose from.

Note on the flexibility of the curriculum: See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**							Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9	10
Reading, writing and Literature, Mathematics, Natural sciences, Social studies, Language 2, Language 3, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Practical and vocational skills, Other Subjects, Compulsory options chosen by the students, Compulsory flexible subjects chosen by schools										
Language 4	a	a	a	a						

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Ireland:

Notes on the duration of the school year, school week and period length: In Ireland, primary schools are open for 183 days annually; During 2016/17 and 2017/18, individual schools were permitted to close for one day in each year to facilitate whole teaching staff engagement in continuing professional development in support of the introduction of a new language curriculum. This is reflected in the total of 182 days of intended instruction time for 2017/18 and actual instruction for 2016/17 reported in the current survey. For Grades 1 to 6 (ISCED level 1), each day consists of 5 hours and 40 minutes with 40 minutes allocated to breaks and general recreation. The duration of lessons may vary in primary schools but the average is 30 minutes.

At ISCED 24 and 34, schools are typically required to be open to pupils to receive instruction for a minimum of 167 days. During 2017/18, individual schools are permitted to close for two days to facilitate whole-school planning and continuing professional development for teachers in support of the introduction of new curriculum and assessment arrangements at ISCED 24 (three days in 2016/17). The duration of lessons is not specified in any directive to schools. While the length can vary, lessons usually last 40 minutes.

At ISCED 24 Year 2 and Year 3, "Social studies" encompass Geography, History and Civic, Social and Political Education (CSPE). The "Compulsory flexible curriculum chosen by the students" includes such subjects as an additional foreign language, music, art, technology subjects, business studies and ICT. At ISCED level 34, the "Compulsory flexible curriculum" assumes a period or two per week for guidance, and three other subjects, each provided within blocks for four or five periods per week. The number of compulsory subjects varies depending on the school type that a student attends. Only (i) English, (ii) Irish, (iii) Mathematics, (iv) Civic, Social and Political Education [CSPE] and (v) Social, Personal and Health Education [SPHE] are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition). Department of Education and Skills Circular 25/12 on provision for literacy and numeracy provides for one period per day of maths instruction (i.e. 3.33 hours per week). The circular also provided for one period per day of literacy instruction but this has now been superseded by a new specification for English is introduced as part of curriculum reform at ISCED 24 and so is the Framework for Junior Cycle (2015) which provides for a minimum of 2.4 hours of English a week with additional provision for literacy left to the discretion of the school. Of these, reading, writing and literature in whatever the language of instruction at a school is (generally English) requires one period per day of instruction, as outlined in Departmental Circular 25/12. The calculation used for the tables is based on 5 days and 40 minutes per day = 3.33 hours weekly. A similar requirement is in place for provision in Mathematics.

Note on curriculum reform at ISCED 24 and the impact that this has on the return: Curriculum reform at ISCED 24 commenced in 2014 and is being implemented on a phased basis up to 2021. The phased implementation includes the introduction of new specifications (syllabuses) for the different subjects offered at this level. Phase 1 saw a new specification for English introduced to first year students at ISCED 24 in 2014. Phase 2 saw new specifications for Science and Business Studies introduced to first year students at ISCED 24 in 2016. Phase 3 saw new specifications for Irish, Modern Languages and Art, Craft & Design introduced to first year students at ISCED 24 in 2017. In addition, a compulsory area called 'Wellbeing' was introduced in 2017. Physical Education, Civic, Social and Political Education (CPSE) and Social Personal and Health Education (SPHE) are required components of this area.

The curriculum reform give schools considerable flexibility to design their learning programmes at ISCED 24 in accordance with 24 Statements of Learning, and taking account of the school's circumstances and the student's learning needs and interests

The Intended Instruction Time Survey for 2017/2018 reflects the phasing in of the curriculum reform : at ISCED 24 Year 1 and Year 2, a greater proportion of time is now reported under 'Compulsory flexible subjects chosen by schools.' For example, science which was previously included under "Compulsory options chosen by the students (21)" is now under "Compulsory flexible subjects chosen by schools (22)". Although schools have flexibility, they are still required to ensure that students study Language 1 and Language 2 (English or Irish depending on the medium of instruction in the school) and Mathematics. In addition, students are required to study Physical Education, Civic Social and Political Education (CSPE) and Social Personal and Health Education (SPHE) as core components of Wellbeing, a new mandatory area of learning.

Notes on subject allocation at ISCED 1:

The list of prescribed subjects and instruction time to be allocated makes up most of the school week at ISCED level 1. The school week also includes 2 hours of discretionary time at grades 1-6 which can be allocated, at the teacher's and at the school's discretion, to any of the six curriculum areas or to any of the subjects within them. In line with the measures outlined in the National Literacy and Numeracy Strategy, since January 2012 all primary schools have been required to increase the time spent on the development of literacy skills by one hour per week (i.e. from 7.5 hours to 8.5 hours for grades 1-6), particularly in the first language of the school. They have also been required to increase the time spent on mathematics by 70 minutes per week (i.e. from 3 hours to 4 hours 10 minutes for grades 1-6.) Schools have been requested to make provision for these arrangements through a combination of approaches such as:

- integrating literacy and numeracy with other curriculum areas
- using some or all of discretionary time (two hours) for literacy and numeracy activities
- re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy.

For the tables at hand, the increased time has been drawn from discretionary time ("Compulsory subjects with flexible timetable") of two hours for grades 1-6. The remaining additional 10 minutes for mathematics (Grades 1 6), are drawn from legacy time given to roll call and assembly which is recorded under 'Other subjects'.

All primary schools teach both English and Irish. In English-medium schools, English is regarded as the first language (L1) and Irish as the second language (L2) while in Irish-medium schools, the L1 is Irish and the L2 is English. For the tables at hand, "Reading, writing and literature" should be read as either English or Irish depending on which is the first language of the school. In English-medium schools, English is entered under "Reading, writing and literature" while Irish would be included under "Language 2". In Irish-medium schools, Irish is entered under "Reading, writing and literature" while English is included under "Language 2".

At ISCED level 1, 24 and 34 in English-medium schools (L1 is English), English is included under "Reading, writing and literature" while Irish is included under "Language 2". In Irish-medium schools (L1 is Irish), Irish is included under "Reading, writing and literature" while English is included under "Language 2". At Grade 10, the time for foreign languages and L2 Irish/L2 English is reduced to accommodate the greater diversity of courses undertaken by students in the transition year.

In ISCED level 24, a new specification in English has been introduced as part of the curriculum reform at that level. The intended minimum instruction time has been reduced to 2.4 hours from 3.33 weekly. The difference is now placed under compulsory subjects with flexible timetable. Schools can use this time for English. Similarly, schools will be exceed the minimum requirement of 2.4 hours on average a week or 240 hours over three years for Irish for students who commenced ISCED 24 Year 1 in 2017/18. This additional provision is left to the discretion of the schools as outlined in the Framework for Junior Cycle 2015.

At ISCED 24 Year 2 and Year 3, Irish is compulsory (unless students are exempted in special circumstances) but the time allocation is not specified, except in schools where Irish is the language of instruction (Circular 25/12). It is covered in "Compulsory subject with flexible timetable".

Civic, Social and Political Education (CSPE) and Social, Personal and Health Education (SPHE) are specified for delivery in one period at ISCED 24 Year 2 and Year 3, typically of 40 minutes per week and are thus allocated as 0.67 hours to "Social studies" and 0.67 hours to Other Subjects respectively. As part of the curriculum reform at ISCED 24, CSPE and SPHE are required components of a new compulsory area of learning, Wellbeing that has been introduced for students who commenced ISCED 24 Year 1 in 2017/18.

"Physical Education and Health" is allocated a fixed number of hours (2 per week) for students in ISCED 24 Year 2 and Year 3. Physical Education is now a required component of Wellbeing, a new mandatory area of learning for students that commenced ISCED 24 Year 1 in the 2017/18 school year. Schools are required to provide for a minimum of 135 hours of instruction in Physical Education to these students during the course of the three years of ISCED 24 on average a minimum of 1.34 hours each week.

For students in ISCED 24 Years 2 and 3, The Rules and Programme for Secondary Schools identifies the following subjects which schools may draw from in order to fill the total amount of compulsory instruction time.

These are in addition to the compulsory subjects (with prescribed time): history, geography, Latin, Ancient Greek, classical studies, Hebrew studies, French, German, Italian, Spanish, science, technology, home economics, music, art-craft-design, materials technology (wood), metalwork, technical graphics, business studies, typewriting, environmental and social studies, religious education.

In the tables referring to actual instruction time, time allocations are identified using school inspection reports (available at www.education.ie) and school timetables, and statistics from the State Examinations Commission (www.examinations.ie) which show the subjects studied for certification by the vast majority of students at ISCED level 24. These figures are the average time allocated to such subjects, but it should be pointed out that these are estimates, as Ireland significantly delegates specific subject selection and the competence on instruction time to schools themselves. The Rules and Programme for Secondary Schools provides a list of approved subjects but, apart from those mentioned specifically under intended instruction time, gives flexibility to schools and this flexibility will increase as curriculum reform at ISCED level 24, initiated in 2014, is implemented across all subjects at ISCED level 24 by September 2021.

The final year of compulsory education is technically the first year of ISCED level 34 for many students. This is called "transition year", but it is not compulsory and that many students enter other programmes after ISCED level 24. In the transition year, while subjects like English, Irish, mathematics and physical education must still be offered, the only subject which is nationally designated a specific time [in Circular 37/10] is an aspect of SPHE, called Relationships and Sexuality Education (RSE). Six periods across the two or three years of senior cycle (ISCED level 34) must be allocated to this subject but need not be timetabled every week. As above, the figures in the tables on actual data represent typical allocation of time to different subjects as informed by review of timetable data during school inspections, but note that there is no State Examinations Commission data for this year because there is no State Examination in Transition Year, such that the identification of statistical prevalence of subjects is more challenging. Schools are also free to design their own subjects and curricula to a far greater degree during the transition year than has been the case in ISCED level 24, or in other years.

Subjects reported in the category "Other subjects": At ISCED 1 it includes Social Personal and Health Education (SPHE) and the legacy time allocated for assembly and roll call. At ISCED 24, it includes Social Personal and Health Education only.

Notes on vertical and/or horizontal flexibility: The curriculum reform at ISCED 24 provides for vertical flexibility within individual subjects across the three years of this level. However, it is not possible to reflect this in the current survey as the introduction of new subject specifications that accommodate this vertical flexibility is happening on a phased basis for individual subjects and as students enter Year 1 in ISCED 24. It is only when the curriculum reform at ISCED 24 is fully implemented in 2021 that it will be possible to accurately represent the vertical flexibility envisaged in the curriculum reform.

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Israel:

Notes on the duration of the school year, school week and period length: Students were allocated to educational levels according to the ISCED definition: Students aged 6-11 are enrolled in primary education, students aged 12-14 are enrolled in lower secondary education, and students aged 15-17 are enrolled in upper secondary education. As a rule in Israel, students in the primary education are aged 6 to 11 but in some schools enrolment in primary education is until age 13 (grade 8). In general, in lower secondary education students are aged 12-14. In upper secondary education they are aged 15-17, and in some schools 14-17.

As a rule, the actual instruction time scheduled by the ministry is the same as the intended instruction time.

Notes on subject allocation: For the non-Jewish sectors (Druze and Arab institutions), Hebrew is reported as language 3 as another national language. In lower secondary education, technology and communication subjects were merged with exact sciences. In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. In upper secondary education, state-religious education includes 4 additional hours, which are mandatory for obtaining a matriculation certificate. The average is a weighted average based on the proportion of classes by sector.

Non-compulsory curriculum: The school can use non-compulsory hours to teach supplementary lessons in one of the compulsory subjects.

Notes on the flexibility in the curriculum: In upper secondary education, regular hours in most of the subjects are globally allocated for all the grades together but in general are uniformly spread across grades 10, 11 and 12, i.e. 5 hours weekly each year in English, 5 in mathematics and 2 hours in physical education. Additional hours in these subjects can be added from the flexible hours which can be chosen by the students and/or the school. In addition to the longitudinal mandatory hours which are reported on the instruction time table, there are about 25% more hours beyond that. These hours are intended to solve problems, split classes into smaller classes, to integrate children with special education needs, for differential allocation of students, etc.

Moreover, as part of the teacher's working hours, teachers are committed to additional 5 hours of individual work in small groups with up to five students.

All those supplement hours reduce the average class size. [Back to the main table for this indicator](#)

Italy:

Notes on the duration of the school year, school week and period length:

According to legislation, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. However, the annual instruction time is commonly calculated based on an average of 33 weeks. Schools have autonomy in the distribution of the timetable both over the week and the school year. In many schools, especially at secondary level, lessons are distributed over 6 days. One hour lasts 60 minutes. Schools can organise the timetable in periods lasting less than 60 minutes, provided that the sum of periods corresponds to the total amount of time foreseen by the timetable.

At the primary level, the minimum annual instruction time is calculated according to the minimum weekly timetable of 24 hours for 33 weeks, which was gradually introduced since school year 2009/10. However, schools most commonly work according to the weekly timetable of 27 hours a week (891 hours per year) and several schools also offer the 40-hour timetable. Information on Grades 9 and 10 refer to the instruction time for *Liceo Scientifico*. Since the school year 2010/11, the reform of the upper secondary level of education is gradually applied to grades (roll-out completed in school year 2014/15). According to the reform, the ordinary three *licei* (*classico*, *scientifico* and *artistico*) plus the experimental pathways are replaced by 6 *licei*: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences. All the new *licei* have new timetables.

Notes on subject allocation: Primary education: Music (included in "Arts Education"), history and geography (included in "Social studies") are taught as separate subjects.

At lower secondary level, the category "Reading, writing and literature" includes history and geography, Citizenship and Constitution and 1 hour of in-depth studies in literacy learning. The category "Mathematics" includes sciences. No indication is given on the distribution of hours among subjects in the same area. Music (included in "Arts Education") is taught as a separate subject (2 hours/week). The hours foreseen for the second foreign language (Language 3) can be used for complementary teaching of the first foreign language (Language 2), English, up to a total of 5 hours/week. At upper secondary level (grades 9 and 10) "Mathematics" includes ICT (ICT is taught as a separate subject in the applied sciences option of the *liceo scientifico*). At all levels, the teaching of Citizenship and Constitution is included in the timetable of the history/geography/social teaching. In the lower secondary level, the instruction time for this subject is included in the category "Reading, writing and literature", while for primary and upper secondary levels it is included in the category "Social studies".

In the *Liceo artistico* track the "Arts Education" category includes History of Arts, Drawing and Graphics, geometry, Sculpture and Plastic Disciplines and Arts Laboratory. In the *Liceo musicale e coreutico* (music branch) track the "Arts Education" category includes History of Arts, Performance and Interpretation, Theory, Analysis and Composition, History of Music, Music for Ensemble Laboratory and Music Technologies. In the *Liceo musicale e coreutico* (dance branch) track the "Arts Education" category includes History of Dance, Dance Techniques Dance laboratory, music theory and practice for dance. In the *Liceo delle scienze umane* track the "Social studies" category includes history and geography, Human Sciences (anthropology, pedagogy, psychology, sociology) as well as Law and Economy.

Subjects reported in the category "Other subjects": Latin and literature in the *liceo scientifico* and *liceo classico* and ancient Greek and literature in the *liceo classico*. [Back to the main table for this indicator](#)

Japan:

Subjects reported in the category "Other subjects": For primary education: Home economics, Living environment studies, Integrated studies and Special activities. For lower secondary education: Technology and home economics, Integrated studies and Special activities.

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Korea:

For the first two years of primary education, students study "Natural Sciences", "Social studies", "Physical Education and Health", "Arts Education", and "Religion/Ethics/Moral education" in an integrated way through interdisciplinary subjects, which were classified as "Other subjects". The subjects are named Disciplined Life (grades 1-2: 128), Intelligent Life (grades 1-2: 192), Pleasant Life (grades 1-2: 384) and Safe Life (grades 1-2: 64).

Subjects reported in the category "Other subjects": Creative Experiential Learning Activities (grades 1-12): At primary school level, it is recommended that ICT, health education, and Chinese Characters and Classics are

systematically taught through Creative Experiential Learning Activities as well as related subjects. At lower secondary education level, they consist of self-initiated activities, club activities, volunteer activities, and future career activities.

Notes on "Free-semester": As "Free Semester System" has been implemented since 2016, one of the first three semesters of lower secondary education is operated as "Free Semester", which allows students to explore their career paths and to obtain vocational experiences through extracurricular programmes. During this semester, Free-semester activities (future career activities, selective activities, club activities, and arts & sports activities) are allocated in the curriculum for 8-14 periods per week.

Note on the flexibility of the curriculum: See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9
Reading, writing and Literature, Mathematics, Natural sciences, Social studies, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, ICT, Other subjects									
Language 2	a	a							
Technology, Practical and vocational skills	a	a	a	a					
Compulsory options chosen by the students, Compulsory flexible subjects chosen by schools	a	a	a	a	a	a			

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Latvia:

Notes on the duration of the school year, school week and period length: According to the General Education Law the school year lasts 34 weeks in 1st grade, 35 weeks in 2nd to 8th grade and 37 weeks in 9th grade which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2017/18, there are 5 national holidays: 18 November 2017 (Proclamation of the Republic of Latvia, transferred to Monday, 20 November); 30 March - 2 April 2018 (Easter); 1 May 2018 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2018 (Restoration of Independence of the Republic of Latvia); therefore the actual number of instruction days in school year 2016/17 is 165 days in 1st grade, 170 in 2nd-8th grade and 177 in 9th grade. The dates for the beginning and end of the school year are set by the Cabinet of Ministers' Regulations on the Beginning and End of School Year. The General Education Law prescribes the duration of lessons, which can last 40-45 minutes and are determined by the head of school. Usually, lessons last 40 minutes.

Notes on subject allocation:

All subjects are allocated according to the subject categories listed in the table although allocation might be different according to the National Basic Education Standard where e.g. the subject Literature belongs to the arts education sphere, and geography belongs to the technology and sciences sphere (however, in the table literature is part of literacy learning and geography is part of "Social studies").

According to the National Standard for Basic Education Subjects and Standards for Basic Education Subjects as well as the Basic Education Sample Plans (2014), in the 1st model for the 1st variant of the sample plan for a basic education programme for ethnic minorities, the subject Ethnic Minority Language (grades 1-9) included in column "Other subjects", is taught in the respective ethnic minority language. The same applies to the subjects Literature (grades 4-9, included in column "Arts Education"), mathematics (for grades 1-4) and Ethics/Introduction to Christianity (grades 1-3, included in column "Compulsory flexible subjects chosen by students"). The language of instruction is Latvian in the following subjects: Latvian language and literature (grades 1-9), IT (grades 6-7), natural sciences (for grades 4-6), biology (grades 7-9, included in the column "Natural Sciences"), physics (grades 8-9, included in the column "Natural Sciences"), chemistry (grades 8-9, included in the column "Natural Sciences"), geography (grades 7-9, included in the column "Social studies"), world history and history of Latvia (grades 6-9, included in the column "Social studies"), Social Studies (for grades 7-9, included in the column "Social studies"), crafts (for grades 4-9, included in the column "Practical and vocational skills"), sports (for grades 4-9), music (for grades 4-9, included in the column "Arts Education") and visual arts (for grades 4-9, included in the column "Arts Education"). Other subjects are taught bilingually using Latvian language and the language of ethnic minorities as the language of instruction.

Subjects reported in the category "Other subjects":

There must be at least one period (not regarded as teaching but upbringing) for all the grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance etc. The standard model defines number of lessons chosen by schools. Number of lessons is 1 for grade 1, 2 for grade 2, 0 for grade 3, 4 for grade 4, 4 for grade 5, 0 for grade 6, 4 for grade 7, 6 for grade 8, and 0 for grade 9. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

For the basic education programme for ethnic minorities the subject Ethnic Minority Language (grades 1-9) is included in the column "Other subjects".

Percentage of students in general compulsory education attending the non-compulsory instruction time: In Latvia, there are both extracurricular activities (offered by schools and interest-related education institutions) and non-compulsory/elective subjects *fakultatīvi* (offered by respective schools of pupils). Latvia has a long and successful tradition of extracurricular education (also called interest-related/hobby education) – around 70% of all pupils attain extracurricular activities (offered by schools and interest-related education institutions). Overall, according to the Central Statistical Bureau there were 213 357 pupils in general education in 2015/16.

Notes on the flexibility in the curriculum:

In grades 1-3, pupils can choose between the subjects Ethics and Introduction to Christianity which are taught one lesson/period per week.

In addition to the total load of learning lessons, the following activities have to be included: (1) Class upbringing period (indicated in column "Other subjects") – at least one period for each class every week; (2) optional lessons for groups of pupils on a voluntary basis (and according to parents' application). Optional lessons may include singing in chorus, dance, brass bands, theatre classes, creative design, foreign language lessons etc. It is not mandatory to attend optional lessons; (3) lessons for individual work with pupils who need additional support or with talented pupils; (4) prolonged-day groups.

At the beginning of the school year the director approves the lessons plan for the year. Every year a school decides on project week activities for grades 1–9, informing pupils and their parents in advance. Learning excursions, subjects Olympiads, sports activities and other activities related to teaching and upbringing may not exceed 5 days a school year. [Back to the main table for this indicator](#)

Lithuania:

Notes on the duration of the school year, school week and period length: The duration of the school year, school week and period length is indicated in the legal acts "General Teaching Plan for the Primary Education Curriculum 2017/18 and 2018/19" and "General Teaching Plans of the Basic and Upper Secondary Education Curricula for 2017/18 and 2018/19".

Compared to school year 2016/17, instruction time for primary and lower secondary students has been increased. Instruction time for grades 1 to 11 have been extended by adding 10 days to the school year. Students of grades 1 to 4 will be studying for 34 weeks (there were 32 weeks during a school year 2016-2017). Students of grade 5 will be studying for 36 weeks, comparing with 32 weeks during the previous school year. Moreover, holidays for grade 5 were reduced by 10 days. Students of grades 6 to 11 will be studying for 36 weeks (there were 34 weeks during a school year 2016-2017).

Notes on subject allocation: The subject allocation provided in the Lithuanian legal acts almost correspond to the subject allocation given in the "Eurydice-OECD Instruction Time data collection 2017". The only ambiguity could be that according to the Lithuanian documents Ethics and Religion are compulsory option chosen by the student and in Eurydice-OECD report these subjects are allocated to the column "Religion/Ethics/Moral education".

Subjects reported in the category "Non-compulsory curriculum": General Teaching Plan for students of grades 5-10 includes both compulsory subjects and chosen subjects, optional subject courses. The content of all subjects is determined in study programs which are approved by the Minister of Education and Science and (or) prepared by school and approved by a school head.

Students of grades 5-10 can choose optional subject courses to improve Lithuanian language, reading and speaking skills, literature knowledge. Students can choose Natural Science chosen subjects, optional subject courses and Art subjects such as Theatre, Dance and other Contemporary Art subjects.

In grades 9-10 (including gymnasium grades 1-2) the subject of information technologies includes both compulsory course and optional subject course (Programming Basics, Basics of Computer-aided Publishing or Website Design Basics).

Students of grades 9-10 (including gymnasium grades 1-2) may choose optional subject courses such as Psychology, Ethnic Culture, etc.

It is recommended to give minimal number of lessons for students of grade 5. If students of grades 5 to 10 and gymnasium grades 1-2 have more lessons for studying chosen subjects, optional subject courses (i.e. the number

of minimal compulsory lessons is bigger), a study plan must be approved by parents (caregivers). Social studies include both compulsory study subjects and Socio-civic activities (7.5 hours per year).

Percentage of students in general compulsory education attending the non-compulsory instruction time: During the school year 2017/18 there are 277533 students in grades 1 to 10. 157643, i. e. 56.8% of these students are attending the non-compulsory instruction time.

Taking into account the age of students, there 274153 students in grades 1 to 10 (age 7-18 years). 157116, i.e. 57.31% of them are attending the non-compulsory instruction time.

Notes on the flexibility in the curriculum: The schools are required by the legal acts to ensure minimal number of the lessons per week in order to implement General Teaching plans. Flexibility of the curriculum is reflected in the ability to use additional lessons from the non-compulsory curriculum, which varies across schools, for teaching support for low achievers and for personalised teaching and learning for talented students. The basic and upper-education schools have some more flexibility in the curriculum, for example:

- It can be increased or reduced the number of the lessons of the concrete subject up to 10%.
- It can be organised up to 10% of the lessons of the concrete subject not in a classroom or not in a regular way, e.g. class time can be used for a project activities or other activities attractive for students.
- A part of the curriculum can be implemented through the instruction time set for the cognitive and cultural activities.

See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**				Lower secondary (general programmes)**					
	1	2	3	4	5	6	7	8	9	10
Language 2, Arts Education, Religion/Ethics/Moral education										
Reading, writing and Literature, Mathematics, Social studies										
Natural sciences, Technology										
Physical education and Health										
Non-compulsory curriculum										
ICT, Other subjects	a	a	a	a						

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Luxembourg:

Notes on subject allocation: Grades 1-6: German and Luxembourgish are both languages of instruction and their instruction time is reported under the category "Reading, writing and literature". French is considered as "Language 2".

Grades 7-10: The language of instruction is French. German is the first foreign language (Language 2). English is the second foreign language (Language 3).

Notes on the flexibility in the curriculum: The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades, in accordance with the annual time specified for each subject area and the needs of children. [Back to the main table for this indicator](#)

Mexico:

Notes on subject allocation: Physics and chemistry are included in "Natural Sciences".

Subjects reported in the category "Other subjects": Grades 7 to 9: Tutoring. [Back to the main table for this indicator](#)

Netherlands:

Notes on subject allocation: About 50% of the instruction time in the last grades of primary education is spent on literacy and numeracy (based on a study of the Inspectorate). [Back to the main table for this indicator](#)

New Zealand

Notes on the duration of the school year, school week and period length: Schools in New Zealand are required to deliver the New Zealand Curriculum or (for Māori-medium schools) *Te Marautanga*.

The primary teachers' collective agreement does not specify timetable hours, rather, it states that the normal hours of work shall as far as practicable not exceed 40 hours per week, Monday to Friday. However, the collective agreement does provide 10 hours classroom release time per term for each full-time teacher.

The teacher collective agreements each provide that teachers are not required to attend during those times when the school is closed for instruction (other than for up to 10 days each year where a school can require the teacher's attendance under prescribed circumstances).

Notes on subject allocation: National Administration Guidelines, issued under primary legislation (section 60A of the Education Act 1989) require that all students in years 1-10 of schooling are delivered teaching and learning programmes that give them the opportunity to achieve success in all areas of the curriculum. (Beyond year 10 more specialisation is possible and it is not a requirement for students to cover all subject areas; the number of subjects studied and the depth of subject material will typically be determined at this level by the requirements for earning National Certificates of Educational Achievement, or equivalent qualifications).

The National Administration Guidelines also require that priority is given to achievement in literacy and numeracy, especially in years 1-8, to physical activity that develops movement skills, especially in years 1-6, and that appropriate career education and guidance is provided for all students in year 7 and above.

Notes on subjects reported in the category "Other subjects": Free class discussion/utility period.

Notes on the flexibility in the curriculum: The requirements in the National Administration Guidelines are expressed in general terms, and schools may meet the requirements in any way they determine is effective. There is no prescribed number of hours of teaching, either in total or of any particular subject, at any level of primary or secondary schooling (providing schools meet the requirement to be open for instruction for a minimum number of mornings and afternoons, each half-day being at least two hours in duration). Neither is there a requirement that lessons be of a particular duration, or at a particular time of the morning or afternoon.

See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**			
	1	2	3	4	5	6	7	8	9	10
All subjects										

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Norway:

Notes on the duration of the school year, school week and period length:

The number of days reported are the minimum (190) and the maximum (225) with 190 days being typical. The length of a period/lesson is set to 60 minutes.

Notes on subject allocation: On compulsory options chosen by the students: In grades 8 to 10, lower secondary education (ISCED 24), students can choose between 14 subjects (as part of a pilot a 15th subject in computing has been added) as compulsory options for a total number of 171 hours. Every school must offer at least two different subjects as compulsory options. In addition, a student can choose between a second foreign language (language 3) and 'in-depth studies' or 'work-related training' for a total number of 222 hours. The 'in-depth studies' give students the opportunity to develop their competences in English, reading writing and literature, Sami, mathematics or work-related training instead of starting a new foreign language subject. Schools can decide which subjects to offer as 'in-depth studies' and how to organise them but they must offer at least one in addition to language 3. In 2016/17, 74% of the students had language 3 while only 17% chose in-depth studies in other languages and 10% in-depth studies in mathematics or work-related training

Subjects reported in the category "Other subjects": Included in Compulsory options chosen by the students. See the note on subject allocation.

Notes on the flexibility in the curriculum: The distribution of teaching hours per subject for the 10-year compulsory education is mainly established for primary schooling (ISCED level 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED level 24) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects "Reading, writing and literature", "Mathematics", "Natural sciences" and "Language 2" are prescribed for grades 1-4 as a whole and grades 5-7 as a whole. The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each grade. It is not possible to move subjects and class sessions between the above mentioned levels. Each school has the freedom to organise class sessions within the prescribed teaching hours.

In lower secondary education (ISCED 24), students can choose between 14 subjects as compulsory options (as part of a pilot a 15th subject in computing has been added).

See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**							Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9	10
Reading, writing and Literature, Mathematics, Natural sciences, Language 2										
Social Studies, Physical Education and Health, Arts Education, Religion/Ethics/Moral education, Practical and vocational skills, Compulsory flexible subjects chosen by schools										
Language 3, Other subjects, Compulsory options chosen by the students	a	a	a	a	a	a	a			

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Poland:

Notes on subject allocation: Starting in 2017/18 two different approaches to Instruction time are in place. One derives from the old education system (general education: 6-year primary school + 3-year lower secondary school + 3-year upper secondary school) which is being phased out where instruction time was defined per 3-year educational stages.

The second one derives from the new structure (general education: 8-year primary school covering both ISCED 1 and 2 with a 4-year secondary school covering ISCED 3) where instruction time is defined per year and by week with subjects indicated.

Compulsory education covered in the old system 9 grades (6+3), but in the new one it covers 8 years of primary school (single structure education covering both ISCED 1 and 2).

The situation in the current school year (2017/18) is as follows: Grades 1, 4, 7 of primary school have been working with the new outline time tables of 2017. Grade 8 of primary school is not yet in place. Grades 2, 3, 5 and 6 of primary school and remaining grades of lower secondary school (which is being phased out) work with the "old" outline timetables (2012) where instruction time is defined per 3-year educational stages (vertical flexible instruction time). See methodology section.

In the transitional period where in years 2017-2019 two different structures/programmes coexist so the following definitions of the ISCED 2011 levels are in place:

School year 2017/18:

- ISCED 1: grades 1-6

- ISCED 2: grade 7 of the 8-year primary school and grades 2 and 3 of *gimnazjum* (lower secondary school). Grade 1 of *gimnazjum* does not exist as this type of school is being phased out.

The subject "Natural science" has been taken into account - within compulsory classes - in grade 4 of primary school as two hours per week. At the same time in grades 5 and 6 - instead of Natural science - two subjects have been introduced namely geography and biology - 1 hour per subject per week. In grade 7 chemistry and physics have been introduced - 2 hours per subject per week, and for geography and biology the instruction time is 2 hours per subject per week. In grade 8 - teaching of geography and biology has been taken into consideration with 1 hour per subject per week and of chemistry and physics - 2 hours per week.

In Poland the subject geography is considered to be a natural science subject (natural science education). However, for the purpose of the tables provided here, geography has been classified as a subject included in "Social studies".

In the new regulation on outline time tables of 2017 it has been stipulated that in grades 7 (and 8 which will be implemented in 2018/19) a foreign language is taught for 3 hours per week, and the second foreign language - for 2 hours per week.

Non-compulsory curriculum: From grade 4 of primary school and in lower secondary school students have a non-compulsory subject – Education for Family Life. In addition, in primary and lower secondary schools students can attend non-compulsory lessons of religion or ethics (2 teaching hours per week of religion and the amount of instruction time of ethics lessons is left to the discretion of the school head)

Subjects reported in the category "Other subjects": Hours with the homeroom teacher (4-9 grades), Education for Safety (8-9 grades), Vocational guidance (7 grade).

Percentage of students in general compulsory education attending the non-compulsory instruction time: Non-compulsory subjects at ISCED level 1 and 24 (general compulsory education) are religion/ethics and Education for Family Life. The information on the number of students attending religion is not collected in the Education

Information System database (EIS). According to Ministry of National Education estimates approximately 90% of all students in primary schools (*ISCED level 1*) and 80% – in lower secondary schools (*ISCED level 24*) attend religion lessons.

Data is collected for the subject Education for Family Life and according to the data 70% of students attend these lessons at primary level and 68% at lower secondary level (EIS database, September 2017).

Notes on the flexibility in the curriculum: It only concerns the school year the 2017/18 for classes 2, 3, 5, 6, as well as 8 and 9 of the system of education which is being currently phased out (6-year primary school and 3 year lower secondary school) Instruction time for compulsory classes is given for three-year periods. Education in 6-year primary schools (*ISCED level 1*) is divided into two stages/cycles: First cycle (grades 1-3) and second cycle (grades 4-6). Lower secondary school (*ISCED level 24*) forms the third cycle and encompasses another three-year period (grades 1-3) – vertical flexibility.

In grades 1-3 (early school education) Polish language education, modern foreign language, music education, art education, social education, natural science education, mathematical education, computer classes, technical classes and physical education are taught. During the three years of lower secondary school (which is being phased out – only grade 8 and 9 have been left) 450 hours are devoted to teach two modern foreign languages. These hours can be distributed between the two languages at the discretion of the school head – horizontal flexibility.

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Portugal:

Regarding the admission to compulsory primary education (at the age of 6), it is important to note that children who turn six years between September 16 and December 31 are also eligible to enter first grade upon request of a parent.

Notes on the duration of the school year, school week and period length: 180 days is the minimum number of days per school year according to the current law. For the first four years there are no formal indications on the length of the lessons, they may vary between 45 and 90 minutes, depending on the school choice (options are 45, 50, 60, 75 or 90 minutes).

Notes on subject allocation:

According to legislation, primary schools (grades 1-4) should offer a weekly instruction time between 22.5 and 27 hours. Of these, 7 hours are allocated to literacy, 7 hours to mathematics, 2 hours of language 2 (in grade 3 only), and 3 hours to curricular subjects *Estudo do meio* (study of the environment), which comprises history, geography and sciences; 3 hours are allocated to arts and physical education, 1.5 hours to *Apoio ao Estudo* (monitored study) and 1 hour to *Oferta Complementar* (complementary offer, which is a compulsory curricular subject chosen by the school). There are also non-compulsory activities called Curricular Enrichment Activities. These activities last 3 to 5.5 hours per week (in grade 3) or 5 to 7.5 hours per week (in grades 1, 2 and 4) and may include English or other foreign languages, sports, artistic, scientific, information technology, community and citizenship education activities chosen by the schools.

For primary schools participating in the pilot Project for Autonomy and Curriculum Flexibility in compliance with the Legislative Order no. 5908/2017 (grade 1-pilot project), they should offer a weekly instruction time of 25 hours. Of these, 7 hours are allocated to literacy, 7 hours to mathematics, 3 hours to curricular subjects *Estudo do Meio* (study of the environment), which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 3 hours to *Apoio ao Estudo* (monitored study). There is the subject Citizenship and Development, an area of transdisciplinary nature, fostered by the generalist dimension of teaching in this level of education.

At primary level (grades 5-6), "Reading, writing and literature" (Portuguese), "Language 2" (English) and "Social studies" (history and geography of Portugal) are part of the same curricular area and at least half of the time must be dedicated to Portuguese. "Mathematics" and "Natural Sciences" are also part of the same curricular area and two-thirds of the time should be dedicated to mathematics. There is also arts education (visual and musical) and technology education. At lower secondary (7th-9th grades) students learn another foreign language (Language 3) besides English (French, Spanish or German). At this level ICT is also included in the curriculum. In schools taking part in the pilot project in upper primary and lower secondary education, Citizenship and Development and ICT may have, among others, an annual or semi-annual organisation.

At upper secondary level, students may choose among 4 different courses: Sciences and Technology, Social and Economic Sciences, Languages and Humanities, Visual Arts. In all these courses the students have literacy learning (Portuguese), a foreign language (Language 2), philosophy and physical education. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years. Physical education is included in the curriculum of primary and secondary education. The attendance in religion and moral education is optional in primary and secondary education. Regarding schools taking part in the pilot project in upper secondary

education the curriculum component Citizenship and Development is developed with the contribution of all the subjects comprised in the curriculum matrices.

Subjects reported in the category "Other subjects": Apoio ao Estudo (monitored study).

Percentage of students in general compulsory education attending the non-compulsory instruction time: Non-compulsory curriculum includes religion and moral education as well as curricular enrichment activities (*Atividades de Enriquecimento Curricular*).

Notes on the flexibility in the curriculum: The schools have autonomy to decide within a minimum and a maximum of time granted to subjects and curricula areas within the cycles. For example, literacy learning must amount to 6000 minutes (100 hours) by the end of the lower secondary cycle. It is up to the school to decide about the distribution of these hours across the three years. In general the instruction time for subjects has a predefined minimum and maximum. Each school chooses on its own criteria the time allocated to each subject within the established limits – minimum per subject and total per year (primary and secondary) or cycle (primary and lower secondary education). Schools are autonomous to decide the time of the lesson.

For grades 5-9 there are only minimum lengths established for language, maths and arts. Schools are free to allocate the time within certain boundaries. In the category "Compulsory flexible subjects chosen by schools" the difference between the minimum established for each subject/group of subjects and the total minimum instruction time was reported. Note that this is not another subject but time to be allocated by the schools to existing subjects.

In grades 10-12 the minimum instruction time varies for different courses. The lowest minimum of 25.5 hours per week was reported in grades 10 and 11 but the minimum can also be 27 hours a week.

Public schools with an autonomy agreement may manage 25% of the curriculum in a flexible way, provided that they comply with the syllabi, the curriculum learning outcomes and the curriculum guidelines in each course of study and for each subject. [Back to the main table for this indicator](#)

Scotland:

Notes on subject allocation: The Scottish Curriculum for Excellence does not prescribe any minimum instruction time with the exception of 2 hours per week for physical education, but it states the 'experiences and outcomes' that the five levels of the Broad General Education Phase - which span several grades each – must include across eight curriculum areas. Local authorities and schools are responsible for agreeing to the specific subjects and the time allocated to them in each grade.

Although there is no intended instruction time, the Education (Scotland) Act 1980, which reflects previous legislation dating back to 1872, imposes a statutory duty on local authorities to provide religious education in Scottish schools. In the case of religious education in Roman Catholic Schools, – all Catholic schools are expected by the Bishops' Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum.

Developing the Young Workforce policy (see <https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>) includes an expectation that practical and vocational skills are integrated across a range of subjects in primary education, although there is no formal guidance on instruction time.

Note on the flexibility of the curriculum: See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**							Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9	10
Reading, writing and Literature, Mathematics, Natural sciences, Social studies, Language 2, Arts Education, Religion/Ethics/Moral education, Non-compulsory curriculum										
Language 3	a	a	a	a						
Practical and vocational skills										

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Slovak Republic:

Notes on the duration of the school year, school week and period length: The school year 2016/17 had 188 teaching days. The weekly teaching time was 5 days (Monday to Friday) and one lesson took 45 minutes.

Subjects reported in the category “Other subjects”: Transport education, sexual education etc.

Subjects reported in the category “Non-compulsory curriculum”: Latin language, descriptive geometry etc.

Percentage of students in general compulsory education attending the non-compulsory instruction time:

According to the school educational programme, schools can increase the total number of hours for *ISCED level 34* by a maximum of about 20 hours (this implies 5 hours in the 10th grade). The increased number of hours has to be funded by the schools' own resources, which is why schools do not use this possibility. Statistical data about the number of optional hours/non-compulsory (financed from schools' own resources) is not available.

Notes on the flexibility in the curriculum:

Flexible hours (for compulsory options) for subjects can be chosen by the school and the students (it depends on the conditions of the school and the interest of pupils/students or their guardians). These can be new subjects such as further foreign languages (Language 3-5), transport education, sexual education, etc. Alternatively, these flexible hours can be devoted to increase the stipulated number of hours for some compulsory subjects. [Back to the main table for this indicator](#)

Slovenia:

Notes on the duration of the school year, school week and period length:

The school year comprises 35 weeks or 175 school days (in grade 9) to 38 weeks or 190 school days (in grades 1 to 8) between the 1st of September and the 31st of August of the following year. Lessons are provided until the 24th of June; for pupils in year 9, lessons end on June 15th. There are 32 weeks of teaching days and 3 weeks of “days of activities” (*dnevi dejavnosti*) in this grade. In grades 1 to 8, there are 35 weeks of teaching days and 3 weeks of days of activities (*dnevi dejavnosti*). Schools are open five days a week. For the compulsory part of the curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of lessons can vary (e.g. 50 minutes for after-school classes) but for the reported activities it is 45 minutes.

Notes on subject allocation:

In grade 1-3, the subject Environmental Education combines different subject categories; the subject (3 lessons a week) is allocated to the following categories: “Natural sciences” (1.25 lessons a week), “Social studies” (1.25 lessons a week) and “Technology” (0.5 lessons a week). The subject “Natural sciences and technics” (grade 4-5) combine two different subject categories. The subject (3 lessons a week) is allocated to the categories of “Natural sciences” (2 lessons a week) and “Technology” (1 lesson a week). There is a lot of ICT content during the compulsory education in Slovenia, accessible to all pupils. Teaching of ICT starts in 1st grade and is included in various subjects and also taught as extracurricular lessons. In 6th grade it becomes compulsory content of the subject Technics and Technology. In 7th to 9th grade ICT is provided as a core curriculum option as well as a subject in its own right. “Religion/Ethics/Moral education” is not a stand-alone subject in the Slovene compulsory curriculum and it is mainly integrated into social studies. In 7th to 9th grade religion and ethics is provided as a core curriculum option as well as a subject in its own right. The subject “Patriotic and citizenship culture and ethics” (grades 7 to 8) is aimed at developing civic competences, social and political instruction, education on religion, ethics and philosophy and has been reported (1 lesson per week) in the category “Social studies”. The annual compulsory additional 15 days of activities in culture, science, physical education and technology are also included in the respective category. There are 5 sports days in each grade and 3 to 4 days of activities in the field of culture, natural science and technics. Each day lasts 5 lessons.

In school year 2017/18, the gradual introduction of the compulsory first foreign language (language 2) ended and learning of first foreign language is compulsory for all students also in grade 3. The ‘compulsory options’ in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as ‘ICT’, ‘technology’, ‘language 3’, ‘language 4’, ‘religion/ethics/moral education’, ‘social studies’, ‘physical education’, ‘practical skills’, ‘arts education’ and ‘natural sciences’. Schools have to offer at least three subjects from each field, including mandatorily a ‘foreign language’, ‘rhetoric’, and ‘religions and ethics’ in the field of social sciences and humanities. Students may be exempted from attending ‘compulsory options’ for attending music school with an accredited programme.

Subjects reported in the category “Other subjects”: Class discussion periods (grades 4 to 9) are also devoted to setting and discussing rules of behaviour and other issues and to determining how to live according to social principles.

Subjects reported in the category “Non-compulsory curriculum”: Schools must provide the following non-compulsory subjects: in grade 1, first foreign language (attended by 92% of students); in grades 4-6: second foreign language, arts, ICT, sports and techniques (attended by 87% of students); in grades 7-9, a foreign language (attended by 8% of students); in grades 7-9, an additional lesson of compulsory options. The non-compulsory column shows only a small part of the non-compulsory basic school programme. In the non-compulsory column only participation in interest activities (2 lessons per week), supplementary classes (1 lesson per week), remedial classes (1 lesson per week), and an additional lesson of optional subject in grades

7-9 as well as non-compulsory optional lessons in grades 4-6 (2 lessons per week), and non-compulsory first foreign language learning in grade 1 and additional (second) foreign language in grades 7-9, are reported. Pupils may choose and attend as many lessons and activities as they wish, except non-compulsory optional subjects and the foreign language for which an upper limit applies, namely 2 lessons per week. The report does not include time pupils spend in morning care (grade 1) and after-school classes (grades 1-5). After-school classes include physical and creative activities, homework, learning, lunch and relaxation. Morning care and after-school classes are guided by official guidelines for implementation and taught by qualified teachers.

Percentage of students in general compulsory education attending the non-compulsory instruction time: Participation rates are as follows: In morning care 72% of pupils in grade 1, in after-school classes around 84% of pupils in grades 1-5. Pupils can attend remedial and supplementary, but no data on the percentage of pupils attending other non-compulsory instruction time is available. [Back to the main table for this indicator](#)

Spain:

Notes on the duration of the school year, school week and period length: The duration of the instruction periods was considered to be 60 minutes, as this is the way in which the intended instruction time is expressed in the royal decrees of the national core curriculum and in regional regulations on the curriculum for primary and lower secondary education. However, schools can make the necessary arrangements regarding the duration of classes in order to elaborate their own schedules. For this, they always have to respect the distribution within subjects and the global total time established by the Autonomous Community for each grade.

The Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) introduced some changes affecting instruction time, including a higher degree of autonomy at a regional level in the allocation of time to different subjects. These new regulations affecting instruction time are being phased in. In school year 2014/15 they were introduced in grades 1, 3 and 5 (primary education) and in school year 2015/16 they were introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education) and in school year 2016/17 they are introduced in grades 8 and 10 (secondary education).

When compared to the data provided last year, slight changes in the number of hours can be observed. These are due to the changes in the instruction time regulated in the course 2017/18 by one Autonomous Community (*Comunidad Valenciana*) in Primary Education and to the changes in the number of students registered in 2015/16, reference year used for the weighted averages in the present data collection..

Notes on subject allocation: The category "Reading, writing and literature" includes the instruction time of the co-official language in the Autonomous Communities to which this applies. Religion/ethics/moral education: In primary education (grades 1-6) students must choose between "Religion" or "Social and civic values". In secondary education (grades 7-10) students must choose between "Religion" or "Ethical values".

Compulsory options chosen by students: In primary education (grades 1-6) students must choose one of the "specific subjects" offered by the educational administrations in order to comply with the established total instruction time. In secondary education (grades 7-10) students must choose the number of "core subjects," "specific subjects" and the "subjects that are freely structured by the Autonomous Communities" determined by the educational administrations.

Compulsory flexible subjects chosen by schools: Reported data reflect the number of hours that Autonomous Communities have allocated to the subject or subjects of their choice in order to comply with the established total instruction time. According to the LOMCE, in primary education (grades 1 to 6) Arts Education and a Second Foreign Language are optional subjects. In secondary education (grades 7-10) Classical Culture, Arts, Visual and Audio-visual Education, Music, Introduction to Entrepreneurial and Business Activity and Technology are the optional subjects in the list defined by central education authorities, which regional authorities or schools can choose from. In grade 10, academic core subjects, (Biology and Geology, Economics, Physics and Chemistry and Latin) and applied core subjects (Science Applied to Professional Activity, Introduction to Entrepreneurship and Business Activity and Technology) are optional in the list defined by the central education authorities, which regional authorities or schools can choose from. Performing Arts and Dance, Scientific Culture, Classical Culture, Plastic, Visual and Audio-visual Education, Philosophy, Music, Second Foreign Language, Information and Communication Technologies are 'specific and optional subjects' in the list defined by the central education authorities, which regional authorities or schools can choose from. All these subjects are included in the category "compulsory flexible subjects chosen by schools."

Subjects reported in the category "Other subjects": In grades 7-10, "Other subjects" includes a weekly group tutorial session, which is compulsory for all students. Tutoring is also included in grades 1 to 6 when it is specifically mentioned in regional regulations. [Back to the main table for this indicator](#)

Sweden:

Notes on subject allocation: Education providers decide how to allocate lessons/hours throughout the nine years of compulsory education after receiving suggestions from the principal.

The overall number of hours for compulsory education is 6 890. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20% to accommodate school options. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language.

Some particularities are:

- Arts education 460 hours = Music 230, Art 230.
- Technology: included in Natural sciences 800 hours, defined as Biology, Physics, Chemistry, and Technology.
- Compulsory options chosen by the students = 320 hours (Second foreign language 320 hours, not compulsory but studied by around 69% of the pupils) + 382 hours (Pupil's options, deepening or broadening pupil's knowledge of one or more subjects). The precise starting grade for second foreign language is not laid down in the steering documents. Schools decide when to introduce the second foreign language between grades 4 and 9 and what is shown in the table is just common practice.

Percentage of students in general compulsory education attending the non-compulsory instruction time: The non-compulsory subject refers to the mother tongue tuition to children of other mother tongue than Swedish. There is no regulated number of instruction hours. The school head decides about the pupils' mother tongue tuition. In 2016/17, 15.4% of all pupils participated in mother tongue tuition to children of other mother tongue than Swedish.

Notes on the flexibility in the curriculum: Schools decide how to allocate lessons/hours throughout the nine years of compulsory education. The pupil's option enables them to deepen and broaden their knowledge of one or more subjects in school.

In Sweden, the minimum instruction time is mandatory for the nine years of compulsory education and schools decide its distribution per year. For comparability purposes, the total instruction time has been divided between ISCED levels 1 and 24 proportionally to the number of years that each education level comprises (6 and 3 respectively) but it does not correspond to reality. The number of hours for a subject or group of subjects may be reduced by at most 20% to accommodate school options, except for English, mathematics, Swedish and Swedish as a second language.

See below the vertical flexibility between grades at primary and Lower secondary level:

Subjects	Primary**						Lower secondary (general programmes)**		
	1	2	3	4	5	6	7	8	9
Reading, writing and Literature, Mathematics, Natural sciences, Social studies, Language 2, Physical Education and Health, Arts Education, Technology, Practical and vocational skills, Compulsory options chosen by the students									
Language 3	a	a	a	a	a				

* Excludes subjects for which the allocation of instruction time is specified for each grade. The list of subjects covered in the data collection and their definitions is available in Table [X3.D1.1](#).

** The different colours in the table show the grades across which the allocation of instruction is flexible. Blank cells refer to allocation of time defined per grade.

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Switzerland:

Notes on the duration of the school year, school week and period length: Compulsory education in Switzerland starts in most cantons with two years of pre-primary education (ISCED level 02) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years. There is no subject-related curriculum for pre-primary education.

The length of holiday periods and the number of public holidays vary between cantons. The number of instruction days per school year is presented as an average of the number of school weeks per year (varying between 36.5 and 40 weeks) minus an estimated 5 public holidays.

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

Percentage of students in general compulsory education attending the non-compulsory instruction time: 100%

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Turkey:

Notes on subject allocation: The number of hours reported under "Compulsory options chosen by the students" reflects the compulsory elective subjects that students have to choose as part of the compulsory curriculum. In lower secondary education students have to choose 3 elective subjects per grade. Possible options are: Religion and ethics, subjects related to reading, writing and literature, foreign languages (Language 2-5), subjects related to science and maths, subjects related to arts and sports, subjects related to social studies. In upper secondary education, the number of subjects students have to choose varies according to the school type. Some possible options are: Language, Turkish Literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages (Language 2-5).

In upper secondary education a large amount of time is allocated to the compulsory flexible curriculum in most pathways. Students choose among a wide range of elective subjects based on their interest and the programmes they want to follow in tertiary education. In grades 11 and 12, the majority of students study Mathematics and Natural sciences as elective compulsory subjects. Nonetheless, due to the different pathways available, for a small proportion of students Mathematics and Natural sciences are compulsory subjects with defined compulsory instruction time (i.e. in Science High Schools). Likewise, in grade 12, Social studies are also part of the optional compulsory subjects for the majority of students. Yet, for a small amount of students this topic is a subject with defined compulsory instruction time (i.e. in Anatolia Teacher High Schools). Finally, in grade 11, for an important amount of students Language 3 can be studied as a compulsory option (i.e. in High Schools), while in grade 9 and 10 a small proportion of students can study Arts education as a compulsory option as well (i.e. in Science High Schools).

Subjects reported in the category “Other subjects”: For primary education, “Free Activities” (144 hours per year during the 1st grade and 72 hours per year during the 2nd and 3rd grades). [Back to the main table for this indicator](#)

Organisation of the school day

Australia:

Organisation of the standard school week: At primary, lower and upper secondary education, there are 5 days to each school week. Any variation from this pattern is due to remoteness of the school in some states or territories.

Number of lessons in a standard school day: This varies for each state and territory and between schools as well. The number and length of each lesson is typically at the school's discretion at the primary, lower and upper secondary levels. Information provided by states and territories indicate that on average there are typically 4-6 lessons in the school day in primary schools and 5-8 lessons in lower secondary education.

Organisation of the breaks between lessons: This is typically at the school's discretion, but generally schools will have one short recess in the morning and a longer lunch break in primary, lower and upper secondary schools.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Generally schools can offer additional activities that are organised at the school level according to policy guidelines on outside school hours. They typically involve use of school facilities outside of school hours. In some states they can be organised by external commercial or not-for-profit organisations. In other states or territories they are offered voluntarily by teachers or parents (or other volunteers). Some primary schools may provide "Out of School Hours Care" for students. This is typically staffed by additional staff to those employed at the school. Parents will often pay a fee for their children to attend this care.

Additional activities during the school holidays: Not all states and territories offer activities during the school holidays. For those that do it is at the schools discretion as to whether or not activities are offered. In some states and territories these events tend to be organised by allied organisations (e.g. teacher professional bodies or sporting clubs) using school facilities. In other states and territories where primary schools might offer an Out of School Hours Care program, they may continue to offer this same service during school holidays, covering normal school hours in addition to the time before and after school. The fees for this are paid separately enabling the involvement of different students to the regular care. In some schools upper secondary teachers can voluntarily offer additional tuition for a short period in the holidays for their students. [Back to the main table for this indicator](#)

Austria:

Organisation of the standard school week: In general, classes do not start before 8.00 a.m. A lesson normally lasts 50 minutes. The total number of weekly lessons should be evenly spread over the individual school days.

Number of lessons in a standard school day: The number of weekly hours varies between grades and school types. School heads are obliged to spread the total number of weekly hours as evenly as possible across all days of instruction.

Organisation of the breaks between lessons: Between lessons there are breaks of 5 to 15 minutes. The lunch break must be sufficiently long to allow pupils to take lunch. The lunch break normally lasts for one hour.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Since the school year 1994/95, the law has provided for a possibility to run all-day schools. All-day schools organise the school day into an instruction part and an extracurricular part, these are either consecutive or interlinked. In school types where the instruction part and the extracurricular part are clearly separated, students are provided with lunch after morning classes and afternoon supervision until 4.00 p.m. (at the latest: 6.00 p.m.). Students may also participate in the extracurricular part on individual days only, or not at all. In all-day schools with interlinked instruction and extracurricular parts all students must attend until 4.00 p.m. for organisational reasons, because classes, private study and leisure sessions alternate several times during the day.

Additional activities during the school holidays: Not applicable. [Back to the main table for this indicator](#)

Belgium (Flemish Community):

Organisation of the standard school week: For primary education there is a legislation prescribing the organisation of the school week (decision of the Flemish Government of 17 April 1991, *Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds Onderwijs georganiseerd, erkend of gesubsidieerd door de Vlaamse Gemeenschap*). This decision stipulates that classes are evenly spread over 5 days (from Monday to Friday). In general, on Wednesday classes are scheduled in the morning only (free afternoon).

For lower and upper secondary education there is also a legislation prescribing the organisation of the school week (decision of the Flemish Government of 31 August 2001, *Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs*). This legislation prescribes that the lessons are organised in 9 half instruction days from Monday to Friday.

Number of lessons in a standard school day: This is left to the autonomy of the schools and/or school associations or networks. The number of hours per week is stipulated as follows:

For primary education it is 28 or 29 hours of 50 minutes per week. The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

For general secondary education 28 hours of 50 minutes per week is the minimum and 32 hours of 50 minutes per week the maximum. The calculations are based on 32 hours of 50 minutes per week (though in secondary education in the arts the maximum is 36 hours per week). The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

It is common practice to have 7 hours (of 50 min.) for a full day (4 in the morning, 3 in the afternoon) in primary and 7-8 hours (4-5 in the morning, 3-4 in the afternoon) for a full day in secondary education.

Organisation of the breaks between lessons: In the legislation mentioned above, a minimum lunch break of at least 1 hour in primary education and at least 50 minutes for lower and upper secondary education is stipulated. The breaks during the morning and the afternoon are decided upon in full autonomy by the school for all levels of education. Usually there will be a short break halfway through the morning and in some cases a short break halfway through the afternoon.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer additional activities, but the content and mode of organisation is an autonomous decision of the school (no obligation).

Additional activities during the school holidays: Schools can offer activities during school holidays, but the content and mode of organisation is an autonomous decision of the school (no obligation). [Back to the main table for this indicator](#)

Belgium (French Community):

Organisation of the standard school week: 5 days a week (Monday to Friday), and Wednesdays only a half-day (morning).

Number of lessons in a standard school day: At primary schools there is no regulation about it. At secondary school, the average is 7-8 lessons per day (except on Wednesdays).

Organisation of the breaks between lessons: There is no specific rule on breaks, it depends on each school's organisation.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): It is possible to organise additional activities and its organisation depends on each school.

Additional activities during the school holidays: Schools are closed during school holidays. Some activities can be organised but the content and mode of organisation is an autonomous decision of the school. [Back to the main table for this indicator](#)

Brazil:

Organisation of the standard school week: At primary, lower and upper secondary level, there are 5 days to each school week. 21% of public schools and 4% of private schools work on 3 day shifts. The first shift is between 6.00 a.m. and 12:59 p.m.; the second shift lasts from 13 p.m. to 4:59 p.m.; and the third shift takes place between 5.00 p.m. and 11.59 p.m. 10.5% of public schools and 20.5% of private schools work on one 7 hours per day shift. These schools have 50% of enrolments in this condition (Source: National School Census).

Number of lessons in a standard school day: In Brazil each state (27) and every municipality (5 000) has the authority to organise the school day. The federal/central government does not have information about this. However, on average a school day at primary and lower secondary level has 5 periods per shift; at upper secondary level there are 6 periods per shift, due to the greater number of subject fields.

Organisation of the breaks between lessons: Breaks last between 15 and 20 minutes and are held in the middle of the morning, afternoon or night shift.

Organisation of the breaks between lessons: Between 15 and 20 minutes in the middle of the morning, afternoon or night.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Usually, schools offer activities before/after classes and they have the autonomy to organise their non-compulsory activities. The National Education Council Resolution n.2, 13/07/2010 stipulates that 20% of the annual study load should be allocated to programmes and interdisciplinary activities (non-compulsory activities at schools) (Art.17).

Additional activities during the school holidays: Each school can schedule activities during holidays or weekends. There is a national programme called "Open School Programme" (*Programa Escola Aberta*) which is financed by the federal government. It is implemented by states and local authorities within their schools (Source: National School Census). Municipalities and states may also have their own programmes. [Back to the main table for this indicator](#)

Canada:

Organisation of the standard school week: A standard school week is typically 5 days long: Monday to Friday. Start and end times vary with each school. Generally start times are between 8 and 9 o'clock and ending times between 2.30 p.m. to 3.30 p.m. Typically there is 4.5 to 5.75 hours of instruction time, depending upon the grade.

Number of lessons in a standard school day: Typically, in primary education it is up to the teacher and/or school how instruction time is allotted within the instructional day to achieve curriculum outcomes.

In lower secondary education there are typically 4 to 6 periods per day but this varies as in some jurisdictions the number of lessons per day is at the discretion of the school.

In upper secondary education there are also typically 4 to 6 periods per day. The length of periods can range from 45 minutes to 1.5 hours.

Organisation of the breaks between lessons: Exact time of breaks is organised by the individual schools. At all levels of education (primary, lower and upper secondary), there is a midday break (lunch) lasting around 40 to 60 minutes. In primary education there is typically a recess break of 10-15 minutes in the morning (before lunch). In about half of the jurisdictions there is also an afternoon recess (after lunch) of 10-15 minutes. In lower and upper secondary education there are typically short breaks of around 5 minutes between periods to allow for students and/or teachers to move to different classrooms.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In all jurisdictions schools can offer additional activities before and after school. Typically, this is managed at the school level and the types of activities vary by school. Activities include before and after-school child care (at the primary level), sports, clubs, and help for students. Before and after-school care for students is generally managed by staff whose salaries are paid by parents accessing this services. Activities may also be offered and organised in schools by community groups.

Additional activities during the school holidays: Generally this is at the discretion of school divisions or boards or at the discretion of individual schools. Activities may also be offered and organised in schools by community groups. [Back to the main table for this indicator](#)

Chile:

Organisation of the standard school week: Chile has two main "paths". Students with JEC (*Jornada Escolar Completa*) usually go to school 8 to 9 hours a day approximately. Students without JEC usually go to school either in the morning OR during the afternoon (4 hours a day approximately).

Number of lessons in a standard school day: Lessons are composed by periods of 45 minutes. In primary education there are 6-7 periods and in lower and upper secondary education 7-8 periods in a standard school day approximately.

Organisation of the breaks between lessons: Usually 15-20 minutes after 2 consecutive periods of 45 minutes. Larger schools may split their students into 2 or more groups during breaks.

In full day schools (with JEC) in primary, lower and upper secondary levels, weekly time of breaks are calculated as 5 minutes for each class period of 45 minutes, reaching 3 hours and 10 minutes a week, while lunch breaks are calculated as 3 hours and 45 minutes a week, that is, 45 minutes a day (law N° 19.532).

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): School administrators organise these activities. Especially government-dependent private schools may offer leisure activities and sports. Public schools do it with less frequency.

Additional activities during the school holidays: Schools organise activities generally in the first month of holidays (January). School administrators organise these activities. [Back to the main table for this indicator](#)

Colombia:

Organisation of the standard school week: The school week in Colombia is five days long for at least 40 weeks per annum. The instruction time at pre-primary level amounts to 20 hours as a minimum. At primary level the minimum instruction time is 25 hours whereas 30 hours are the minimum for lower and upper secondary level. 80% of the weekly teaching must correspond to the relevant mandatory subject categories natural sciences and environmental education, social studies, arts education, ethics and human values education, physical education, Recreation and Sports, Religious Education, Humanities, English language and other foreign languages (Languages 2-5), mathematics, technology and IT.

Number of lessons in a standard school day: The implementation of the curriculum is the responsibility of each educational institution – e.g. organised by the principal or head teacher – which has to follow the core objectives of primary and secondary education in accordance with the curriculum established by the Institutional Education Project (PEI) (*Proyecto Educativo institucional*). Yet, the compulsory and core areas of instruction should comprise at least 80% of the curriculum.

Organisation of the breaks between lessons: The exact time of breaks is defined by the principal or director of the educational establishment at the beginning of each school year. For this reason school breaks may have different durations.

Additional activities before/after classes: Colombia has complementary school shifts, which complement the curriculum of educational establishments. The aim of these programmes is to pedagogically guide leisure time activities that strengthen the basic and citizenship skills (recreational, sports, etc.)

Additional activities during the school holidays: There are no additional activities offered during the school holidays in Colombia. School activities are performed within the regular school calendar only. [Back to the main table for this indicator](#)

Costa Rica:

Organisation of the standard school week: Lower and upper secondary: The standard school week is organised by five (5) school days by using the following schedule:

Number Lesson	Time
1	07:00 a 07:40 a.m.
2	07:40 a 08:20 a.m.
	08:20 a 08:30 a.m. Break
3	08:30 a 09:10 a.m.
4	09:10 a 09:50 a.m.
	09:50 a 10:10 a.m. Break
5	10:10 a 10:50 a.m.
6	10:50 a 11:30 a.m.
	11:30 a 12:10 p.m. Break
7	12:10 a 12:50 p.m.
8	12:50 a 01:30 p.m.
	01:30 a 01:40 p.m. Break
9	01:40 a 02:20 p.m.
10	02:20 a 03:00 p.m.
	03:00 a 03:10 p.m. Break
11	03:10 a 03:50 p.m.
12	03:50 a 04:40 p.m.

Number of lessons in a standard school day: At lower and upper secondary: The average number of lessons we teach is eight (8) lessons a day. The day ends at 1:30 pm. Lessons nine, ten, eleven and twelve are used to complete the amount of lessons each group has on a week basis. This is done in order to organise the week schedule for every group.

Organisation of the breaks between lessons: Primary: Every two lesson, students have a break. During the day, they have 4 breaks: first, 10 minutes, second, 20 minutes, third, 40 minutes, fourth, 10 minutes. Lower and upper secondary: We have five (5) breaks on day for the students who complete the 12 lessons. In the morning there are two breaks of 10 minutes each one, and one of 40 minutes to lunch. By the afternoon students enjoys one ten minutes break.

Additional activities before/after classes: Primary: Schools can offer leisure, sport, music or artistic activities, after class. One teacher (sometimes more than one) is assigned to be in charge of the corresponding activity. Lower and upper secondary: Yes, the schools can offer several activities after classes like idioms workshops, club sports, arts, and more.

Additional activities during the school holidays: Primary and secondary: During holidays, schools do not offer activities. [Back to the main table for this indicator](#)

Czech Republic:

Organisation of the standard school week: Compulsory education covers only primary and lower secondary education but not the upper secondary level. The organisation of school time is set down by the Education Act, by decrees and by educational programmes that stipulate the school year, holidays and the weekly and daily regime. The school week, like the working week, comprises five days, from Monday to Friday.

Number of lessons in a standard school day: The school head decides on the actual organisation of the daily timetable, within the framework of the general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated. The beginning and end of teaching is limited by decree. Classes usually start at 8.00 a.m. but a school head can move the starting time, as long as it is not earlier than 7.00 a.m. The last lesson must finish by 5.00 p.m. at the latest. The school head must allow pupils to enter the premises of the school at least 20 minutes before the commencement of the morning and afternoon lessons respectively. One lesson lasts 45 minutes. Pupils can have a maximum of 6 lessons in the morning and 6 lessons in the afternoon.

The maximum number of hours per week is set by the Education Act and the minimum number by the framework curriculum timetable. The number of hours per week for each grade is as follows:

Year:	1	2	3	4	5	6	7	8	9
Interval:	18-22	18-22	22-26	22-26	22-26	28-30	28-30	30-32	30-32

For primary education, this gives an average of approximately 4 lessons (45-minutes) per day for the 1st and 2nd grade and approximately 5 lessons (45-minutes) per day for grades 3-5. At lower secondary level a school day consists of approximately 6 lessons (45-minutes).

Organisation of the breaks between lessons: There are 10-minute breaks and at least one 15-minute break usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Exceptionally, 10-minute breaks can be shortened to 5-minute and breaks between the morning and afternoon classes to at least 30-minutes breaks. This can help to harmonise the end of classes and commuting to school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): The range of activities offered is at the discretion of schools. Time for extracurricular activities is not stipulated. There are two types of school programmes for developing personal interests at basic schools (*základní školy*), which are regulated by the law: *Školní družina* for pupils of the first stage of *základní škola* (established in the majority of schools), providing education for children before and after-school lessons and the *školní klub* (school club) for pupils of the second stage of a *základní škola*. In addition, some schools offer other leisure time activities like sports, art or handcraft courses etc. but it is not regulated by law or curricular documents. Outside schools other school facilities exist like the *střediska volného času* that provide interest education.

Additional activities during the school holidays: The school building can be opened during holidays, depending on the decision of the school head. The *školní družina* normally operates during holidays, but its operation can be interrupted. The school clubs (*školní klub*) normally operate only during school days, but they can also operate during holidays. The *střediska volného času* generally operate during holidays. [Back to the main table for this indicator](#)

Denmark:

Organisation of the standard school week: The organisation of a school week is decided at municipal level or school level and differs from school to school. However, a school week in Denmark is always 5 days. At primary and lower secondary level the number of school days will typically be 200 and the number of weeks 40.

Number of lessons in a standard school day: The organisation of a school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 a.m. or 8.15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the annual number of teaching hours.

Organisation of the breaks between lessons: This is decided at municipal or school level and differs from school to school. Breaks can for example be organised as an integrated part of the daily exercise and physical activity for the pupils as a part of the integrated school day at all grade levels to strengthen the children's and young persons' state of health and to support their motivation and learning in all subjects. Normally most schools are planning to use about one hour a day for breaks, or 200 hours a year. Exercise and physical activity during breaks is not a part of the compulsory physical activity and exercise.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Schools can offer activities before and after classes, but this varies from school to school. In Danish this is called SFO (*Skolefritidsordning* – "school free time arrangement"). The SFOs are run by pedagogues, not by teachers. Since the introduction of the school reform 2014 the same pedagogues will typically take part in assisted learning activities with an aim to develop the pupils' receptiveness to teaching by working with their social competences, diverse development, motivation and wellbeing during the school day in co-operation with teachers. A daily 45 minutes' exercise and physical activity must be part of the integrated school day at all grade levels of the public school in order to further the children's and young persons' state of health and to support their motivation and learning in all subjects. Exercise and physical activity might be part of both the subject-divided lessons, among other things Physical Education and sports, and of the assisted learning. This may happen for example by brief physical activities such as a morning run, ball games etc., and by more time-consuming activities i.e. in co-operation with local sports clubs, cultural centres, or simply by using the physical activity as a pedagogical tool for working with the contents of the subjects.

Additional activities during the school holidays: Typically, the SFOs are open and offer activities during the school holidays. [Back to the main table for this indicator](#)

England:

Organisation of the standard school week: Regarding the length of the school year the Education (School Day and School Year) (England) Regulations 1999 require all maintained schools to open to educate their pupils for at least 380 sessions (190 days) in each school year. A maintained school's year must begin after the end of July. These regulations do not apply to government-dependent private schools (Academies and Free Schools) – as with the length of the school day the academy trust is responsible for deciding the length of the school year.

Number of lessons in a standard school day: Regarding the length of the school day, all schools in England are free to decide when their school day should start and end. There are no specific legal requirements about how long the school day should be. Governing bodies of all maintained schools in England are responsible for deciding when sessions should begin and end on each school day. Governing bodies are also responsible for deciding the length of each lesson and the timings for the morning session, the midday break, and the afternoon session.

Organisation of the breaks between lessons: The Education (School Day and School Year) (England) Regulations 1999 require maintained schools (public schools) to divide the school day into two sessions, separated by a break in the middle of the day. Other than this, there are no specific legal requirements or recommendations for breaks between lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are free to offer such classes. The Department for Education promotes the provision of activities outside normal school hours that children take part in voluntarily. They encompass a wide range of activities (breakfast clubs, after-school clubs and extracurricular activities such as sport), and also help meet the childcare needs of parents.

Additional activities during the school holidays: Schools are free to offer such activities. The Department for Education promotes the provision of activity outside normal school hours that children take part in voluntarily.

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Estonia:

Organisation of the standard school week: An academic year lasts from September 1 to August 31 and consists of academic quarters and school holidays. An academic year contains at least 175 school days in total. One school week comprises up to 5 school days (typical is a 5-day school week). School lessons start at 8.00 a.m. or later. If there are not enough student places in the school, then the participation in studies may be organised in two shifts. The school day in the second shift has to be ended at the latest at 7.00 p.m. Lessons are cancelled when the air temperature is less than 19 degrees in a classroom and less than 18 degrees in the gym.

Number of lessons in a standard school day: The Basic Schools and Upper Secondary Schools Act stipulate only weekly workloads for students. At primary level the maximum weekly workload of a student varies from 20 lessons in the 1st grade up to 30 lessons in grade 6. At lower secondary level the maximum weekly workload varies between 30 and 32 lessons (30 lessons for grade 7 and 32 lessons for grade 8 and 9 students). The workload of students may be specified in the daily schedule of the school or, where necessary, in an individual curriculum.

Organisation of the breaks between lessons: In general education schools, lessons vary with breaks. One break lasts at least 10 minutes for every lesson. Two 45-minute lessons can be taught continuously without a break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Upon planning and implementing teaching and learning, it is ensured that students' academic workload corresponds to their age and abilities, granting them time for resting and hobby activities. The daily schedule of a school is established by the head of the school and stipulates the sequence and duration of study activities and extracurricular activities supporting the school curriculum such as activities organised in long day groups, hobby groups and studios. The work organisation and daily schedule of a long day group will be established by the head of school, setting a time for doing homework, outdoor recreation and hobby activities. Supervision and pedagogical instruction and guidance during spare time, doing homework, pursuing hobbies and developing interests is offered to students as extracurricular activities organised in a long day group. On the basis of a proposal of the board of trustees, a school will organise the formation of a long day group jointly with the owner of the school.

In extracurricular activities students have the right to use the civil engineering works, rooms and library of their school as well as the teaching and learning equipment, sports, technical and other facilities of the school pursuant to the procedures provided in the internal rules of the school.

Additional activities during the school holidays: Schools may offer activities during the school holidays but these activities are not regulated by any legal act. [Back to the main table for this indicator](#)

Finland:

Organisation of the standard school week:

The regulations state that the average time of instruction per week must be at least 19 in grades 1-2, 22 in grade 3, 24 in grade 4, 25 in grades 5-6, 29 in grades 7-8 and 30 hours in grade 9. Otherwise the schools are autonomous in organising the school weeks.

Number of lessons in a standard school day: Local autonomy.

Organisation of the breaks between lessons: Local autonomy.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Morning and afternoon activities are provided for children in grades 1-2 of basic education and for children admitted or transferred to special needs education in all grades. The local authorities are not obligated to organise these activities, but can be granted state subsidies for the provision. Also after-school leisure activities are organised in conjunction with basic education to support the children's development and growth. The aim is to also attract those children whose backgrounds do not support regular participation in hobbies.

Remedial instruction is a subjective right for pupils who are lagging or need more support. This instruction is generally provided after school hours by the teacher.

Additional activities during the school holidays: Local autonomy. [Back to the main table for this indicator](#)

France:

Organisation of the standard school week: Grades 1-5: The school week includes for all students twenty-four hours of instruction, spread over nine half-days. Instruction time is provided 4.5 days a week (Monday, Tuesday, Thursday and Friday, all day, and on Wednesday morning), with a maximum of 24 hours of instruction per week, 5 1/2 hours of instruction maximum per day and 3 1/2 hours maximum per half-day. Lunchtime break cannot be shorter than one hour and a half. Since September 2017, by way of derogation from this general framework, public primary schools have been allowed to set up 3 other types of organisation of the school week and distribute the 24 hours of weekly instruction either: over 4.5 days (Monday, Tuesday, Thursday and Friday, all day, and on Saturday morning, instead of Wednesday morning); or over 8 half-days which should include 5 mornings. In this case, extracurricular activities are gathered together in one afternoon; or over 4 days (Monday, Tuesday, Thursday and Friday) - instead of four and a half - as long as instruction time does not exceed six hours per day and three-and-a-half hours per half-day.

Moreover, it is possible to shorten holidays to compensate for the reduced weekly instruction time. For 2017/18, 37.2% of schools (ISCED 1) have chosen a four-day school week, which corresponds to slightly more than a quarter of ISCED1 pupils (31.1%). (Sources: *Décret n° 2017-1108 du 27 juin 2017 relatif aux dérogations à l'organisation de la semaine scolaire dans les écoles maternelles et élémentaires publiques*: . Grades 6-10: Regulations specify the number of hours per week allocated to different subjects, but not the number of days per week. However, a 4.5 week (Monday to Friday) is most commonly practiced. At the upper secondary level, students often have school on Saturday morning.

Number of lessons in a standard school day: Grades 1-5: 5 hours and 30min is the maximum of instruction time per day and 3 hours and 30 minutes the maximum per half-day. Exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. Grade 6: 6 hours is the maximum of instruction time per day; exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. Grades 7-9: 7 hours is the recommended maximum of instruction time per day. Grade 10: locally defined (by the school administration).

Organisation of the breaks between lessons: Grades 1-5: Breaks between lessons are not defined nationally. However, the reform of the organisation of school time (see above) set the minimum duration of the lunch break at 1 hour and 30 minutes. Breaks between lessons last about 15 minutes. They are determined according to the actual duration of each half-day of instruction. Time devoted to breaks between lessons is to equally impact all the fields of education and therefore is to be allocated in a balanced way throughout the week. Grades 6-10: Prior to 2009, each lesson officially lasted 55 minutes and was followed by a break of 5 minutes (Circular No. 76-121 of 24 March 1976). However, the duration of lessons is no longer defined nationally.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Grades 1-5: The reform of the organisation of school time in pre-primary and primary schools (see above) includes the implementation of additional learning activities in small groups to help students experiencing difficulties in their learning, for tutoring or for an activity provided by the school project, or if necessary with the territorial educational project. The general organisation of these extracurricular activities shall be determined by the inspector of education of the district, on the proposal of the board of teachers. In addition, extracurricular activities may be proposed by the municipality. These artistic, sports or cultural activities are intended to contribute to the development of students and to develop their intellectual curiosity. Student participation in these activities is optional.

Grades 1-9: Educational support after classes is offered to students in schools from priority education zones at the primary and lower secondary levels. This service proposes homework assistance, modern languages practice, sports practice, or activities with an emphasis on culture or art, for a duration of about 2 hours a day.

Grades 6 to 9: The "Homework done" programme, implemented in all lower secondary state schools, allows willing student to benefit from a time dedicated to the completion of assignments under the pedagogical supervision of teachers or non-teaching staff. Depending on local needs, the hours devoted to the "homework done" programme can take place on vacant time slots in the timetable, during lunchtime break or self-study time in late afternoon.

Grade 10: Since 2011, high schools offer the opportunity for the students to attend training courses. These training courses aim for three objectives: to raise student-level in foreign languages (English mainly), to afford refresher courses or to make changes possible in students' course choices. This opportunity is incorporated within the framework of academic success. The training courses follow a growing evolution.

Additional activities during the school holidays:

Grades 1-6: During the school holidays, students in grades 4 and 5 can participate in "refresher courses" in mathematics and French, organised in three annual sessions. Each session lasts 5 days (3 hours/day) and they take place in schools. Each group consists of 5 to 6 students who are evaluated at the end of the session. Grades 6-10: The programme "Open School" is designed for students who do not go on holiday (or do not go to school on Wednesday or Saturday morning). Priority is given to students from disadvantaged backgrounds. It is offered on a voluntary basis by head teachers, teaching staff and all stakeholders involved in the programme. It offers a wide range of educational, cultural, sports and recreational activities. [Back to the main table for this indicator](#)

Germany:

Organisation of the standard school week: Primary school pupils attend lessons for 20 to 29 periods a week. In most *Länder* there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day. The weekly teaching periods are laid down by the Ministries of Education and Cultural Affairs of the *Länder* for the different types of school and may be distributed over five or six days in the week. As a rule, in those *Länder* with a six-day school week, there are two Saturdays per month on which no lessons take place. In most *Länder*, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all schools. In some *Länder*, the *Schulkonferenz* (school conference) may decide the number of days in the school week.

In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday).

At lower secondary level (*Sekundarstufe I*), lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. (Monday to Friday) or 7.30/8.30 a.m. to 11.30 a.m. (Saturday). With an exception of the eight-year *Gymnasium*, pupils generally have 28 to 30 weekly periods in compulsory and optional subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7 to 10. Each period is 45 minutes. For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

For upper secondary level (*Sekundarstufe II*) there is no fixed end to teaching times. The weekly instruction time at the *gymnasiale Oberstufe* is usually also 30 periods and consists of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year *Gymnasium*, the number of weekly periods at the lower and upper secondary level is generally increased by two to four periods. To guarantee the mutual recognition of the *Abitur*, all *Länder* have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe* to which up to five hours of elective subjects may be added.

For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

Number of lessons in a standard school day: At the primary level 4 to 5 lessons per standard school day; at lower secondary level 6 lessons; at upper secondary level 6 lessons and at 8-year *Gymnasium* 6 to 7 lessons per standard school day.

Organisation of the breaks between lessons: The length of breaks at individual schools depends on the type of school and the start of lessons in the morning as well as on the provisions made by the *Schulkonferenz* (school conference) in agreement with parents' representatives. Breaks can vary between 15 and 60 minutes. The first longer break usually is between 9.30 a.m. and 10.15 a.m. and the next longer break follows after two more lessons at around 11.30 a.m. As a rule, there are three kinds of breaks: short break, long break (mid-morning break) and lunch break. While the short breaks last 5 to 10 minutes and mainly allow pupils to change the classroom and/or visit the restrooms, the longer breaks last 15 to 20 minutes and allow pupils to eat a quick snack, communicate with each other or walk/play in the schoolyard.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): At the primary level all-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, but also by *Horte* (after-school centres). In many places all-day offers are implemented in co-operation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of *Länder*, after-school centres are run by the public youth welfare services. Pedagogical efforts are put on a closer co-operation between schools and after-school centres. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week.

At secondary level, education and care outside morning lessons is provided to lower secondary level pupils at *Ganztagsschulen* (all-day schools) and extended *Halbtagsschulen* (half-day schools), via all-day offers in schools, as well as in programmes which are run in co-operation with providers of youth welfare services or cultural education, sports clubs, parents' initiatives or other external co-operation partners. All *Länder* have signed co-operation agreements with education providers outside the school sector. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprises at least seven hours per day and is offered on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and responsibility of the head staff and to be carried out in co-operation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day supervision is organised by teachers, educators, *Sozialpädagogen* (graduate youth and community workers), pedagogic staff (*pädagogische Fachkräfte*) and, if necessary, by other staff and external co-operation partners. All-day schools provide a midday meal on the days on which they offer all-day supervision.

Additional activities during the school holidays: School cannot offer activities during holidays. [Back to the main table for this indicator](#)

Greece:

Organisation of the standard school week: In primary education, there are 177 instruction days for the school year 2017/18, spread over 35-36 weeks of 5 days from Monday to Friday (11th of September - 15th of June).

In lower secondary education, there are 166 instruction days, for the school year 2017/18, spread over 33-34 weeks of 5 days from Monday to Friday (11th of September - 31st of May).

These numbers of school days exclude days when schools are closed for festivities, such as national holidays, other days when students are not expected to be at school and examination periods. They also exclude about 10 days of instruction within the examination period of June offered to students who failed one or more subjects at the beginning of June and repeat the examinations at the end of June. The daily timetable of primary schools comprises, for all grades, six compulsory periods (3 periods of 45 minutes and 3 periods of 40 minutes) and three non-compulsory periods of 45 minutes. The compulsory curriculum of lower secondary schools comprises six or seven periods per day (32 per week), of which 30 periods every week last 45 minutes, while two periods last 40 minutes. The periods of non-compulsory curriculum last 45 minutes in the case of remedial classes and 60 minutes in the cases of classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship.

Number of lessons in a standard school day: Primary education: 4-6 lessons on average per day. Lower secondary education: 6 lessons on average per day.

Organisation of the breaks between lessons: Breaks take place after the end of a lesson or a teaching period. A teaching period in the primary may cover one or two lessons but in the secondary only one. In all cases (primary - secondary education), breaks are defined by ministerial decisions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Remedial courses are offered to students with learning difficulties or low performance who wish to improve their educational performance. This is an institution introduced in the early 1990's in primary and secondary education aiming at pupils' smooth reintegration in the learning process and combating early school leaving. While in primary schools, remedial courses (that cover language and mathematics) are offered during the compulsory programme, in lower secondary education, the remedial courses are offered after classes for up to three hours. The fields covered are language (modern and ancient Greek), mathematics, physics, chemistry and foreign languages (Language 2-5).

In the secondary non-compulsory activities (on arts, environmental and health issues, career choice) are also offered after classes.

Additional activities during the school holidays: During the school holidays, schools do not offer any activities. However municipalities and parents' association have the possibility to organise activities during the holidays (in the school building and the schoolyard). [Back to the main table for this indicator](#)

Hungary:

Organisation of the standard school week: A teaching year is composed of five-day school weeks. Saturdays and Sundays are resting days without teaching. Compulsory lessons (compulsory curricular lessons) typically take place in the morning and early afternoon for a significant portion of schools. From the school year 2013/14, basic schools (grade 1-8) are obliged by law to organise educational activities until 4.00 p.m. and students are required to attend them. In practice it means that students have their compulsory curricular classes and afterwards participate in extracurricular activities. According to recent research results schools mostly organise homework clubs. Parents may ask exemption from the extracurricular activities. (Furthermore, until 5.00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools). This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods.

Number of lessons in a standard school day:

At the primary level (Grade 1-4) it is about 5 periods; at lower secondary level (Grade 5-8) about 6 periods and at upper secondary level (Grade 9-10) about 7 periods.

Organisation of the breaks between lessons:

Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools' local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons, including the duration of breaks between lessons, and for incorporating the schedules in their teaching programmes and school regulations. The first lesson may be started, upon request of the opinion from the school board, or, in default of that, the school's parental organisation or community and the student council, by no more than 45 minutes before 8.00 a.m. pursuant to the relevant decree (Decree No 20/2012 (VIII.8.) EMMI).

In general, classes last 45 minutes but schools may also organise longer or shorter ones with the requirement that no class may last more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken in order to provide rest for children.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools' local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons (including the duration of breaks between lessons) and for incorporating the schedules in their teaching programmes and school regulations. From the school year, 2013/14, in Hungary, basic schools (grade 1-8 or ISCED level 1-2) have to organise activities for children until 4pm. Students have to participate only if parents ask for exemption in written. According to recent research results (from the 2014/15 school year) altogether 42 per cent of children stay and participate in the activities (such as student clubs, homework activities, tutoring, etc.).

Furthermore, until 5.00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools. This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods. From the school year 2012/13 community service is obligatory, which means that students in grades 9-12 have to complete 50 hours of community service until they start their upper secondary school-leaving examination. Schools organise these activities.

According to the Public Education Act (Act CXCV of 2011 on National Public Education) a school operating with at least four grades has to ensure the operation of a school sports club. The tasks of a school sports club may also be fulfilled by a students' sports association operating at the school, on the basis of an agreement with the school. For the purposes of organising school sports club activities, at least two times 45-minutes may be ensured. [Back to the main table for this indicator](#)

Iceland:

Organisation of the standard school week: All school levels have a full five-day school week from Monday to Friday.

Number of lessons in a standard school day: At the primary level from grade 1-4 students have on average 6 lessons. In grade 5-7 they have 7 lessons and at lower secondary level from grade 8-10 they have on average 7.4 lessons.

Organisation of the breaks between lessons: Schools have autonomy in organising breaks. Usually they are divided into a few short 10-minute breaks, one 20-minute break in the morning for refreshments and one 40-minute lunch break. Two lessons may be consecutive without a break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Primary and lower secondary schools (compulsory education) offer optional leisure activities after classes. Music schools and local sports clubs may organise activities after classes to coincide with the individual timetables.

Additional activities during the school holidays: Schools do not normally offer activities during school holidays (at any school level). [Back to the main table for this indicator](#)

Ireland:

Organisation of the standard school week: At *ISCED level 1*, pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year-olds and almost all five-year-olds) is one hour shorter.

In lower and upper secondary levels (*ISCED levels 24 and 34*) the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities.

Number of lessons in a standard school day: Primary schools plan their timetables in line with the Suggested Minimum Weekly Time Framework, and National Literacy and Numeracy Strategy, 2011. In order to make the mediation of the curriculum as effective and efficient as possible, teachers may implement the time allocation framework in a flexible manner. The duration of lessons may vary but the average is 30 minutes.

All secondary schools must meet a minimum of 28 hours of instruction time per week. Most commonly, schools provide a 42-period week, with each period lasting 40 minutes, but there is no regulation on how long the duration of a lesson should be. However, as part of curriculum reform being introduced at *ISCED 24*, schools have the flexibility to provide instruction periods of up to 1 hour in accordance with the needs of the students and subject requirements.

Organisation of the breaks between lessons: In primary schools, there are no official breaks between lessons. In schools, typically any extension to these break times necessitates an earlier commencement time or an earlier finishing time.

At secondary level, there is generally a short break of 10-15 minutes after the initial three lessons; then after a further three lessons, there is a longer lunch break of between 40 minutes and one hour with a final block of three lessons after lunch. Breaks in secondary school are not included within the 28 hours of tuition time. The manner in which breaks between lessons are organised may change as schools change their timetabling arrangements in accordance with the implementation of curriculum reform at *ISCED 24*.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In primary schools, activities including sports, music and drama, apart from normal curriculum provision in these areas, may be offered. These tend to take place either during lunch times or before or after school and are generally offered on a voluntary basis by school staff.

In secondary schools, such activities are generally offered on a voluntary basis by school staff. These activities cannot be included in the minimum of 28 hours per week and are not funded from state educational budgets, except in cases where schools have the disadvantaged status, allowing them some resources for extracurricular supports and activities.

Additional activities during the school holidays: State funding is provided to special schools, mainstream primary schools and mainstream secondary schools to provide summer education programmes (20 days) for children with severe/profound general learning disabilities and children with autism. Where schools do not offer summer programmes for these children, funding is provided directly to parents through the home tuition scheme. Funding is also provided to special schools at High Support Units and Special Care Units for summer education programmes.

In addition, funding is available to primary schools that support pupils who come from disadvantaged backgrounds (i.e. schools participating in the Delivering Equality of Opportunity in Schools (DEIS) initiative). These schools can avail of funding to run 5-day summer camps in Numeracy and Literacy, including Irish language, for targeted pupils. These camps are run and managed in line with guidance and training provided by the Department of Education and Skills. Schools may also, at their own discretion, offer activities during the school holidays, such as activity camps, which are not funded by state education budgets. [Back to the main table for this indicator](#)

Israel:

Organisation of the standard school week:

The figures and information provided represent the average of all programmes within each educational level. The total annual number of school days was set at 219 for primary education. In the lower and upper secondary education the official number of school days is 209 yearly (in a study week of six days). We reduced the average of 26 days in the 11th and in the 12th grade for matriculation exams and preparation for national exams, totalling 183 days per year for these two grades.

In Israel, most students in primary education attend school six days a week. The minorities are learning five days a week (We reduced the average of 26 days in the 11th and in the 12th grade for matriculation exams and preparation for national exams, totalling 183 days per year for these two grades). Students in both tracks are learning the same total hours per week.

A student in upper secondary education can choose, beyond the required mandatory hours, two elective subjects during 3 years (10th-12th grades) of the general track, resulting in 30 hours plus an additional 8.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and Languages. In the Sciences and Tech track, a student should choose 3 subjects (scientific, major and specialisation) totalling 54 hours plus additional 5.5 hours for "school autonomy" and 2 hours for general knowledge that includes art studies, humanities, social studies and Languages. The elective hours may be of any of the subject fields offered at school. The reported figures are the result of dividing the study hours across subjects in the most commonly way. However, there is a high flexibility in the choice of subjects, the horizontally distribution of hours between subjects and the vertical grade level (but the particularities of this flexibility are not shown in the data as the figures presented are averages).

Number of lessons in a standard school day:

In primary education, the minimum base of learning includes 5-8 lessons a day according to the grade level and the learning days per week (6 or 5): In the first and second grade 32 hours; in grades three and four 34 hours and in grades five and six 35 hours. An average of 1.3 hours for the "Long School Day Programme" is included to the compulsory flexible hours.

Organisation of the breaks between lessons:

The average class session lasts 47 minutes. Some class sessions are 50 minutes long and others are 45 minutes long. There is a main break of 20-30 minutes for breakfast and another break for lunch if it is a long day. Schools are permitted to combine every two lessons to allow a better programme design.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): These are organised by the municipalities and funded by parents. Programmes at schools with low social-economic level which are under the act of "long educational day" are subsidised by the Ministry of Education.

Additional activities during the school holidays: The Ministry of Education initiates summer camps during summer vacation for students in primary education. There is also the programme "Third Half – Summer Semester" that operates in learning centres. The programme's goal is provided to close gaps, encourage the capabilities of students and to enable students to complete their matriculation certificate before they leave the secondary education system. Other activities are organised and funded by the municipalities and by parents.

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Italy:

Organisation of the standard school week:

Schools have autonomy in the organisation of the school day. At primary level, the daily timetable depends on the weekly timetable model offered by the school and chosen by the family. In this case only examples can be provided, but they do not have any correspondence to regulations nor can they be taken as a nationwide valid reference. The same applies to the lower secondary level. At upper secondary level, only one weekly timetable model is possible and therefore there are fewer differences among schools. However, the organisation of the school day varies as well. In general, lessons are spread over 6 days, e.g. 3 days of 5 hours and 3 days of 4 hours; schools can also offer lessons over 5 days, e.g. two days of 6 hours and 3 days of 5 hours. It is therefore not possible to provide information that is valid nationwide.

Number of lessons in a standard school day:

Schools have autonomy in the organisation of the school day. At primary level, the number of lessons/hours that should be allocated to each subject is not established (horizontal flexibility except for religion and Language 2-5). At lower and upper secondary level the number of lessons that are held during one day depends on the daily timetable set for each class, which means that it can vary. Please consider that one lesson corresponds to 60 minutes. In general, one day of 5 hours includes 3 to 5 lessons. For example, Italian, mathematics and sports education are often taught for two consecutive hours (2 lessons). In this case, in a 5-hour day, students are taught only 3 subjects (for example, Italian, mathematics and English). It may also happen that in one day they attend 5 different lessons. One day of 4 hours includes 2 to 4 lessons and one day of six hours can include 3 to 5/6 lessons.

Organisation of the breaks between lessons:

The organisation of breaks varies, as it depends on the organisation of the school day/week, which is set at school level. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10.30 a.m.). At lower secondary level a break of 10-15 minutes is generally scheduled between the second and the third lesson, e.g. at about 10.30 a.m. At upper secondary level the break, again 10-15 minutes, can be set between the second and the third lesson (in the 4-hour and 5-hour day) or between the third and fourth lesson (in the 6-hour day). However, the above mentioned are examples and should not be taken as a reference that is valid nationwide.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Schools have autonomy for offering additional activities, for example additional teaching of a second foreign language (Language 3), or in-depth studies of subjects already included in the curriculum. These additional

activities increase the minimum number of hours foreseen by regulations. Schools can also offer these additional subjects only to some of the classes of the school, in order to widen the offer and give families the opportunity to choose the timetable and the curriculum that best suits their and their children's needs. Schools often offer remedial courses at upper secondary level because students failing at this level in some subjects have their assessment suspended until they have passed a remedial exam. Students have to take this exam before the start of the following school year. This offer helps families to avoid more expensive private tuitions. At primary and lower secondary level there are often pre- and post-school activities organised by external organisation within the spaces of the schools. These activities are organised in order to meet the needs of parents who work and need to leave their children at school before the official starting of lessons.

Additional activities during the school holidays: In general, during the school holidays schools are open for administrative and didactic planning purposes. However, they can autonomously organise activities during such periods. [Back to the main table for this indicator](#)

Japan:

Organisation of the standard school week: There is flexibility for schools to organise its schedule taking in consideration the characteristics of the school, its students and the surrounding community. The characteristics of each subject and learning activity have to be considered as well.

Number of lessons in a standard school day: The general provision of the National Curriculum Standards provide that each school may develop their own class schedules that provide flexible structures in accordance with the circumstances of the pupils or students, school and local community and in accordance with the characteristics of subjects etc. and learning activities..

Organisation of the breaks between lessons: At the primary and lower secondary level the general provisions of the National Curriculum Standards for primary schools and lower secondary schools provide that the daily hours for recesses should be properly determined at each school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In many lower secondary schools, extracurricular club activities are provided after school. The general provisions of the National Curriculum Standards for lower secondary schools provide that club activities familiarise participants with sports, culture and science, contribute to motivation for learning and the cultivation of a sense of responsibility, feelings of solidarity and so on, so attention should be paid to ensuring the relevance of extracurricular club activities to the curriculum as part of school education. In doing so, schools adopt appropriate operational methods in accordance with the circumstances of the school and the local community, including co-operation with local people and partnerships with various types of organisations, such as social education facilities and social education-related groups. For further information (in Japanese): <http://manabi-mirai.mext.go.jp/>

Additional activities during the school holidays: Schools can offer classes on school holidays provided that the relevant boards of education acknowledge the necessity of doing so.

In addition, the local community may organise various educational, experiential and exchange activities on school holidays. For further information (in Japanese) <http://manabi-mirai.mext.go.jp/>. [Back to the main table for this indicator](#)

Korea:

Organisation of the standard school week: The typical school week is composed of 5 days at all levels.

Number of lessons in a standard school day: At the primary level, students have 4 to 6 lessons a day on average; and at the secondary level, students have 6 to 8 lessons a day on average.

Organisation of the breaks between lessons: At all levels of education students have a 10-minute break after every class. At primary level classes last 40 minutes, at lower secondary level 45 minutes. These are only typical cases and can be re-organised flexibly according to weather, students' developmental conditions, characteristics of the topic of classes, and other circumstances at school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): About 99.6% of primary and lower secondary schools offer additional activities after classes. The contents of the after-school activities can vary, including art, music, cooking, foreign language (Language 2-5), dance, sport, etc.). At the lower secondary school level, schools may offer remedial courses as after-school activities. The school principal can decide on the issues related to after-school activities.

Additional activities during the school holidays: At the primary and secondary school levels, after-school activities are provided during school holidays (Saturdays and summer/winter vacations) depending on the needs of parents and students. [Back to the main table for this indicator](#)

Latvia:

Organisation of the standard school week: The standard school week lasts 5 days at primary, lower and upper secondary level. According to the General Education Law, the lesson load per week in one education programme

may not exceed: 22 lessons in grade 1; 23 lessons in grade 2; 24 lessons in grade 3; 26 lessons in grade 4; 28 lessons in grade 5; 30 lessons in grade 6; 32 lessons in grade 7; and 34 lessons in grades 8 and 9. There is an additional lesson for all grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance. The standard model defines number of lessons chosen by schools. Number of lessons is 1 for grade 1, 2 for grade 2, 0 for grade 3, 4 for grade 4, 4 for grade 5, 0 for grade 6, 4 for grade 7, 6 for grade 8, and 0 for grade 9. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

Starting date of the school year for ISCED levels 1, 2 and 3 is 1st of September, 2017. There are autumn holidays (one week) on October 23-27, 2017. Winter holidays last for two weeks from December 25, 2017 till 5th of January, 2018. There is one week long spring holidays (March 12-16, 2018). End of school year is in May 31, 2018. Examination time periods for grades 9 and 12 are on top of this. Public holidays: 18 November 2017 (Proclamation of the Republic of Latvia- holiday is transferred to Monday, 20 November); 30 March – 2 April 2018 (Easter); 1 May 2018 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2018 (Restoration of Independence of the Republic of Latvia).

Education institutions decide when to carry out an additional 1 week long holidays in the second semester for the 1st grade. Education institutions decide when to carry out a 1 week long project week in the second semester. Extension of the school year for grades 1-8 and 10-11 may be made if specific circumstances hindering education process arise during the school year (e.g. extreme temperature, strike, emergency situation in school, etc.).

In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school's brass band, theatre, language learning, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of the school. However, it is regulated by law that the formal learning load per day may not exceed: 5 lessons in grades 1 to 3; 6 lessons in grades 4 and 5; 7 lessons in grades 6 to 7 and 8 lessons in grades 8 to 9. The duration of one lesson is 40-45 minutes. The duration of lessons (40 or 45 minutes) is determined by the head of a school, but 40 minute lessons are more common.

Organisation of the breaks between lessons: Each school can decide on the length of breaks between lessons, taking into account the regulations of the Cabinet of Ministers stating that lunch breaks can be organised from 11.00 a.m. and must be at least 30 minutes long.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): In addition to teaching/learning load compulsory for all pupils there are optional (facultative) classes for a group of pupils based on the principle of voluntary (enrolment is based on application written by parents). Facultative classes are aimed to comprehensive development of pupils, namely, choir singing, folk dances, school's brass band, theatre, language learning, creative design, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

Additional activities during the school holidays:

Usually, schools are not obliged to offer activities during the school holidays and they do not offer them. However, they may organise workshops and camps. For instance during the Latvian Youth Song and Dance festivals (usually taking place in the summer) schools in the capital Riga become lodging places for pupils' choirs and folk-dance groups from other places of Latvia who are arriving in Riga to participate in the festival activities.

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Lithuania:

Organisation of the standard school week: There are 5 full school days for all schools. The standard school week lasts 5 days at primary, lower and upper secondary level. According to the Hygiene Norm 21:2017, lessons start at 8.00 a.m. to 9.00 a.m., but a school head can move the starting time as long as it is not earlier than 8.00 a.m. If there are two shifts in the school, the second shift must finish until 7.00 p.m.

According to the general teaching plan, the number of hours per week per years is as follows:

Year	1	2	3	4	5	6	7	8	9	10
Minimum lessons	22	23	24	23	26	28	29	30	31	31
National minorities' schools:	25	27	27	28	29	32	32	33	33	33

Students have a possibility to choose additional lessons from the non-compulsory curriculum. These lessons might be used to improve student's knowledge in particular subject or to learn a new subject that is not included in the compulsory curriculum.

Number of lessons in a standard school day: The average number of regular lessons depends on the individual timetable of school. Regulated load per day may not exceed:

- 5 lessons in grade 1 ;
- 6 lessons in grade 2 to 4;
- 7 lessons in grade 5 to 10;
- 7 lessons in grade 11 to 12;

The duration of one lesson is 45 minutes (2-12 grade). The duration of one lesson is 35 minutes only in 1 grade. If a lesson is organised in a different form (e. g. project, didactical game, creative task), uninterrupted instruction time can be regulated, but may not exceed 90 minutes.

In a case when students of 5 to 10 grade (including students of first and second gymnasium grades) have more than minimal compulsory lessons for studying modules, optional subjects, a study plan must be approved by parents (caregivers).

The maximum number of lessons per week in lower and upper secondary programs may not exceed more than 10 per cent of recommended minimal number of lessons.

Organisation of the breaks between lessons: Typically, breaks between lessons are 10 minutes long. There must be one longer break up to half an hour or two breaks up to 20 minutes intended for the lunch. If the school council approves, the duration of breaks may be regulated, but one break between lessons must be at least 5 minutes. Total duration of breaks between lessons of grades 1 to 4 should be at least 1 hour and 10 minutes. Total duration of breaks between lessons of grades 5 to 10 and gymnasium grades 1 to 4 should be at least 1 hour and 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Students can choose from a range of available activities after lessons such as sports, arts, maths or science clubs, etc. Additionally, there is additional time foreseen in the general teaching plan that are available for underperforming students, gifted & talented students and students who might need educational support for other reasons. Up to three hours a week of such support is allocated for each tutor group.

About 90% of students partake in non-compulsory extracurricular activities, while 80% of such activities are sports & arts.

Additional activities during the school holidays: During summer holidays regular extracurricular activities are not provided. However, there are summer camps and various summer projects organised for students. During mid-semester and winter breaks most extracurricular activities are provided as usual.

The summer holidays for students of grade 1 to 11 start in June when the process of education ends. The exact date of the beginning of summer holidays is set by the school head, school council and local administration (in a case of a state school). The summer holidays for students of grade 12 start after passing state-level examinations. Summer holidays last until 31st August. There are autumn, winter, winter (Christmas) and spring holidays during a school year. These breaks last 17 days except days of holidays (e. g. Christmas, Easter). The beginning and the end of autumn, winter and spring holidays is set by the school head, school council and local administration (in a case of a state school). [Back to the main table for this indicator](#)

Luxembourg:

Organisation of the standard school week: Primary education: Municipalities are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Secondary education: Schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year and after agreement of the board of education and the minister.

Number of lessons in a standard school day: Primary education: 4-7; secondary education: 4-7.

Organisation of the breaks between lessons: Primary education: 15 minutes break in the morning and 15 minutes in the afternoon. A lunch break is scheduled for noon and can last from 1h30min to 2h. Breaks between lessons in secondary education are defined by the schools. The lunch break lasts 50 minutes and is defined by a ministerial circular.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Primary education: In collaboration with the municipalities, artistic activities (*Arts à l'école*), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes. More and more schools offer remedial activities.

Secondary education: Schools can provide extracurricular activities before and after school on school premises (workshops in singing, dance, dramatic expression, fashion design, photo, sports, etc.). Remedial activities are also available to students.

Additional activities during the school holidays: Primary education: Municipalities offer different activities during school holidays which can partly take place on school premises. Generally it is not the school which organises these activities.

Secondary education: The schools do not organise activities during holidays except at the end of summer vacation when remedial courses may be offered. [Back to the main table for this indicator](#)

Mexico:

Organisation of the standard school week: The number of school days per week is 5 for primary, lower and upper secondary education.

Number of lessons in a standard school day: In a standard school day at primary level there are 4.5 hours of lessons per day, 7 lessons per day at lower secondary and 6 lessons per day at upper secondary education.

Organisation of the breaks between lessons: At primary level there is a 30 minutes break after 2 lessons; at lower secondary level the break is 15 minutes after 4 lessons, and at upper secondary level the break is 20 minutes after 3 lessons.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Only at primary level around 8% of the schools in Mexico offer additional activities in two different programmes: Full-time schools and extended school day schools.

Additional activities during the school holidays: Around 15% of primary schools have services on school holidays (leisure activities, sport, child care or remedial courses), through the programme "School Always Open" (*Escuela Siempre Abierta*). The lower and upper secondary schools do not have activities during the school holidays. [Back to the main table for this indicator](#)

Netherlands:

Organisation of the standard school week: Usually the length is 5 days a week but this is at the discretion of the individual school.

Number of lessons in a standard school day: This is at the discretion of the individual school.

Organisation of the breaks between lessons: See above.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): See above.

Additional activities during the school holidays: See above. [Back to the main table for this indicator](#)

New Zealand:

Organisation of the standard school week: In practice schools are open for ten half-days per week, from Monday to Friday, at all levels of primary and secondary education, except during school holiday periods.

Primary and intermediate schools (years 1-8) are required to be open for 388 half-days, and secondary (years 7-13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half-days. School holiday dates are prescribed, though with some flexibility over the start date of the first term and the end date of the final term.

Schools are required by law to be closed on Saturdays, Sundays, 12 public holidays and the Tuesday following Easter (see section 65C of the Education Act 1989).

Number of lessons in a standard school day: Schools are required to be open for instruction for at least two hours in the morning and two hours in the afternoon to fulfil the requirement of being open for a half-day (section 65B of the Education Act 1989), which implies a minimum of four hours per full day. There are no explicit restrictions on the number of lessons that are to be delivered during this minimum period, or any longer period for which the school is open each day.

Organisation of the breaks between lessons: There are no explicit restrictions.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Additional activities may be organised by the school (teachers, other staff members, or contractors taking activities on

either a voluntary or paid basis) or by third parties which are permitted by the school to come on to the premises to provide activities or other services to students.

Additional government funding is provided for Study Support Centres, which provide additional support for students in late primary/intermediate education, particularly those in socio-economically disadvantaged communities. These centres are run by schools or community groups, and operate outside normal school hours.

Additional activities during the school holidays: These activities would ordinarily be organised by schools or by third parties permitted to come on to the school grounds. [Back to the main table for this indicator](#)

Norway:

Organisation of the standard school week: The Ministry issues regulations concerning the minimum teaching hours in primary and secondary school. The school owner may issue regulations on teaching hours beyond this and decide on pupils' timetables, including the number of days, half-days, etc. Nevertheless, pupils are at school five days a week at all levels.

Number of lessons in a standard school day: The responsibility for organising the number of lessons has been delegated to the schools. Therefore the average number of lessons included in a standard school day varies between schools. An estimation based on dividing the total compulsory curriculum by the number of days of instruction multiplied with the number of grades gives the following averages in 60 minutes periods: At primary level 3.96 lessons of 60 minutes each day ($5272 / (190 \times 7)$) and at lower secondary education 4.6 lessons of 60 minutes each day ($2622 / (190 \times 3)$).

Organisation of the breaks between lessons: The responsibility for organising the school day including breaks has been delegated to the schools. This implies the organisation of breaks may vary between schools. Nevertheless, it is common to organise a longer break for lunch and shorter breaks before and after the longer break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer activities before and after classes and all schools are obliged to offer 8 hours of homework help service a week for pupils in grades 1 to 4. Apart from the homework help service it is not common for schools to offer additional activities, but it is common that other organisations provide after-school programmes.

Additional activities during the school holidays: School owners have autonomy to decide whether to offer activities during the school holidays and how they should be organised, so there might be some differences between municipalities. It is more common for larger municipalities to offer such activities. [Back to the main table for this indicator](#)

Poland:

Organisation of the standard school week: In the Polish education system the standard school week consists of five days (Monday to Friday).

Number of lessons in a standard school day:

In line with the regulation by the Minister of National Education and Sport of 31 December 2002 (§ 4) on safety and hygiene in public and non-public schools and institutions, the school timetable should be organised such that an equal distribution of lessons among the school days is ensured.

Organisation of the breaks between lessons:

There is no regulation specifying the length of breaks. Typically, they range from a minimum of 5 minutes to a maximum of 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

A school is obliged to organise additional activities devoted to the development of students' interests and abilities/talents as well as activities focusing on students' other (special) needs. The school running body, upon school head's request, can allocate a maximum of 3 hours a week for each class in a given school year. The school head can, in the framework of these hours:

- Increase the instruction time for compulsory classes.
- Organise additional classes developing pupils' interests and talents, e.g. teaching of a modern foreign language other than the compulsory one, classes not envisaged in the core curriculum (e.g. history of the town).
- Learning of the sign language.

The classes responding to pupils' needs and developing their interests are also envisaged by the teacher's duties as defined in the Teachers' Charter.

Additional activities during the school holidays: In line with the regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year, schools have to offer day-care activities for students during days off, except for holidays. [Back to the main table for this indicator](#)

Portugal:

Organisation of the standard school week: The standard school week at primary, lower and upper secondary level has five days. At primary level, there are two periods. The lessons may begin at nine o'clock and end at half past

three (5 teaching hours daily). At lower and upper secondary, the students' timetable is organised by schools and usually has room for free mornings or afternoons.

Number of lessons in a standard school day: At primary level (grades 1-4) there are on average three or four lessons within the curriculum. After 4.00 p.m. students may have curriculum enrichment activities. At primary level (grades 5-6) there are six lessons a day. At lower and upper secondary level (grades 7-12) there are on average seven lessons a day.

Organisation of the breaks between lessons: At primary level (grades 1-4) there is one break in the middle of the morning (30 minutes) and a lunch break (1 or 1.5 hours). There is another break in the afternoon (30 minutes) for those who extend their attendance to the curriculum enrichment activities. At primary level (grades 5-6) and at lower and upper secondary level (grades 7-12), the breaks between lessons vary between 10 and 20 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools are autonomous in this respect and can offer additional activities. Typically, primary schools (grades 1-4) offer activities (before 9.00 a.m. and after 5.30 p.m.) promoted by municipalities, parents associations or NGOs. These activities may include English or other foreign languages (Language 2-5), sports, artistic, scientific, information technology, community and citizenship education and school support activities chosen by the schools.

Additional activities during the school holidays: At the primary level (grades 1-4) a family support component usually runs during school holidays. Only a small number of schools offer such activities for students from grades 5-12. [Back to the main table for this indicator](#)

Russian Federation :

Organisation of the standard school week: Primary 5 days, Low secondary 5-6 days, Upper secondary 5-6 days.

Number of lessons in a standard school day: Primary 4-5 lessons, Low secondary 5-6 lessons, Upper secondary 6-7 lessons.

Organisation of the breaks between lessons : One lunch break and short breaks between lessons

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most schools provide students with a wide range of different after classes activities from sport and art to additional lessons and trainings

Additional activities during the school holidays: Yes schools offer different activities during holidays, like trips to other cities or countries, trainings etc.

Scotland:

Organisation of the standard school week, Number of lessons in a standard school day, Organisation of the breaks between lessons: There is no fixed daily and weekly timetable applying to all schools. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the school week in primary schools: 25 hours (with reduced hours for younger classes) over Monday to Friday. Pupils are usually in school during the morning and the afternoon, with a lunch break. The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place. In most cases the school day starts at 9.00 a.m. and ends by 3.30 p.m. Just as there is no centrally set timetable, there is no fixed lesson length.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): They are organised at school or local authority level.

Additional activities during the school holidays: They are organised at school or local authority level. [Back to the main table for this indicator](#)

Slovak Republic:

Organisation of the standard school week:

Lessons take place five days per week (Monday-Friday). As a rule, teaching begins at 8.00 a.m. According to local conditions the head teacher may determine the beginning of teaching between 7.00 a.m. and 8.30 a.m. in the morning. In classrooms with extended hours of physical training and sports the head teacher may indicate the beginning of teaching at 7.00 a.m. In case that teaching cannot be organised in morning hours due to a lack of premises in primary schools (ISCED level 1), lessons may be held exceptionally in two shifts. The lessons and educational activities end at 5.00 p.m. at the latest.

Number of lessons in a standard school day: A standard school day consists of 4.8 lessons on average at primary, 5.8 at lower secondary and 6.2 lessons at upper secondary level.

Organisation of the breaks between lessons:

Lessons in primary, lower and upper secondary levels take 45 minutes. Short breaks last, as a rule, ten minutes and the main (large) break lasts 15 to 30 minutes, taking place usually after the second lesson. If conditions allow, pupils spend the main break, which was designed for this purpose, outside the classrooms on the premises of the school building.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Schools that have a children's school club provide undemanding leisure activities according to the educational programme of the club for children who fulfil compulsory school attendance. These activities are oriented at students' preparation of their classes but should also satisfy or help to develop other interests. Schools that include a special-interest centre as a constituent part offer relaxation and leisure activities for children's free time, according to the educational programme of the centre.

Additional activities during the school holidays:

According to needs, children's school clubs also operate during school holidays. Holiday activities of school centres for leisure time activities are carried out in the form of permanent, touring and weekend camps or short time events. [Back to the main table for this indicator](#)

Slovenia:

Organisation of the standard school week:

Classes are held five days a week from Monday to Friday, teaching takes place only exceptionally on Saturdays. In all basic schools (*ISCED level 1 and 24*), classes are held in the morning and as a rule do not start before 7.30 a.m.

Number of lessons in a standard school day:

The curriculum for basic school education (*ISCED level 1 and 24*) determines the number of lessons per week for each year: In grades 1-3, pupils have 20-24 lessons per week (on average 4.5 hours a day); in grades 4-6, pupils have 23.5-25.5 lessons per week (on average 5 hours a day) and in grades 7-9, they have 27-28.5 lessons of 45 minutes per week (on average 5.5 hours a day).

Organisation of the breaks between lessons: Between lessons, breaks are at least 5 minutes long. Once a day, there must be a break lasting 20-30 minutes. Schools can organise a longer break which is intended for physical and sport activities. Pupils leave the classroom and participate in various motor (playing on outdoor playground equipment, climbing, etc.) and sport activities (playing hoops, football, basketball, badminton, etc.) in the gym and, given appropriate weather, on the outdoor school playgrounds.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

For pupils in grade 1, there is organised morning care (2 hours before the lessons start – usually from 6.00 to 8.00 a.m.). Pupils of grades 1-5 can stay in after-school classes (*podaljšano bivanje*) where they can study, complete their homework, play, get involved in creative and sport activities, have lunch, learn to relax and participate in extracurricular activities (usually 25 lessons per week, from the end of the lessons up to 5.00 p.m. if needed). The option of morning care for first graders and after-school classes for pupils up to fifth grade has to be offered by the school but it is not compulsory for pupils to attend. Around 84% of pupils from year one to five choose to participate in after-school classes and around 72% of pupils in year one are attending morning care. The morning care and after-school classes are guided by special curricular guidelines. They are a part of the extended non-compulsory basic school programme.

Pupils in grades 4-9 spend half an hour per week in a special class dedicated to class housekeeping (class discussion period) before or after regular lessons.

Schools organise non-compulsory remedial and supplementary lessons as well as individual and group learning support provided by teachers or in-school counsellors, usually before or after classes.

Schools also organise special-interest activities (*interesne dejavnosti*) after classes – extracurricular activities such as sports, artistic activities, choir singing, technology, ICT and similar activities.

Additional activities during the school holidays: Schools may offer holiday care for younger children. Some schools organise research camps, workshops, sport activities and similar activities. [Back to the main table for this indicator](#)

Spain:

Organisation of the standard school week: In primary, lower and upper general secondary education the school week is organised in 5 full days from Monday to Friday. In primary education, the school week consists of 25 hours and each day is usually divided into morning and afternoon sessions (from 9.00/10.00 a.m. to 12.00/1.00 p.m. and from 2.30/3.30 p.m. to 4.00/5.00 p.m.) with a break between the two periods. However, autonomous communities and schools have a certain degree of autonomy to organise the school day, and some have chosen to adopt a continuous day (from 9.00 a.m. to 2.00 p.m.). In secondary education, the school week consists of 30-32 hours. The school day, usually from 8.30 a.m. to 3.00 p.m., includes a break in the central hours of the day, which is not considered as instruction time.

Number of lessons in a standard school day: In primary education, the school day consists of 5 one-hour lessons, the only exceptions are Andalucía, the Canary Islands, Ceuta and Melilla, where a lesson in grades 1, 2, 3, 4, 5 and 6 lasts only 45 minutes, and Navarra where they last 50 minutes. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes.

Organisation of the breaks between lessons: In primary education, there is a half-hour break per day in the middle of the morning session, which is considered a part of the 5 daily instruction hours. In lower and upper general secondary education, there are one or two daily breaks amounting to a total of 30-40 minutes. The curriculum regulations do not make any specific reference to additional breaks between lessons. Since 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although in primary education this time is defined by autonomous communities' legislation as compulsory instruction time.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools may be open after school hours to offer catch-up and remedial courses as well as extracurricular activities that address educational issues of interest for the students. Extracurricular activities are defined as related to areas such as the following: Foreign languages (Language 2-5), ICT, sports, fine arts, reading and writing workshops, directed study activities, etc. On the other hand, municipalities are responsible for the conservation, maintenance and surveillance of pre-primary, primary and special education schools and they can use this time for other educational, cultural, sports or social activities. However, the prior authorisation from educational authorities of the corresponding autonomous community is required. Furthermore, according to the Act on Education (LOE, 2006) and the recently approved Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) educational, sports and municipal administrations must collaborate to establish the procedures allowing the double use of the sports facilities of both the schools and the municipalities.

Moreover, in pre-primary and primary schools child care activities are organised, sometimes in collaboration with the municipalities, before and/or after school hours. These can include breakfast and games.

Additional activities during the school holidays: It is up to the educational authorities of the autonomous communities to offer educational, cultural, sport and other social activities during the school holidays. In some communities, for example, urban camps for children are organised during the summer holidays. Besides, during Christmas holidays or other holidays like Easter, the local administrations in some autonomous communities offer programmes like "open schools" or others, aiming at balancing family and professional life of parents and contributing to the personal development and education of children. [Back to the main table for this indicator](#)

Sweden:

Organisation of the standard school week:

The standard number of days is 5 (from Monday to Friday). However, schools decide independently how to distribute the total of 178 school days per year.

Number of lessons in a standard school day:

Schools decide independently how to distribute the total number of hours/lessons throughout the nine years of compulsory education and during the 178 school days a year. The school day should at most comprise 8 hours a day in general and 6 hours a day for the two lowest grades.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Municipalities must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data on how they actually do this. There were 4 238 leisure time centres in 2016 and 58.2% of the children aged 6-12 years were enrolled in one of these centres. The last few years have seen a slight increase in the number of children enrolled in leisure centres.

Additional activities during the school holidays: Schools must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data available on how they actually do this. [Back to the main table for this indicator](#)

Switzerland:

Organisation of the standard school week: A standard school week has 5 days with no school on Wednesday afternoon. At primary level the number of school afternoons gradually increases with each grade.

Number of lessons in a standard school day: The number of lessons per week varies by Canton, level of education and grade. In grades 1 to 2 of primary education there are around 20 to 28 lessons per week. From grade 3 to 6 the number rises to 26 to 32 lessons. On lower and upper secondary level 30 to 37 lessons per week are held.

The municipalities/schools are responsible for class timetables. An average standard school day on primary level includes 6 to 7 lessons of 45 minutes (usually 4 in the morning and depending on the grade 2 to 3 in the afternoon). On lower and upper secondary level a standard school day comprises 7 to 8 lessons.

Block teaching is a widespread method of school organisation which combines lesson time into larger blocks of time. Lessons are bundled together into full half-days. In block teaching the children are in the care of the school on five mornings for at least three-and-a-half hours (i.e. four lessons) and on one to four afternoons. Depending on local conditions and needs different models of block teaching may be applied. Most cantons have introduced comprehensive block teaching for primary level.

Organisation of the breaks between lessons: The organisation of breaks is at the discretion of each school. Usually there is a 5 minute break between two lessons and a longer break of 15 to 30 minutes at around 10.00 a.m. in the morning and 3.00 p.m. in the afternoon. The lunch break usually has a duration of 1.5 to 2 hours.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most cantons require the municipalities/schools to provide a demand-oriented range of additional activities during compulsory education. These can include child care, before/after classes, midday meals, leisure activities and homework support. These services are voluntary and parents normally have to pay for them. Remedial courses are usually held during regular class time.

Sports, musical and other creative activities which are not part of the curriculum are normally organised by other organisations within the municipality.

Additional activities during the school holidays: During school holidays, schools usually do not offer any activities.

[Back to the main table for this indicator](#)

Turkey:

Organisation of the standard school week:

The standard school week is organised in terms of number of days. There are five days in a standard school week in public schools at all educational levels.

Number of lessons in a standard school day:

At the primary level a standard school day consists of 6 lessons, at lower secondary level of 7 and at upper secondary level of 7 to 8 lessons, depending on the school type and/or grade.

Organisation of the breaks between lessons:

In primary and lower secondary education one lesson lasts 40 minutes and school administrations should allocate at least 10 minutes for each break. The lunch break lasts 30 minutes in schools where education is organised in morning and afternoon shifts and between 40 and 60 minutes in normal education (full day) schools. In upper secondary education, one lesson is 40 minutes and breaks are organised by school administrations. In principle, breaks between lessons and lunch breaks cannot be less than 10 and 45 minutes, respectively. However, these breaks can be shorter in schools where education is organised in morning and afternoon shifts.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):

Social activities such as student clubs, community service, visits, competitions, theatre and sports activities can be offered by schools. To this end, an annual work plan for social activities is prepared by the responsible teachers in co-operation with the students who are taking part in these activities. All these activities are implemented upon approval by the social activities council and the school management. In addition, remedial after class courses may be organised by schools if needed.

Additional activities during the school holidays: Social activities such as visits can be organised on weekends or during school holidays. [Back to the main table for this indicator](#)

United States:

Organisation of the standard school week:

At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. While state requirements vary on the number of instructional days and hours per year, the majority of states set the school year at 180 days (28 states and the District of Columbia) for school year 2017/18 (the most recent year of available data). Ten states set the minimum number of instructional days between 160 and 179 days, and two states set the minimum above 180 days (Kansas and North Carolina). Finally, ten states currently do not set a minimum number of instructional days. Instead, the school year in these states is measured in numbers of hours. This information is for the 2017/18 school year data were compiled by the Education Commission of the States (ECS) (unpublished tabulations). Supplement information on the decision maker on the school start and finish time can be found at: http://www.ecs.org/ec-content/uploads/Number-of-Instructional-Days-Hours-in-a-School-Year_Revised.pdf. In most cases, this is a school district level decision.

Number of lessons in a standard school day: Given the nature of the education system, there is no way to generalise how many lessons are included in a standard school day.

Organisation of the breaks between lessons: Given the nature of the education system, there is no way to generalise how breaks are organised in a standard school day.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Schools can offer before and/or after class activities based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

Additional activities during the school holidays: Schools can offer activities during holidays, particularly over the long summer break, based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised. [Back to the main table for this indicator](#)

INDICATOR D2: What is the student-teacher ratio and how big are classes? [\(Back to chapter D\)](#)

	D2
	Methodology Sources
Argentina	
Australia	AUS
Austria	AUT
Belgium (Fl.)	BEL
Belgium (Fr.)	BEL
Brazil	BRA
Canada	CAN
Chile	
China	CHN
Colombia	COL
Czech Republic	CZE
Denmark	DNK
England	
Estonia	
Finland	FIN
France	FRA
Germany	DEU
Greece	
Hungary	HUN
Iceland	ISL
India	
Indonesia	
Ireland	IRL
Israel	ISR
Italy	ITA
Japan	JPN
Korea	
Latvia	
Lithuania	LTU
Luxembourg	
Mexico	MEX
Netherlands	
New Zealand	NZL
Norway	NOR
Poland	POL
Portugal	PRT
Russian Federation	RUS
Saudi Arabia	SAU
Scotland	
Slovak Republic	SVK
Slovenia	SVN
South Africa	ZAF
Spain	ESP
Sweden	SWE
Switzerland	CHE
Turkey	
United Kingdom	UKM
United States	

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (<http://dx.doi.org/10.1787/9789264279889-en>.)

Sources

Country	Data collection date	Data collection method	Sources
Australia	01-01-2016		For ISCED 1 and ISCED 2-3, Australian Bureau of Statistics (ABS) Schools Australia Publication (Cat. No. 4221.0) Raw Data; For ISCED 6 to 8, Australian Government Department of Education and Training, University Statistics Data Collection
Austria	01-10-2015	Annual Census	
Belgium	French Community: 15-01-2016; Flemish Community: 01-2016	Flemish Community: Estimates	
Brazil	25-05-2016 for ISCED 1, 2, 3 and 4; 31-12-2016 for ISCED 6 to 8.	Estimates: teachers and teacher aides are proportional to the number of classes by ISCED and sub-national unit	Ministry of Education (MEC): 2016 School Census(MEC/Inep); 2016 Higher Education Census (MEC/Inep); 2016 Data Collection on Advanced Studies (MEC/Capes)
Canada	01-02-2016 for ISCED 1 and 2; 01-06-2016 for ISCED 5 to 8		Elementary-Secondary Education Survey (ESES); Post-secondary Student Information System (PSIS); National Household Survey (NHS)
Chile	06-07-2016	Census by school (via web application) for ISCED 0-3, and census by institution (via electronic report) for ISCED 5-6	Ministry of Education of Chile
Colombia	01-02-2016 for ISCED 0; 31-12-2016 for all other ISCED levels	Counts of single classroom teachers, management personnel and teachers aides reported by primary sources in the information systems mentioned in the <i>Sources</i> column	For ISCED 1 to 4 public education, <i>Sistema de Información Nacional de Educación Básica y Media (SINEB)</i> ; For ISCED 5 to 8 public and private education, <i>Sistema Nacional de Información de Educación Superior (SNIES)</i> ; For ISCED 1 to 4 private education <i>Ministerio de Educación Nacional Survey on formal educación C600; DANE</i>
Costa Rica	09-02-2016 for ISCED 0; 08-04-2016 for ISCED 1, 2 and 3; 01-05-2015 for ISCED 5 to 8	Administrative data	<i>INTEGRA of MEP. Oficinas de Recursos Humanos de las Universidades Públicas</i>
Czech Republic	03-09-2015 for ISCED 1, 2, 3 and 4; 31-12-2015 for ISCED 5 to 8	Estimates based on teachers number and staff numbers - estimated by ISCED level	Ministry of Education, Youth and Sports databases
Denmark	05-09-2016	Register data	Danish Ministry of Education
Estonia	10-11-2016	Register data	EHIS - Estonian Education Information System
Finland	20-09-2015	Register-based total data (individual-based)	Statistics Finland's employment register
France			Ministry of Education, Higher Education and Research – DEPP
Germany	01-09-2015 for all ISCED levels; Data on training of civil servants for the medium level were collected on: 30-06-2015		Federal Statistical Office (2017), Youth Welfare Statistics; Federal Statistical Office (2016), General school statistics; Federal Statistical Office (2016), Vocational school statistics; Federal Statistical Office (2016), University statistics; Federal Statistical Office (2016), Statistics on Personnel in the Public Service; Federal Statistical Office (2016), Statistics on Vocational academies

Country	Data collection date	Data collection method	Sources
Greece	20-05-2016		Annual census surveys conducted at the end of the school year on ISCED 02, 1, 2, 3 for private education, Second Chance Schools (Adult Education-ISCED 2), and public special education; Administrative sources for public sector; Data on ISCED4 are derived from OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health
Hungary	01-10-2015	Census data (Yearly obligatory statistical survey of education)	Statistical Yearbook of Public Education 2015/2016; Information System of Higher Education
Iceland	1.12.2015 for ISCED 0; 15-10-2015 for ISCED 1 and 2	Information collected on an institutional basis	For ISCED 0 to 2, data collected directly from the schools; For ISCED 3 to 6, data on staff on payroll in November 2015 obtained from the State Accounting Office and sent to the public schools for comments and corrections; For private schools, information collected directly from the schools
Ireland	30-09-2015	Censuses	For ISCED 0, Early Childhood Care and Education Scheme; For ISCED 1, National School Annual Census, Private Primary Census; For ISCED 2, 3 and 4, Post Primary Online Database; For ISCED 4 SOLAS; For ISCED 5 to 8, Higher Education Authority Student Record System and Census of Non-Aided Colleges
Israel	01-10-2016		Administrative files: Ministry of Education, Mayan Hachinuch Hatorani-Education Organisation, Chinuch Hazmai-Education Organisation
Italy	01-09-2015 for ISCED 0; 31-12-2015 for other ISCED levels		Census survey and Register
Japan	01-05-2015		School Basic Survey (2015-05-01); Survey Report on School Teachers (2013-10-01)
Korea	01-04-2016		Basic Statistics of Education, KEDI(Korean Educational Development Institute)
Latvia	10-10-2016	Census	Ministry of Education and Science, Central Statistical Bureau of Latvia
Lithuania	01-09-2015 for ISCED 1, 2 and 3; 01-10-2015 for ISCED 4 and ISCED 5 to 8	Register data	Administrative source - the Registers of pedagogue and Education Management Information System data
Luxembourg	30-10-2016 for ISCED 1, 2, 3 and 4; 31-12-2015 for ISCED 5 to 8	Counts of individuals. For ISCED 4, data are estimated	For ISCED 0-3, Databases of the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse ; For ISCED 5-8, administrative data
Mexico	30-09-2015		Secretariat of Public Education (SEP)
Netherlands	31-12-2015 for ISCED 1; 01-10-2015 for other ISCED levels	Register data for personnel in public education; Estimations for personnel in private education	Register data for personnel in public education; LFS in combination with estimations for private education
New Zealand	01-07-2016		New Zealand Ministry of Education databases. For ISCED 0, Annual Census; For ISCED 1-34 (school), Annual Survey; For ISCED 35-8 (post-school), electronic administrative collection.
Norway	15-11-2015	Count of individuals at a reference week in November 2015. To split personnel between ISCED 1 and 2, a proportion of 68,0% is allocated to ISCED 1 and the remaining 32,0% is allocated to ISCED 2; Register-based employment statistics.	Statistics Norway
Poland	30-09-2015 for ISCED 0 to 5; 30-11-2015 for ISCED 6 to 8	Full method	Statistics Poland; Ministry of National Education; Ministry of Science and Higher Education

Country	Data collection date	Data collection method	Sources
Portugal	31-12-2015 for all ISCED levels	All ISCED levels except ISCED 4: Head count of teachers, at a particular date; Data on ISCED 4 aggregated into ISCED 3 or ISCED 6T8, depending on the institution type (non-tertiary/tertiary)	Annual Surveys on education institutions
Russian Federation	15-10-2016	Data collected centrally on the basis of an annual state statistical observation	Federal State Statistics Service (Rosstat)
Slovak Republic	15-09-2015 for ISCED 1, 2, 3 and 4; 31-10-2015 for ISCED 5 to 8		Database of processing statistical reports of schools, Statistical Yearbook of Education
Slovenia	01-09-2015 for ISCED 0; 30-06-2016 for ISCED 1, 2 and 3; 30-10-2015 for ISCED 6 to 8		Statistical office of the Republic of Slovenia
Spain	31-10-2015	Administrative data	Non-university Education Statistics and University Students Statistics. Ministry of Education, Culture and Sport; Statistics on education and training
Sweden	15-10-2016 for ISCED 1, 2, 3 and 4; 01-07-2016 for ISCED 5 to 8	Register data	Registers
Switzerland	31-12-2016	For ISCED 54, 64, 74, 84: Head counts refer to 31-12-2015, FTE's to the calendar year 2015. Other ISCED levels: head counts and FTE's refer to a particular date chosen at the state (cantons) level between the 15th August 2014 and the 31st December 2014. This date can differ from canton to canton.	BFS / SSP, Statistik des Schulpersonals BFS / SDL, Statistik der Lernenden BFS / SHIS, Personal der schweizerischen Hochschulen
Turkey	01-12-2015	Counting	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics
United Kingdom	21-01-2016		For ISCED 0, Early Years Census for England 2015/16, and data on publicly funded nurseries only for Scotland, NI and Wales from Education and Training Statistics in the UK Volume 2016; For ISCED 1 and 2, Education and Training Statistics in the UK Volume 2016; For ISCED 6-8, HESA Staff Record 2015/16
United States	01-09-2015	Cross sectional data and estimations	Common Core of Data; National Teacher and Principal Survey; Integrated Post-secondary Education System; Private School Survey

Notes on specific countries

Australia: In 2016, the increase in the number of students and teachers in ISCED 6 to 8 independent private institutions is due to the fact that a review of the different institutions has been conducted and changes have been made to bring these more into line with other data collections and national definitions in Australia.

Class size: Data for Australia should be considered indicative only. Public and private institutions from all states and territories were approached for input into the survey on class size. A strong response was obtained from both government and private education institutions. However, some institutions/sectors did not respond or were unable to provide the data requested. As a result final figures in Table D2.1 are indicative only and should not be taken to represent actual class sizes. When there was more than one response for a particular sector and state/territory, responses were combined before being scaled.

All data were scaled using the Australian Bureau of Statistics national schools census data. The class sizes presented are calculated using the formula: (total student numbers from census) / (survey student numbers / survey class size). The data from the states/territories were then combined and weighted (using national schools census data) and a national figure was derived.

Austria: Ratio of student to teaching staff: Data on trainers in the work-based element of combined school and work-based programmes are not available. Therefore the number of students in combined school and work-based programmes is converted using a factor of 0.3 in the calculation of the ratio of students to teaching staff.

Students and personnel in early childhood education and care (ECEC): There has been an overall expansion of the institutionalised ECEC sector over the last years, which resulted in an increase in the numbers of institutions, groups, children and personnel.

Belgium: Ratio of student to teaching staff: Data exclude students and teachers from the German-speaking Community. Data on short-cycle tertiary education refer only to the Flemish Community.

Data exclude independent private institutions. These data are not collected by the Education department. For personnel working in non-university tertiary education it is not possible to distinguish between ISCED 5 and 6 programmes. All staff working in non-university tertiary education is included in the total for higher education.

Brazil: The breakdown between full-time and part-time students is not available. All students are reported as “Full-time and part-time” and in full-time equivalents, with the assumption that these two values are equal.

Canada: In 2016, the decrease in the reported number of ISCED 5 and ISCED 6T8 teachers is due to a methodological change that reduced the reliance on estimated data.

China: Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Colombia: Ratio of student to teaching staff: Data on teachers in private institutions come from a secondary source, the C600 survey, which had a methodological change in 2016. Previously, this survey distinguished between teachers working in the school in the morning and those working in the afternoon, even when it could have been the same teachers. Since last year, the survey does not double count teachers anymore, to align better with data on teachers in public institutions.

Czech Republic: Data on teachers are reported using full-time equivalents.

In 2016, the increase in the number of students in early childhood education and care (ECEC) is due to the increase in the number of private and denominational nursery schools. As for primary education, the increase in the number of students is due to the increase in the number of private and denominational basic schools. At tertiary level (ISCED 6T8), the increase in the number of academic staff is due to a methodological change in the data collection, namely the reporting of staff who are not only paid through the state budget.

Denmark: The data for full-time equivalent can be higher than the sum of full-time and part-time due to the calculation method used in Denmark. Part-time students are individually given the average intensity during the whole period of consecutive courses/modules as full-time weight. Therefore, a student may be considered as part-time student even though he is attributed an FTE weight greater than 1.0.

Finland: Ratio of student to teaching staff: Data for tertiary level (ISCED levels 6-8) academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded.

France: All the data on teachers in 2016 is not comparable to data from previous years. This break in series is due to the modification of the data sources used for the PERS questionnaire. Changes include the use of new data sources on teaching staff, more precise as to the age, gender and working time. In particular, the number of ISCED 5 teachers in 2015 was underestimated and has been revised. As for students, the number of those in tertiary education (ISCED 6T8) has been re-estimated with new sources, and includes part of ISCED 5. Moreover, the breakdown between lower secondary, general upper secondary and vocational upper secondary has been improved, using new methods.

Germany: Ratio of student to teaching staff: As data on the work-based element of combined school and work-

based programmes are not available, the number of students in combined school and work-based programmes (dual system) is converted using a factor of 0.4 in the calculation of the ratio of students to teaching staff. The factor of 0.4 corresponds to the share of the week usually spent at school.

The reference year for table D5.1 Age distribution of teachers is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005.

From primary to tertiary, the age structure of teachers has been estimated for part-time teachers for whom teaching is not their main occupation, but an additional job. For ISCED 3 Vocational programmes, data on teachers are not available for training of civil servants on the medium level (ISCED 353). Data on teachers are not available for vocational academies (ISCED 655). Due to sample size data on students in ISCED 844 are rounded to full hundreds. Data on teacher aides are only available for kindergartens in ISCED 0, data in ISCED 0 do not include a small number of teacher aides in Schoolkindergartens and Pre-school classes.

Hungary: Ratio of student to teaching staff: The public education system includes complex institutions on a large scale at ISCED levels 3, 4 and partly 5. One teacher can teach at different levels. The teachers who teach at various levels are classified according to the largest part of their teaching time spent at a specified level. Thus, classification levels of teachers may significantly vary from one year to another, affecting the student-teacher ratio. At the tertiary level, academic staff includes the number of researchers too.

In 2016, the number of students in vocational upper secondary education has decreased due to a change in the structure of vocational training. The duration of vocational education became shorter, which resulted in a decrease in the number of students in comparison with the previous school year.

Iceland: Only school personnel are included, contractors that perform services to the schools are not. Personnel working more than one full-time job are counted as more than 1 FTE. For ISCED 0, 1 and 2, personnel are counted in their main job. For ISCED 0, all staff are counted - both those working with children in ISCED 01 and ISCED 02. The occupation of teacher aide does not exist at ISCED 0 and the staff performing this work are included with the teachers.

Israel: In teaching staff statistics, pre-school teachers are counted according to the number of kindergartens in which they teach. Moreover, the kindergarten teacher is also the one who manages it. A teacher working in more than one education level is counted at each level separately, but only once in the total number of teachers.

Ireland: Ratio of student to teaching staff: Programmes at lower secondary, upper secondary and post-secondary non-tertiary levels are generally provided in the same institutions (i.e. secondary schools) and are taught by personnel who teach at more than one level and in many cases at all three levels. It is therefore not feasible to provide a breakdown of teachers by level of education. Thus, the distribution of teachers by age group in upper secondary education includes teachers in lower secondary and post-secondary non-tertiary education.

In 2016, the number of children that participated in ISCED 0 increased. This was due to the Department of Children and Youth Affairs introducing a second free year as part of the Early Childhood Care and Education (ECCE) Scheme that provides early childhood care and education for children of pre-school age.

Italy: Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (*formazione professionale regionale*).

In post-secondary non-tertiary education, vocational teachers (ISCED 45) are either experts from the world of work, or educational personnel fully employed at other education levels (ISCED levels 3, 6, 7 or 8). In the first case, they are excluded as indicated in the UOE Manual. In the second case, the number of working hours in post-secondary non-tertiary vocational education are negligible in comparison to the contractual working hours in the main education levels where these teachers work. This is the reason why teachers and students in post-secondary non-tertiary vocational education are not reported.

In 2016, the number of upper secondary teachers in public institutions has significantly increased as a result of the additional training activities introduced by law 107/2015. For academic staff in private tertiary institutions (ISCED 6 to 8), the significant increase in their number is mainly due to the extension of data collection to new private institutions not covered before.

Japan: Ratio of student to teaching staff: Due to a lack of data to convert part-time teachers to full-time equivalents (FTE), the calculation was done using a proxy FTE coefficient of 0.5 for part-time teachers. Special Education Schools, Secondary Education Schools, Specialised Training Colleges and Miscellaneous Schools are not included in this data as there is no data available.

For 2016, the data source for the age and gender distribution of teachers is the Survey Report on School Teachers (2013-10-01), while the data source for students, teachers and academic staff, and school management personnel and teacher aides by type of institutions is the School Basic Survey (2015-05-01). The Survey Report on School Teachers is conducted every three years. This is the reason why the corresponding data could not have been updated for this year. Moreover, the Survey Report on School Teachers does not include teachers at schools for special education needs and part-time teachers at all education levels. As a result, there are some discrepancies between the number of teachers reported by type of institutions and the number of teachers reported by age and gender.

Lithuania: Ratio of student to teaching staff: The number of students in full-time equivalent is calculated by dividing the number of part-time students with the coefficient of the corresponding programme, and adding the number obtained to the full-time number. The full-time equivalent coefficient in primary, lower secondary and upper secondary education is equal to 1.3.

For teachers, the full-time equivalent value is calculated by aggregating the number of hours actually worked by the employees during the whole school year and dividing the aggregated number by the number of annual statutory pedagogical working hours.

The number of teachers in full-time equivalent is bigger than the number of full-time and part-time teachers expressed in headcount due to the fact that full-time teachers in Lithuania have an additional working load, i.e. their actual working hours exceed officially stipulated normal or statutory working hours.

Mexico: In 2016, there has been a significant increase in the number of upper secondary teachers in public institutions and a significant decrease in the number of upper secondary teachers in independent private institutions. This is due to the development of scholarship programs that support upper secondary students in public schools. This has led to the increase in enrolment in public schools, and consequently the hiring of teachers at this level.

New Zealand: Teachers have been split across some levels based on regulated ratios and/or student FTE counts. Teacher and student counts for all post-school levels (ISCED level 35, 4, 5, 6, 7 and 8) are based on all programmes (including those of less than a semester) at any time during the 2016 calendar year. Age groups have been estimated in some cases using Census data.

Enrolments in ISCED 3 and ISCED 4 have been decreasing in recent years due to the strong employment opportunities for young people after the completion of compulsory education.

Norway: Class size: Students are organised in groups that vary in size during the school day. Management personnel and teacher aides: Only those in public institutions are taken into account. Other: The breakdown of classroom teachers between primary and lower secondary levels (ISCED levels 1 and 2) is estimated (68% for ISCED level 1 and 32% for ISCED level 2). This estimate results in the same values at ISCED levels 1 and 2 for the age distribution of teachers (Table D5.1) and the gender distribution of teachers (Table D5.2 and D5.3).

In 2016, the increase in the number of academic staff (ISCED 6T8) in public and government-dependent private institutions may be due to a reorganisation of the register-based employment statistics.

Poland: Ratio of student to teaching staff: Personnel temporarily not at work (e.g. for reasons of maternity or parental leave, unpaid leave, rehabilitation leave, suspension), personnel providing only professional support for students (e.g. day room care, transportation to/from school care, boarding school care, teachers running school interests groups, speech therapists, psychologists, librarians), as well as personnel for which above mentioned responsibilities represent more than 0,5 of their working time, is excluded from the number of full- and part-time teachers at ISCED level 0-4 and 5.

In 2016, there has been a very large (i.e.: over 80%) decrease in the number of students and teachers in short-cycle tertiary education (ISCED 5). According to the Act of July 11, 2014 amending the Law on Higher Education and some other acts (Journal of Laws of the Republic of Poland, 2014, item 1198), all 'Teacher Training Colleges' and 'Foreign Language Teacher Training Colleges' should be phased out until October 1, 2016. Colleges of Social Work, which are public institutions, are the only type of institution in short-cycle tertiary education.

Portugal: Class size: Class size excludes data from the regions Azores and Madeira.

Russian Federation: Due to a change in methodology there was a break in series between 2012 and 2013. Therefore, there are small differences in figures in previous years and the current edition.

Saudi Arabia: Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Slovakia: The increase of teacher aides in 2016 is part of the government's policy and strategy.

Slovenia: Ratio of student to teaching staff: Teachers at primary school level who provide pupils with programme and curricular continuity, such as those in after-school classes, are not included. The structured after-school schedule includes counsellor-assisted homework time, diverse learning activities and free play. The programme is designed for pupils aged 6 to 10 who wish to stay in school after regular lessons. At the primary and secondary level of education (ISCED 1, ISCED 2 and ISCED 3) the full-time equivalent (FTE) of teachers include also persons whose primary responsibility is not teaching but who have some teaching hours (such as headmasters, librarians, nutritionists, after-school class teachers). They are not included in the headcounts, but they are included in the full-time equivalent figure.

Following a change in methodology, data on teacher aides in primary education cannot be collected anymore. Data on primary and secondary education was gathered from administrative sources for the school and academic year 2016/2017, while it was collected through a questionnaire filled by educational institutions in previous years.

South Africa: Due to a lack of data on full-time equivalents (FTE), the calculation of ratio of students to teaching staff in educational institutions was done using all data (part-time and full-time together).

Spain: In 2016, the increase in the number of academic staff (ISCED 6T8) in independent private institutions is due to the creation of new private universities.

The significant increase in the age distribution of teachers for some ISCED levels is due to the inclusion of university research staff (without teaching duties), excluded in the previous years.

Sweden: Class size: Class size is reported since UOE 2015 and includes grades 1-9 in regular education.

Switzerland: Special education programmes are not included in ISCED 1 and ISCED 2.

Student-teacher ratio: Values are highly aggregated and do not take into consideration various types, different structures and fields of studies in Swiss higher education institutions, and should therefore be interpreted with caution.

United Kingdom: Class size and Management personnel and teacher aides: The methodology has been improved in 2016 so that headline indicator figures are more comparable and robust, but this means that sub-headline figures are not always comparable with previous years.

Student-teacher ratio: ISCED 3 Vocational programmes include students and teachers in Further Education institutions, regardless of the level taught (which means it includes a small number of ISCED 2 and ISCED 5 courses). It also includes apprentices who are not taught at all at the college. It excludes graduates from secondary schools.

The breakdown between full-time and part-time teachers is not available for early childhood education and care. The full-time equivalent coefficient for ISCED levels 01, 02 and 0 teachers is assumed to be equal to 0.6 – as surveys show that the majority of them work part-time. The breakdown between teachers and teacher aides at ISCED 0 is not available either.

In 2016, the large increase in the number of upper secondary students is due to the adjustment of students' data to the improved data on the workforce in FE colleges.

The accuracy and robustness of the workforce data has improved this year, and the scope of the data has increased slightly. Whilst the actual number of personnel will not have increased in reality, there are a greater reported number of personnel.

INDICATOR D3: How much are teachers paid? [\(Back to chapter D\)](#)

	D3							
	Methodology Sources							
	D3.1, D3.3, D3.5, D3.6		D3.4		D3.7, D3.8	Metadata	D3.9, D3.10	D3.11, D3.12
	Coverage and methodology	Interpretation	Methodology	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Australia	AUS	AUS	AUS	AUS	AUS	AUS	AUS	AUS
Austria	AUT	AUT	AUT	AUT		AUT	AUT	AUT
Belgium (Fl.)	BFL	BFL	BFL		BFL	BFL		
Belgium (Fr.)	BFR	BFR	BFR	BFR	BFR	BFR		
Canada	CAN	CAN				CAN		
Chile	CHL	CHL	CHL	CHL		CHL	CHL	CHL
Czech Republic	CZE	CZE		CZE	CZE	CZE		CZE
Denmark	DNK	DNK	DNK		DNK	DNK	DNK	
England	ENG	ENG	ENG		ENG	ENG	ENG	
Estonia	EST	EST	EST	EST	ESTEST	EST	EST	EST
Finland	FIN	FIN	FIN	FIN	FIN	FIN	FIN	FIN
France	FRA	FRA	FRA		FRA	FRA		FRA
Germany	DEU	DEU			DEU	DEU		
Greece	GRC	GRC	GRC	GRC	GRC	GRC	GRC	GRC
Hungary	HUN	HUN	HUN		HUN	HUN		
Iceland	ISL	ISL		ISL	ISL		ISL	
Ireland	IRL	IRL			IRL	IRL	IRL	
Israel	ISR	ISR	ISR	ISR	ISR	ISR		ISR
Italy			ITA	ITA	ITA	ITA	ITA	
Japan		JPN			JPN	JPN		
Korea	KOR	KOR			KOR	KOR		
Latvia	LVA	LVA	LVA		LVA	LVA		LVA
Luxembourg	LUX	LUX	LUX			LUX		
Mexico	MEX	MEX				MEX		
Netherlands	NLD	NLD	NLD	NLD	NLD	NLD		
New Zealand	NZL	NZL	NZL		NZL			
Norway	NOR	NOR	NOR	NOR		NOR		
Poland	POL	POL	POL	POL	POL	POL		POL
Portugal	PRT	PRT	PRT	PRT	PRT	PRT		PRT
Scotland	SCO	SCO		SCO	SCO	SCO	SCO	SCO
Slovak Republic		SVK		SVK	SVK	SVK		
Slovenia	SVN	SVN	SVN	SVN	SVN	SVN	SVN	SVN
Spain	ESP				ESP	ESP		
Sweden	SWE	SWE	SWE	SWE	SWE	SWE		SWE
Switzerland	CHE	CHE			CHE	CHE		CHE
Turkey	TUR	TUR	TUR		TUR	TUR		TUR
United Kingdom								
United States	USA	USA	USA	USA	USA	USA	USA	
Argentina								
Brazil	BRA	BRA	BRA					
China								
Colombia								
Costa Rica	CRI	CRI			CRI	CRI		
India								
Indonesia								
Lithuania					LTU	LTU		LTU
Russian Federation								

Saudi Arabia								
South Africa								

Methodology

Data on salaries of teachers and school heads refer to salaries of full-time teachers and school heads in public institutions. The indicator presents both statutory salaries and actual salaries of teachers as well as information on criteria for additional bonuses in public institutions.

Annual salaries are provided in national currencies, and these data are converted into USD using purchasing power parities (PPPs) for private consumption from the OECD National Accounts database.

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Sources

The indicator draws on data from the 2017 Joint Eurydice-OECD data collection on salaries of teachers and school heads and refer to the school year 2016/17 for data on statutory salaries. Sources for these data are displayed in the Table [X3.D3.1](#).

In editions of *Education at a Glance* prior to 2018, data on salaries were collected through another survey with a different scope, methodology and definitions than the 2017 Joint Eurydice-OECD data collection on salaries of teachers and school heads. As a result, data on salaries of teachers are not comparable with those published in previous editions of *Education at a Glance*.

This indicator also draws on data collected by the INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO). The full-time full-year earnings for workers with tertiary education (ISCED levels 5, 6 and 7-8) were collected by LSO. For further details on the sources of these data per country, please see the Annex 3, Chapter C, and Indicator C6.

Table X3.D3.1. Sources and reference period for statutory salaries

Country	Sources	Reference period
Australia	Enterprise Agreements as negotiated in each jurisdiction.	2017
Austria	Legal documents: Service Code for Province Teachers, Emoluments Act, Civil Service Code (Landesvertragslehrpersonengesetz, Gehaltsgesetz, Vertragsbedienstetengesetz) Federal Ministry of Education, Science and Research.	School year: 2016/17
Belgium (Fl.)	Decrees and resolutions. Besluit van de Vlaamse Regering van 27 juni 1990 betreffende de bekwaamheidsbewijzen, de salarisschalen, en de bezoldigingsregeling in het gewoon basisonderwijs- Besluit van de Vlaamse Regering van 14 juni 1989 betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs- Besluit van de Vlaamse Regering van 28 maart 2014 tot wijziging van de regelgeving over het vakantiegeld en de eindejaarstoelage voor de personeelsleden van het onderwijs, de centra voor leerlingenbegeleiding, de hogescholen en de centra voor basiseducatie en voor de contractuele personeelsleden in het onderwijs betaald door de Vlaamse Gemeenschap Besluit van de Vlaamse Regering betreffende de toekenning van een bepaalde niet-verworven salarisschaal aan sommige personeelsleden van het onderwijs 15 APRIL 2005 B.S.24/06/2005 Besluit van de Vlaamse regering betreffende de mandaten van directeur, algemeen directeur en coördinerend directeur in het niet-tertiair onderwijs. 26 JANUARI 2001 B.S.17/01/2002; Decreet rechtspositie personeelsleden gemeenschapsonderwijs van 27 maart 1991, hoofdstuk Vquater, artikel 55octiesdecies en hoofdstuk Vquinqies, artikel 55vicies; Decreet rechtspositie personeelsleden gesubsidieerd onderwijs van 27 maart 1991, Titel II, hoofdstuk IVquater, artikel 44quaterdecies en hoofdstuk IVquinqies, artikel 44quinqiesdecies.	2016/17

Country	Sources	Reference period
Belgium (Fr.)	Ministère de la Communauté française - Cadre légal Barèmes : http://www.enseignement.be/index.php?page=24891&navi=2106	School year: 2016/17
Canada	Combination of Collective Agreements and Payroll Files (which includes certification data) Years to grow from minimum to maximum salary and way salary grows: In most jurisdictions the source is a combination of collective agreements, payroll files and school board financial data.	School year: 2016/17
Chile	Law (New System of Teacher Education and Professional Development, Law 20.903).	2017
Czech Republic	Information system of salaries in the public sector of the Ministry of Finance. Ministry of Education, Youth and Sports use data on teachers' and school heads' salaries from database of Ministry of Finance. This database called „Information system of salaries in the public sector”. Ministry of Education, Youth and Sports is not responsible for correctness of this database.	School year: 2015-16
Denmark	Collective agreements with teachers' unions (2013) National statistical database for Danish municipalities and regions KRL/SIRKA http://www.fldnet.dk/statistik/sirka/?ini=sirka . Data for upper secondary level is from the national statistical database, ISOLA, Agency for Modernisation, Ministry of Finance	School year: 2016/17
England	School Workforce in England (available at https://www.gov.uk/government/statistics/school-workforce-in-england-november-2013) School Teachers' Pay and Conditions Document (2016): https://www.gov.uk/government/publications/school-teachers-pay-and-conditions Department for Education, Custom data extract, March 2018	School year: 2015/16
Estonia	The database of State Accounting System, Estonian Education Information System Regulations: Basic Schools and Upper Secondary Schools Act; Pre-school Child Care Institutions Act; Qualification Requirements for Heads of School, Head Teachers, Teachers and Support Specialists; The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary.	School year: 2016/17
Finland	Collective agreement for municipal personnel 2017, Collective agreement for teaching personnel 2017	2017
France	Statutory salaries: Regulation Actual salaries : payrolls (SIASP, INSEE) Percentage of teachers by ISCED level of attainment: INSEE, Enquête emploi en continu.	School year: 2016/17 Actual salaries: 2015
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany.	School year: 2016/17
Greece	Legislation for allowances: Law 4354/2015, Directions for the implementation of Law 4354/2015 Ref.Nr 2/1015 /ΔΕΠ/5/1/2016. Legislation for teachers' duties: Ministerial Decision F.353.1./324/105657/D1/2002 (Government Gazette 1340/B /16-10-2002) Chapter E on Teachers and the Teachers' Board Law 4024/2011, Law 4354/2015, Directions for the implementation of Law 4354/2015 Ref.Nr 2/1015 /ΔΕΠ/5/1/2016.	School Year 2016-2017 (1st September 2016-31st August 2017)
Hungary	The Act on the central budget issued in 2015 No C. for the Central Budget 2016 (The Act on the central budget stipulates a base for calculation every year, Act on the central budget of 2015 regulates the amount for 2016). The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools. Annual statistical survey on individual earnings carried out in May each year by the Ministry for National Economy. The survey covers all	School year: 2016/17

Country	Sources	Reference period
	institutions and teachers in the public sector.	
Iceland	For ISCED 3: Collective agreement between Teachers Union and Ministry of Finance, March 1. 2014 - October 31. 2016. ISCED12: Collective agreement between Teachers Union and Icelandic Association of Local Authorities May 1. 2014 - May 31. 2016, December 1. 2016 - November 30. 2017. ISCED0: Collective agreement between Teachers Union and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019. The data on upper secondary teachers are census data but the data for pre-primary and compulsory schools (ISCED 1 and 2) are based on a sample survey.	School year: 2016/17
Indonesia	m	m
Ireland	Department of Education and Skills Circulars 0020/2017 and 0021/2017 for new salary scales introduced during 2016/2017. Also Circular 0004/2010 for additional allowances paid to teachers who commenced teaching prior to February 2012. Also data retained by the Department.	School year: 2015/16
Israel	The main data sources are: Employment Agreement between teachers unions and the Ministry of Education, the departments of the Ministry of Education and the publications of the Ministry's General Manager Ministry of Education.	School year: 2016/17
Italy	Monthly payroll data flow regarding school personnel National teachers' Collective Contract - L. n.106/2011 National Collective Contract for the head teacher (15/7/2010 and 11/04/2006) Regional supplementary contracts (school year 2016/2017).	School year: 2016-17
Japan		School year: 2016-17
Korea	Public Officials Remuneration Regulations(Presidential Decree No.28211), Early Childhood Education Act(Act No.15232), Elementary and Secondary Education Act(Act No.14603).	2017
Latvia	Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016) ; Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (the Regulation of the Cabinet of Ministers, entered into force on 5 November 2014) State Education Information system.	School year: 2015/16
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse/service des statistiques et analyses</i>	School year: 2016/17
Mexico	Secretariat of Public Education (Secretaria de Educación Pública, SEP).	School year: 2016/17
Netherlands	Collective labour agreement 2016-2017 primary and secondary education (salaries); number of teachers: ministry of Education, culture and Science based on information provided by the school boards.	School year: 2015/16
New Zealand	Primary Teachers Collective Agreement 2013-2015. Secondary Teachers' Collective Agreement 2015-2018.	at the end of 2017
Norway	The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions A data base named PAI which is owned by The Norwegian Association of Local and Regional Authorities (KS).	School year: 2016/17

Country	Sources	Reference period
Poland	Education Information System database (SIO) administered by the Ministry of National Education; Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 12 March 2009 on the specific qualifications required from teachers, as well as on determining schools and cases in which teachers without having tertiary education attainment can be employed; Regulation by the Minister of National Education and Sport of 31 January 2015 on the minimum amounts for basic remuneration of teachers, general conditions for granting allowances added to the basic salary and remuneration for work on days off.	School year: 2016/17
Portugal	i) Directorate-General of Education and Science Statistics; ii) Education Financial Management Institute, P.I. Teachers' Career Statute: Law nr. 80/2013 Decree-Law nr. 146/2013 Decree-Law nr. 41/2012 Dispatch nr. 5452-B/2011 Decree-Law nr. 75/2010, of 23rd July 2010; Dispatch nr. 4654/2010 Rectification declaration nr. 84/2009 Regulatory Decree nr. 27/2009 Decree-Law nr. 270/2009 Legislative Order nr. 13-A/2012 Dispatch nr. 5328/2011 School organisation and management: Decree-Law 137/2012 Family allowances: Decree-Law nr. 116/2010, of 22 October 2010 Budget-law for 2017: Law Nr. 42/2016; Budget-law for 2016: Law Nr. 7-A/2016; Rectification Nr. 10/2016; Overtime: Law nr. 59/2008, of 11 September Law nr. 64-B/2011, of 30 December	School year: 2016/17
Scotland	Scottish Negotiating Committee for Teachers (http://www.snct.org.uk) and 'Financial Review of early learning and childcare in Scotland: the current landscape' (Scottish Government 2016 - see http://www.gov.scot/Resource/0050/00506148.pdf)	School year: 2016/17
Slovak Republic	Degree of the government Actual salary: statistics questionnaire.	School year: 2016/17
Slovenia	Public Sector Salary System Act, Collective agreement for public sector, Collective agreement for the education sector in the Republic of Slovenia, Collective Agreement for non-commercial activities in the Republic of Slovenia, Organisation and Financing of Education Act, Statistical Office of the Republic of Slovenia (SURS); Information system for the transmission and analysis of salary data (ISPAP) of the Agency of the Republic of Slovenia for Public Legal Records and Related Services (AJPES).	School year: 2016/17
Spain	Law or policy document (data on formal arrangements). Data sources are the Departments of Education of the Autonomous Communities and the Sub-directorate General of Staff of the Ministry of Education, Culture and Sport for the Autonomous Cities of Ceuta and Melilla.	School year: 2016/17
Sweden	Data on salaries are actual salaries based on data from Statistics Sweden (SCB). Actual teachers' salaries, not including bonuses and allowances. The source for data is the Register of Teachers, managed by Statistics Sweden, combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual.	2016
Switzerland	FSO: Labour cost structural statistics, Swiss Teacher Association LCH: Earnings statistics 2017	2017

Country	Sources	Reference period
Turkey	NATIONAL STATISTICS by Ministry of National Education: http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270	School year: 2016/17
United States	National Teacher and Principal Survey (NTPS) https://nces.ed.gov/surveys/ntps	School year: 2016/17
Brazil	Decree of Ministry of Education No 31, of January 12, 2017 and National Law for Teacher's Wage Floor n. 11.738,16/07/2008.	2017
Colombia		
Costa Rica	Dirección General de Servicio Civil.	2017
Lithuania	Procedure of salary Payment to the Staff of Educational Institutions and Educational Staff of Other Institutions, approved by Minister of Education and Science (order No. XIII-198, 2017 January 17) The Lithuanian Department of Statistic (www.stat.gov.lt)	School year: 2016/17
Russian Federation		2012 (2015 for actual salaries)

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Notes on specific countries

Statutory salary: Tables D3.1, D3.3, D3.5 and D3.6

Statutory salaries of teachers: statutory salaries are presented for specific qualifications levels of teachers:

- The minimum qualification to enter the teaching profession at a level of education,
- The most prevalent qualification at a level of education (either the minimum qualification or a higher than minimum qualification if held by a largest proportion of teachers (at the given level of education)),
- The most prevalent qualification at different points in teachers' careers
- The maximum level of qualification at a level of education.

Please note that most prevalent qualifications may differ between the different stages of the career, and salaries are also displayed in table D3.1a for most prevalent qualification at each stage of the career, For information on qualification levels of teachers, see Table [X3.D3.2](#).

For countries with different salary ranges and providing weighted averages for statutory salaries, the different salary scales are presented in Table [X3.D3.4](#).

Social security and pension scheme contributions: Statutory salaries reported in the indicator must **exclude** the part of social security and pension scheme contributions paid by the employers and must **include** the part of social security and pension scheme contributions paid by the employees.

For information on whether statutory salaries include or exclude social security and pension scheme contribution, see Table [X3.D3.3](#). [Back to main table for this Indicator](#)

Coverage and methodology

Australia:

Weighted average of data from reporting jurisdictions (government schools in the 5 largest jurisdictions). The weighting is based on the number government teaching staff in each of the jurisdictions. Australia does not have a national data collection on teacher salaries or school curriculum. Instead, the survey is sent out to all of the states and territories, with the results weighted to derive a national response. As such, the data from Australia should be seen as indicative only and comparisons between years should only be made with caution. [Back to main table for this Indicator](#)

Austria:

ISCED 02: In Austria, the large majority of pre-primary education takes place at kindergartens. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at ISCED 1. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.). Since the

data of those teachers are not representative for ISCED 02 and there are no data available for kindergarten teachers “m” is the most appropriate option.

At ISCED 34, the weighted means for statutory salaries of teachers include the salaries of teachers teaching in vocational programmes, in addition to those teaching in general programmes. In Austria, a large part of upper secondary programmes are oriented towards vocational education and training, comprising more than half of the students at age 15. In addition to this, due to the system characteristics, information on teachers is collected at two levels of administration: federal and provincial. While the federal schools are administered by the federal ministry and teachers there are federal employees, provincial schools are administered on the provincial level and teachers there are state provincial employees. Data delivered to the federal ministry provided by the provincial government includes salary data on all teachers within the scope of their responsibility and these data cannot be split by orientation of the programme.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: 13th and 14th month payments

Comments on [salary scales](#): To obtain figures for the school year 2016/17 weighted means of the 2016 and 2017 salaries were calculated. Levels of compensation differ on the basis of the teacher’s remuneration group. To obtain reasonable figures, weighted means were determined for the respective ISCED levels using the distribution of teachers on the existing remuneration groups. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

In this questionnaire, the required qualifications are taken into account. In the Flemish Community, there is also sufficient qualifications and other qualifications. Mostly, the pay scales of these do not differ from these of the required qualifications and mostly, the sufficient qualifications differ from the required qualifications on the fact that in secondary education, they don't need a formation in the specific content of the subject. For instance for teaching mathematics in the third stage of secondary education a required qualification is a master in mathematics with certificate of teaching competence and a sufficient qualification is for instance a master in languages with certificate of teaching competence.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries as mentioned include end-of-year bonus and holiday bonus. [Back to main table for this Indicator](#)

Belgium (French Community):

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Statutory salaries as mentioned include end of year bonus and holiday bonus.

- End of the year bonus = EUR 5 98.43 + (gross salary x 2,5%)

- Holiday bonus = Gross salary x 70% x 86.93%

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Brazil:

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The figures are based on the national wage floor of BRL 2,298.80 and include the 13th salary as well as the one-third vacation bonus. In Brazil, it is the responsibility of the states, the Federal District and the municipalities, together with their respective educational systems, to ensure the approval of statutes and career plans for teachers in the public sector. However, there is a minimum national salary for teachers working in public schools. Starting salaries provided is the legal minimum teacher salary. As a consequence, the actual average statutory starting salary for teachers in Brazil is probably higher. [Back to main table for this Indicator](#)

Canada:

The Canadian estimates for teacher’s salaries are weighted averages that use provincial/territorial data and full-time teacher counts.

Comments on number of years from starting to top of the range: The number of years from minimum to maximum salary is a weighted average (weighted by the number of full-time educators in each jurisdiction, except in Northwest Territories (NWT) where the number of full-time equivalent educators was used) in each jurisdiction. [Back to main table for this Indicator](#)

Chile:

Data on salaries result from simulations for a regular teacher working 44 hours, according to years of experience and level assigned. These simulations are the official estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New

System of Teacher Education and Professional Development (Law 20.903). The reduction of teaching hours and the increase of salaries are both a result of the new Teachers' professional development policy, which has been legally valid since July 2017. [Back to main table for this Indicator](#)

Costa Rica:

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: statutory salaries include: 13th month, school salary or 14th month, and educational incentive (8.33% of the salary). [Back to main table for this Indicator](#)

Czech Republic:

Regulation and estimated data (ISS). Data on statutory salaries are weighted averages based on the proportions of teachers in the different pay categories (at each stage of the career taken into account).

Comments on salary scales: In the Czech Republic there are only one salary scale system setting by Government regulation ("Government Regulation on Pay Terms of Employees in Public Services and Administration"). But teachers may be placed in three categories (8th–10th for pre-primary teachers, and 11th–13th for primary, lower and upper secondary teachers). [Back to main table for this Indicator](#)

Denmark:

The reported salaries for teachers at primary level is a weighted average between teachers at grade 1 (*børnehaveklasse/class 0*) and teachers at grade 2-7 (class 1-6). Teachers at grade 1-6 are the same as at lower secondary level and their salary is from the same salary scale. The salary for teachers at grade 1 (*børnehaveklasseledere*) is a little lower and regulated by another salary scale. For primary level in general the salary is calculated by weighting the salary for teachers at grade 1 with factor 1 and the salary for teachers at grade 2-7 with factor 6.

There is no special salary scale for educators (*peadagogs*) at pre-primary level. This institution (*børnehave/kindergarten*) is integrated for children age 0-5. The salary for pre-primary is indicated by the salary scale for *peadagogs* working at different institutions, including pre-primary and day nursery.

Because of a methodological change, the Danish salary data for 2016 and 2017 are not comparable with salary data of the previous years. Until 2015, the total compulsory payment for pension is considered to be a part of the teacher's salary. From 2016, as a part of the harmonisation of salary data between OECD and EU/Eurydice only 1/3 of the payment for pension is included in the salary. The compulsory payment for pension is about 15%-17% percent of the net salary. Formally the employee's share is 1/3 and the employer's share is 2/3, but both shares are handled identical. Like the rest of the salary the total contribution for pension is in fact paid by the employers. In accordance with recommendations from OECD and EU, 2/3 of the payment for pension, the so-called "employers part" is deducted from the salaries after 2015. This part of the pension payment is estimated to be between 8% and 10% of the gross salary. To have comparability the salaries before 2016 should be reduced by 8%-10%."

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The reported statutory salaries include the payments regulated by the national salary scales including the national additional pay rates to be a part of the minimum statutory salary for the teachers in accordance with the collective agreements at national level. [Back to main table for this Indicator](#)

England:

The population of teachers covered by the statutory salary figures includes teachers employed in maintained schools paid on the unqualified teacher pay range who are following an employment-based route to Qualified Teachers Status (QTS), and teachers on the main, upper and leading practitioner pay ranges.

From 1 September 2013 there are four pay ranges for classroom teachers: (i) the main pay range (MPR) for qualified teachers who are not entitled to be paid on any other pay range; (ii) the upper pay range (UPR); (iii) the pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills; and (iv) the unqualified teacher range (UTR). For each of these pay ranges there is only a minimum and maximum statutory figure. Determination of the actual salary within this range is performance related and decided by individual schools/school leaders.

Range A: Range A refers to the statutory salary figures for teachers paid on the unqualified teacher pay range. A bachelor's degree is the minimum qualification required to be paid on the unqualified teacher pay range. The minimum salary figure for Range A refers to the minimum salary on the unqualified teacher pay range for the 'England and Wales (excluding London Area) area'. The maximum salary figure for Range A refers to the maximum salary on the unqualified teacher pay range for the 'England and Wales (excluding London Area) area'.

Range B: Range B refers to the statutory salary figures for teachers paid on the main and upper pay ranges. Qualified Teacher Status (QTS) is the minimum qualification required to be paid on the main and upper ranges. The minimum salary figure for Range B refers to the minimum salary on the main pay range for the 'England and Wales (excluding London Area) area'. The maximum salary figure for Range B refers to the maximum salary on the upper pay range for the 'England and Wales (excluding London Area) area'.

The leading practitioner pay range has been reported separately as Range M on the Teacher 1A tab. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists.

Geographical area: There are separate geographical pay ranges for teachers employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales. The statutory salary figures reported are for the 'England and Wales (excluding London Area) area'. [Back to main table for this Indicator](#)

Estonia:

Changes in legislation took place in 2013 affecting teachers' salaries and the workload of teachers. The teachers' grade system was replaced with a qualification system related to the Estonian qualifications frame (EQF 8 levels, teachers qualifications starting from the level 7), including assessment of professional skills, proficiency and level of qualification, according to the qualification standards. Since the 1st of January 2014 only the minimum wage level for all teachers was established in general schools. Teachers in pre-primary education do not have the minimum wage level specified in a regulation as the source of their salary is not the state budget. [Back to main table for this Indicator](#)

Finland:

The data refer to fully qualified teachers, who constitute 90% of the teaching force. For pre-primary education, data is reported on the majority, i.e. kindergarten teachers. The data include all teachers in Finland.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The monthly salary is multiplied by 12.5. The 0.5 is the so-called holiday compensation. [Back to main table for this Indicator](#)

France:

The teachers' statutory salaries are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales.

The statutory scales depend on both qualification and job tenure. They consist of coefficients (varying according to the status and to the job tenure) combined with an index (*point d'indice*) negotiated each year (the index is the same for all civil servants and subject to annual negotiation and agreement). The related income is the main component of the gross income. For teachers in primary schools qualified as *professeurs des écoles* and teachers in secondary schools qualified as *certifiés* (which is the minimal required qualification), the income related to the scale ranges from 1 (the first year) to 2 at the end of the career. For each level of education, France takes into account the most prevalent category of teachers (i.e. *professeur d'école* at ISCED 1; *professeur certifié* at ISCED levels 24 and 34). The category *professeurs agrégés* is only taken into account as the maximum qualification at ISCED levels 24 and 34.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Residence allowance; student counselling; supplementary hours HSA:

a. Residence allowance

b. ISAE: As from the school year 2016/17, the amount allowance is the same for all ISCED levels (EUR 1200 per year – EUR 400 before)

c. Bonus for 1 HSA overtime hours (*heures supplémentaires année*); these compensate the regular exceeding of the minimal annual working time; other types of extra hours are not included in the statutory salary (for ISCED levels 24 and 34). [Back to main table for this Indicator](#)

Germany:

The statutory salaries represent a weighted average of the data available at Länder level for civil servants and include general post allowances where applicable and special annual payments. Ref. year: 2016/17. Holiday pay is included

Before 2007, the salary scale used was the same across Germany and data were collected in the *Länder* on the number of teachers in each category of the salary scale. The calculation of average salaries was first made for each of the *Länder*, then for the whole of Germany (weighted means). Since November 2006 a salary scale which is used throughout Germany no longer exists. Therefore, the *Länder* are asked to report the average annual gross

statutory salary and the number of teachers in each category. Weighted means are calculated from the *Länder* data. [Back to main table for this Indicator](#)

Greece:

Data on gross annual statutory salaries are reported on the basis that teachers complete certain years of work experience on 1st September 2016. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016, a month's salary in 2016 is the sum of the base salary of the frozen salary scales of 2011 and one quarter (1/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011.

The statutory salaries reported here include only the base salaries, since there are not any other additional payments that all teachers receive on top of their base salaries.

Comments on salary scales: The gross annual salaries reported have been calculated according to the new wage grid (Act 4024/2011, article 28) as it was implemented for serving teachers on 1st November 2011. The gross annual salary includes only the base salary, as the Christmas bonus, the Easter bonus and the holiday benefit were abolished for teachers (and everyone employed in the public sector) in 2013.

Salaries have been frozen since 2011, i.e. the salaries of teachers and all workers in the public sector have not progressed from one wage grade (e.g. ST, E, D) to the next one and the subsequent wage scales when the employee acquires work experience. So a teacher who has 4 years of experience in 2014 is placed in salary grade ST scale 0. If the same teacher had 4 years of work experience in 2011, s/he would be placed in grade E scale 0.

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Hungary:

The base salary differs depending on the qualification of the teacher. An Act on the central budget stipulates a base for calculation of salaries of teachers every year and an Act on general education and a government decree define the calculation methods and set the statutory salary of teachers in public schools. Act on the central budget for 2016 issued in 2015 No C. stipulates an amount of HUF 101,500 for the calculation. The government decree 326/ 2013 prescribes the percentage applied in case of a bachelor's and master's qualification, by which the salary base can be calculated (101,500 multiplied with the given percentage effective in the given reference year).

The Public Act on general education regulates the pay scale, the percentage by which the salary base has to be multiplied depending on the number of years spent in teaching and the teacher category (promotion levels: Fully qualified trainee teacher, Teacher 1, Teacher 2, Master Teacher, Researcher Teacher).

Comments on salary scales: With the exception of the teacher in the Trainee category, teachers shall be promoted on the basis of employment in a teacher position once in three years' time one pay grade higher. The teacher shall be promoted to the higher pay category on the first day of the year in question. With the promotion to the higher pay category the three years waiting time shall start again. [Back to main table for this Indicator](#)

Iceland:

Data for ISCED 0, 1, 2 were reviewed by a panel for experts from Teachers Union and the Icelandic Association of Local Authorities. Data for ISCED 3 is provided as it is and has not been verified. They may be subject to future reevaluation.

The provided data on statutory salaries for Iceland also include the contributions paid by the employers. The gross salary includes a 2% payment of employers to pension funds.

Compared to the previous reference year, pre-primary teachers' salaries decreased by 4% (for teachers with a minimum qualification at top of the scale, for teachers with a most prevalent qualification and 15 years of experience, for teachers with a maximum qualification and 15 years of experience as well as for teachers with a maximum qualification at top of the scale). Apparently the reason for this is that in previous reports salaries in this category had been calculated for teachers with administrative duties, or class teachers with administrative responsibilities. However, this was changed in the last report to accord better with primary teachers. [Back to main table for this Indicator](#)

Ireland:

Methodological change: The long-service allowance of EUR 2,324 is now included in calculation of salaries of teachers and principals at the top of their career. It had been omitted from the return for 2014/2015 and previous return. The 2015/16 and 2016/17 returns for teachers with minimum qualifications at the different stages of their careers uses the consolidated salary scale introduced from entrants to teaching from 2012. This salary scale does not make discrete provision for the payment of qualification allowances to teachers. The 2014/2015 return for teachers with minimum qualifications draws from two salary scales- the post 2012 salary

scale in citing the salary for teachers with minimum qualification entering teaching in 2014/2015 and the pre-2011 salary scale for teachers with minimum qualifications with 10 years, 15 years and at the top of salary scale in 2014/2015.

The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 April 2017. Under this revised pay scale for new entrants to teaching from 2012, teachers are no longer given discrete recognition for differing or additional qualifications as had been the case for those who entered teaching prior to 2011. The common salary scale for all teachers entering the profession from 2012 has incorporated qualification allowances previously provided for separately. [Back to main table for this Indicator](#)

Israel:

Since 2009, in pre-primary, primary and lower secondary education, there has been a significant change in teachers' salaries. This change is due to the implementation of the *New Horizon Reform* in these levels of education. For each level of education, the reported wage is an average between the salaries of the teachers included in the respective reform and the salaries of the teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms. The wage table of the *New Horizon Reform* is based on nine promotional levels; each level represents a 7.5-8.5% increase in salary.

Comments on [salary scales](#): In 2016/17, the New Horizon reform implementation in all levels of education exceeded over 97% of the FTE teachers position. In upper secondary education, 71% of the teachers worked under the terms and conditions of the "Oz Letmura Reform". For each level of education, the reported wage is an average between the salaries of the FTE teachers included in the concerned reform and the salaries of the FTE teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms. The wage table of the "New Horizon Reform" is based on nine promotional levels; each level represents a 7.5-8.5% increase in salary. [Back to main table for this Indicator](#)

Korea:

Salaries are calculated on the basis of the law and regulations as well as a typical teacher's career. The Cabinet of Ministers issues the regulation where minimum (lowest) monthly salary rate for teachers is defined.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Allowance for management, Maintenance allowance for position, Research allowance. [Back to main table for this Indicator](#)

Latvia:

Methodological change: In 2016 regulation on teachers' salaries was changed and minimum teachers' salary level updated. Average salary of public sector employees in 2015 for similar amount of working hours per week was taken as a reference point. Public sector employees work 40 hours per week, but teachers' workload comprises 30 hours per week as of the 1st of September 2016. Therefore, public sector average salary level is adjusted for them to 30 work hours (for example: 40 hours = EUR 1000, 30 hours = EUR 700).

Data are provided in accordance with Regulation on Pedagogues' Remuneration (2009) (although this was replaced in 2016) and the Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014). Additional information is derived from State Education Information system.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: The Regulation says that a teacher receives his/her monthly remuneration for working time in astronomical hours, including breaks between the lessons. A teacher's work load includes teaching of lessons, preparation of lessons, and individual work with pupils/students, marking/correcting of student's papers, responsibilities of class (group) teacher, methodology work, project management, and other activities related to the development of education institution. Part of social security and pension scheme contributions paid by the employers are not included in statutory salaries. [Back to main table for this Indicator](#)

Luxembourg:

Statutory salaries are calculated on the basis of *point indiciaire* assigned to public servants, including teachers, during their career with the value of one *point indiciaire* taking account of adjustments for cost of living. This gives the gross salary per month before any deductions or allowances. For example: the starting salary for a teacher is based on 340 (*points indiciaires*)*18.46 (worth of one point)=6 276.94 euros per month. This amount is then annualised and included the 13th salary at the end of a year (a bonus paid as part of annual salary to all teachers, as stated in the relevant legislation). The *points indiciaires* increase with years of experience, and according to career progression (at different rates for ISCED 1 and ISCED 2 and 3).

Actual salary data are derived the statutory amounts. The average reported for all teachers is equivalent to the sum of the annual salary at the beginning and end of the career, divided by 2.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Payments on social security and pension scheme are included (including part paid by the employee, excluding part paid by the employer). Due to restrictions regarding privacy, actual salaries of teachers cannot be accessed and therefore statutory salaries are reported. [Back to main table for this Indicator](#)

Mexico:

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, Vacation bonus, Extraordinary payment for curricular services, Assignment for the organisation of the school year, End-of-year compensation, Assignment of cultural activities, Days of permanence for support in education, Compensation for strengthening temporary and compatible compensation, Help transportation, Extraordinary annual payment, National single compensation.

Comments on [salary scales](#): Programme of magisterial career for *ISCED levels 02, 1 and 24*: The magisterial career is a horizontal promotion system in which teachers participate voluntarily and individually. They have the possibility of promoting themselves to the following level. They must meet the requirements and are evaluated according to normative rules. A teacher's career starts for all participants at the traditional level. The programme consists of five stimulus levels or scales (see [salary scales](#)). A teacher must stay in each level for a given period of time before being promoted to the next level. This programme has three categories: classroom teachers (1st), personnel with directive or supervisory functions (2nd), and teachers who develop technical or pedagogical activities (3rd). The objective is to help improve the quality of education by recognising and stimulating the work of the best teachers. It also reinforces interest in the continuing improvement of teachers; it enhances the teaching vocation and encourages teachers to remain in the teaching profession. It also supports teachers who work in underdeveloped areas in the country. [Back to main table for this Indicator](#)

Netherlands:

Statutory salaries refer to weighted averages of different salary ranges. Primary education has three salary scales (LA, LB and LC). Secondary education has three salary scales too (LB, LC and LD). The salaries in scale LB and LC in primary and secondary education are not the same. This depends on the negotiations between the unions and the councils for primary and secondary schoolboards. They can make different decisions.

Weights used in the averages change yearly due to the different mix in salary scales every year. The statutory salary reported in the data collection is the total statutory salary of one school year (allowances included), weighted by the ratio in salary scales in that school year (reference date 1 October).

The ratio of 1 October 2015 has been used in this questionnaire. The same ratio is used for all the categories (starting salary, salary after 10 years and 15 years of experience and maximum salary) with the exception of starting teachers in primary education. For starting teachers in primary education we have used 100% LA.

Most of the teachers in secondary teachers teach at *ISCED level 2* and *ISCED level 3*.

For *ISCED 1*, the salary is $(74.1/100 \times LA) + (25.6/100 \times LB) + (0.3 \times LC)$. Unweighted start and maximum salary (resp. scale LA and scale LB) and the weighted one for the 10 years.

For *ISCED 2*, the salary is $(41.7/100 \times LB) + (31.0/100 \times LC) + (26.9/100 \times LD)$. *ISCED 2 and 3*: The salaries of the three salary scales are the same country-wide. In the Randstad area (Western part of the Netherlands) more teachers have a higher salary scale (Randstadregeling).

For *ISCED 24/34* unweighted maximum salary (scale LD) and the weighted one for the start and 10 years (scales LB, LC and LD). [Back to main table for this Indicator](#)

New Zealand:

The New Zealand Education System does not have a separate explicit *ISCED 24* system. *ISCED level 24*, "Lower secondary" covers Years 7-10 in the New Zealand system. Year 7-8 are part of New Zealand's "primary" system and years 9-10 are part of New Zealand's "secondary" system. Data for lower secondary level salaries reflects an average of two scales as data for *ISCED 24* is the average of *ISCED levels 1 and 34*.

The contract covering statutory salaries for Primary teachers was agreed on the 8th of June 2015. Statutory salaries for secondary teachers were agreed on the 2nd of September 2015.

Comments on salary scales: There is only one pay scale in New Zealand. The gross salaries at the top of the scale are given for *ISCED 1* and *34* only. Teachers, who work in schools that teach *ISCED24*, are paid in accordance with one of the two collective teaching contracts. [Back to main table for this Indicator](#)

Norway:

The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions determines statutory minimum salaries. The local authorities are free to set the wages higher than the minimum wages in the collective agreement.

Methodological change: There has been a change in the reference group for minimum qualifications. The previous reference group was teachers with a 3 year initial teacher education. While these teachers exist, the number is negligible and these teachers mainly teach subjects like physical education, music, arts and crafts. Their qualification is not representative for what is needed to teach most subjects at ISCED 1 and 2, namely 4 year initial teacher education. The new reference group is more representative for all teachers at ISCED 1 and 2. [Back to main table for this Indicator](#)

Poland:

Methodological change: The observed minor increase in statutory and actual remuneration in the year 2016/2017 in comparison to year 2015/2016 was caused first of all by the valorisation of teachers' salaries (since 1 January 2017 the base salary on which teachers' salaries depend has increased by 1.3%)

Annual statutory gross teachers' salaries were calculated as a sum of base salaries and bonuses such as seniority allowance, thirteenth month and holiday benefits (rest leave = *urlop wypoczynkowy*), that constitute a regular part of the annual base salary.

In case of teachers with 10 years of experience the calculation was based on the salary of teachers who are classified as "appointed teachers" on the professional promotion scale, since 53% of the teachers with 10 years of experience belong to this category. In the case of teachers with 15 years of experience the calculation was based on the salary of the teachers, who are classified as "chartered teachers" on the professional promotion scale, since 59% of the teachers with 15 years of experience belong to this category.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Apart from the basic salary the following elements are included: additional yearly salary, holiday allowance, seniority benefit. [Back to main table for this Indicator](#)

Portugal:

In Portugal, the teacher's career is unicategorical (e.g., the same, for all ISCED levels). It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas.

Lower and upper secondary teachers belongs to the some formal group - *professores do 3.º ciclo do ensino básico e do ensino secundário*. For calculus purposes, firstly each teacher was classified in the ISCED level in which his/her teaching load is higher.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours). [Back to main table for this Indicator](#)

Scotland:

The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1). SNCT is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. Data was cross-checked with Scottish Government officials responsible for the Scottish Negotiating Committee for Teachers and Early Learning and Childcare.

Salaries were increased by 1% between 2015/16 and 2016/17 to adjust to the cost of living.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: School teachers receive holiday pay. [Back to main table for this Indicator](#)

Slovenia:

In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades. Teachers at ISCED levels 1 to 2 and teachers in general programmes at ISCED 34 level are classified on a salary scale from 30 to 43, while pre-school teachers (ISCED level 0) from 30 to 41 salary grade.

Comments on annual statutory salaries of teachers with minimum qualification: Teachers' annual statutory salaries include: (I) basic salary of a teacher which is determined by the salary grade into which the post is classified or the teacher has acquired through salary progression, (II) length of service bonus (years of

employment; 0,33% of basic salary per year), (III) holiday bonus (EUR 790,73 or 600 depending on salary grade) and (IV) reimbursement for meals during work (on average EUR 3,70 per working day - for 10,5 months).

Each category of teachers is also classified in a particular salary grade according to the promotion of salary grades depending on years of experience and performance appraisal and to the promotion of professional title (three promotions on the teaching career ladder are possible: Mentor, Advisor and Councillor). The criteria for reporting the annual statutory teacher compensation for a teacher with minimum level of qualification includes the following characteristics:

ISCED level 0:

- Starting salary: 30. Salary grade + holiday bonus + reimbursement for meals during work;
- Salary after 10 years' experience: holding professional title Mentor (mentor), 34. Salary grade + length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work;
- Salary after 15 years' experience: holding professional title Advisor (svetovalec), 39. Salary grade + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work;
- Salary at the top of the range: holding professional title Councillor (svetnik), 41. Salary grade + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

ISCED levels 1, 24 and 34:

- Starting salary: 30. Salary grade + holiday bonus + reimbursement for meals during work;
- Salary after 10 years' experience: holding professional title Mentor (mentor), 35. Salary grade+ length of service bonus for 10 years of employment + holiday bonus + reimbursement for meals during work;
- Salary after 15 years' experience: holding professional title Advisor (svetovalec), 40. Salary grade + length of service bonus for 15 years of employment + holiday bonus + reimbursement for meals during work;
- Salary at the top of the range: holding professional title Councillor (svetnik), 43. Salary grade + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work. [Back to main table for this Indicator](#)

Spain:

In general, salaries of public employees are increased by 1% in 2016 and 2017.

The data provided are weighted average teachers' statutory salaries, which have been calculated from the regional educational departments based on the salaries in different Autonomous Communities weighted by the number of teachers in each one of them.

In Spain, decisions regarding teachers' and school heads' salaries are made by the Central Government and by the education authorities of the 17 Autonomous Communities (top-level authorities). The Central Government establishes the basic salary, the amount for seniority (*trienios*) and the allowance related to the level of the civil servant position held; the Autonomous Communities, by their part, establish the allowances related to the teaching profession, to in-service training (*sexenios*) and other salary supplements. The basic extra pays are established by the Central Government, but its specific amounts are decided by the Autonomous Communities.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: There are two extra payments per year. Each extra payment amounts to one month's basic salary plus the bonus linked to length of service and part of the allowance linked to the level of the civil servant position held. [Back to main table for this Indicator](#)

Sweden:

Data on actual teacher salaries is reported. The data refers to full-time equivalent teachers.

Salaries on upper secondary general programmes (ISCED 34) also include salaries for upper secondary vocational programmes (ISCED 35). Teachers who teach mathematics in a general programme and/or in a vocational programme are included. Note that the data does not include salaries for teachers teaching vocational subjects. Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers' salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education. [Back to main table for this Indicator](#)

Switzerland:

Teacher compensations are determined by the 26 cantons at the regional level. Figures for the statutory salaries per grade are presented as weighted averages of the cantonal legal requirements. [Back to main table for this Indicator](#)

Turkey:

Teachers are provided with an expense fee at the beginning of the educational year.

There was an increase in the salaries of the teachers and school heads because of the regular increase for all public service employees. Each year the government determines how much to increase salaries of public service employees. [Back to main table for this Indicator](#)

United States:

Salaries from the 2015/16 school year are inflated to 2017/18 estimates using the Consumer Price Index.

In the United States, most teacher compensation issues are decided at the school district level. However, 17 of 50 states currently make use of state-wide teacher salary schedules to guarantee some level of minimum pay for teachers based on qualifications and years of experience. For more detailed information on state teacher salary schedules, please see this policy analysis written by the Education Commission of the States: <http://www.ecs.org/ec-content/uploads/State-Teacher-Salary-Schedules-1.pdf>.

The methodology for weighting departmentalized teachers differs between 2000 data and data for 2005-2013. Beginning in 2004, teachers were asked to indicate a grade level for each period taught and they were weighted using the grade for each period/class taught and counting the number of classes taught in each education level and using this to adjust the ISCED level weights. In 2000, teachers were not asked to specify grade levels for each period taught, so a question is used which asked teachers to indicate, overall, whether they taught students in each grade level. Each grade teachers indicated they taught was weighted equally to distributed teachers into ISCED levels for 2000.

Teachers' salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States. In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data on statutory salaries are reported for median salaries based on teacher's reported base salaries.

Data on starting teachers are based on the median salary amounts earned by teachers with 2 or fewer years of teaching experience, in order to have larger sample sizes and more robust estimates. Across all ISCED levels, this represents about 10% of the teacher sample. In order to have larger sample sizes and more robust estimates, data on 10 years of teaching experience are based on the median salary amounts of teachers with 9, 10, and 11, years of teaching experience. Similarly, data on 15 years of teaching experience are based on the median salary amounts earned by teachers with 14, 15, or 16 years of teaching experience. Data on teachers at the top of the salary scale are based on the median salary amounts earned by teachers with 30 or more years of teaching experience. [Back to main table for this Indicator](#)

Interpretation

Australia:

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Caution should be used in interpreting national figures as practices vary from region to region.

Comments on qualifications of teachers: The minimum qualification of a teacher is also the most prevalent qualification. [Back to main table for this Indicator](#)

Austria:

Comments on qualifications of teachers: In Austria, there are various attainment levels that qualify a person to work as a teacher. Salaries are determined according to their attainment. Therefore, various salary scales apply to them. The salary data reported is therefore an average composed of various groups of teachers.

Comments on social benefits of teacher: Teachers in Austria are interpreted as all workers, including civil/public and private sector workers, therefore there is no difference when answering according to the different reference groups. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Comments on qualifications of teachers: Teachers in pre-primary, primary and lower secondary education need a bachelor's degree. It should be taken into account that the teachers with a bachelor's degree at lower secondary education have also a subject-related requirement. The training at ISCED 6 includes pedagogical training at the basic training as well. This sentence should be replaced by the following: Teachers in the first two years (first stage) of upper secondary education are at minimum required to have a Bachelor for education: secondary education and at maximum a Master in the specified content of the course and a certificate of teaching competence. Teachers in the last two years (second stage) of upper secondary education are required to have a Master in the specified content of the course and a certificate of teaching competence. [Back to main table for this Indicator](#)

Belgium (French Community):

Comments on qualification of teachers: Teachers with “most prevalent qualifications” are teachers that hold a required title within a series of possible diplomas (e.g. *Instituteur*, “*AESI: agrégation de l'enseignement secondaire inférieur*” – lower secondary school teacher degree, “*AESS: agrégation de l'enseignement secondaire supérieur*” – upper secondary school teacher degree).

Teachers with “Minimum level of training” do not have the required title. Teachers with “maximum qualifications” hold a required title and a master's degree for primary school teachers and *AESI*.

Comments on social benefits of teachers: It has not to be interpreted as including all workers as “civil/public and private workers”. The calculation of the pension of a teacher (as a public servant) follows specific rules given that a teacher is part of both the public sector and the education sector. [Back to main table for this Indicator](#)

Brazil:

Comments on qualifications of teachers: Brazil has a decentralised system, therefore it is not possible to identify a most prevalent qualification at any given point of a teacher's career. Each one of the 27 states and more than 5 thousand municipalities has their own teachers' career plan. Many of them have a structured scheme for qualification while others do not.

Comments on social benefits of teachers: Regarding the social benefits of teachers there is only one difference comparing both categories, “other public servants” and “other public and private sector workers”, the retirement age. Apart from that, there is no other national difference regarding teachers and other workers in the Brazilian social security system. [Back to main table for this Indicator](#)

Canada:

Many different kinds of collective agreements to determine salaries across jurisdictions. For the majority of provinces and territories salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers' associations, and education boards. These agreements are typically valid for a 2-5 year period and are then re-negotiated. [Back to main table for this Indicator](#)

Chile:

Comments on qualifications of teachers: A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.

The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). Teachers progress between levels through an evaluation, called "Recognition System", which implies the taking of a standardized test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level Beginner must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level Intermediate, must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026.

Teachers' salaries vary according to the levels where the teachers are located. Within the same levels there are different salaries, according to the bienniums of service. For each of the superior 3 levels, a minimum years of experience is required: to be in level Advanced, 4 years of experience, to be in Expert I, 8 years of experience, and to be in Expert II, 12 years of experience. [Back to main table for this Indicator](#)

Costa Rica:

Comments on qualifications of teachers: In Costa Rica teachers enter the teaching profession within one of three different categories: Qualified teachers; Authorised teachers and Aspiring teachers. Qualified and Authorised teachers are further classified into additional sub-categories, again related to their level of qualification. Since the majority of teachers enter into the highest category (that of qualified teachers) the data provided for most prevalent and maximum qualifications are the same. Each sub-group within this classification has an associated base salary. This base, plus the annual increase (equivalent to 2% of base salary per year of service), and the teaching incentive are the only elements of pay common to all teachers and the statutory amounts reported relate to these elements only.

The wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement. This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. [Back to main table for this Indicator](#)

Czech Republic:

Comments on qualifications of teachers: Two pay categories are designed for teachers at ISCED 02 with minimum qualification: (1) 8th pay category reported as the minimum qualification for starting teachers. Upper secondary education with *maturita* examination (ISCED 344 or 354) is required for teachers in 8th pay category within salary scale system; (2) 9th pay category reported as the minimum qualification for teachers after 10 and 15 years of experience and at the top of their career. Upper secondary education with *maturita* examination (ISCED 344 or 354) or tertiary professional education (ISCED 655) is required for teachers in 9th pay category within salary scale system.

Three pay categories are designed for teachers at ISCED 1, 24 and 34: (1) 11th pay category reported as the minimum qualification for starting teachers. (2) 12th pay category reported as the minimum qualification for teachers after 10 and 15 years of experience. (3) 13th pay category reported as the minimum qualification for teachers at the top of their career. Master's degree (ISCED 746 or 747) is required for all of them.

Teachers at pre-primary level must have at least completed upper secondary education with *maturita* examination (ISCED 344 or 354) in a field aimed specially at pre-primary school teacher training.

Primary teachers and secondary teachers are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary.

Teachers who do not have an appropriate qualification can perform direct educational activity if he/she was 55 at least on the date of 1 January 2015 and if he/she provided the direct teaching at the particular type of school during 20 years (or he/she was 50 at least on the date 1 January 2005 and has at least 15 years of practice at the particular type of school). The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.

Comments on social benefits of teachers: The comparison between teachers and "other workers" regarding the social benefits refer to "other workers" which were interpreted as only other public servants not including private sector workers. There are different rules in pension and social security system for workers in the private sector (between employee in the private sector and self-employed in the private sector). [Back to main table for this Indicator](#)

Denmark:

Statutory salaries exclude the part of social security and pension scheme contributions paid by the employers. The reported actual salary is a calculated salary. The statistical databases containing data on salary data for teachers do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either with the total pension contribution included or without pension contributions as a whole.

The compulsory contribution to pension is decided by collective agreements, and this payment for pension is an important part of the salary for school leaders. The gross annual teacher compensation includes the compulsory contribution to pension as decided by collective agreements with the teacher unions. The part for pension is about 15 - 17 percent of the net salary. Formally the employee's share is 1/3 and the employer's share is 2/3, but both shares are handled identically and the distinction between the employee's share and the employer's share is of no practical importance. Therefore about 14 percent of the reported gross salary is not at immediate disposal of the teacher but is transferred to each single teacher's account for pension. There can be exceptions to this rule as it's possible for teachers to receive a minor part of the contribution for pension as salary at immediate disposal. The employers' payments to any insurance and social security contributions are not included in the salary.

In addition to the reported gross annual salary, which is given in accordance with the general salary scale as a part of collective agreements, each teacher will typically have personal bonuses given and decided at school level, by local authorities or by collective agreements at local level. Because of the personal bonus the reported annual salary is typically the minimum salary..

Comments on qualifications of teachers: The minimum and typical education for a teacher at pre-primary level (i.e. *peadagog*), primary and lower secondary levels, is a Bachelor's degree or equivalent (ISCED 6). At the upper secondary level the minimum and typical education for a teacher is a Master's degree or equivalent (ISCED 7).

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England (United Kingdom):

Comments on qualifications of teachers: The statutory salary figures apply to classroom teachers paid on the unqualified teacher pay range, who are following an employment-based route to Qualified Teachers Status (QTS), and teachers paid on the main, upper and leading practitioner pay ranges. An unqualified teacher following an employment-based route to QTS must have a bachelor's degree and is paid on the unqualified teacher pay range. The employment of classroom teachers is subject to regulations made under the Education Act 2002, which provide that "specified work" may only be carried out in schools by qualified teachers and persons who satisfy certain requirements, such as persons following an employment-based teacher training scheme and instructors with special qualifications or experience. A qualified teacher with QTS is paid on the main, upper or leading practitioner pay range.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as publicly funded independent schools and make up around 69% of secondary schools and 24% of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

ISCED 02 and ISCED 1: A significant proportion of provision of ISCED 02 (64% of provision for 3-year-olds) is provided in settings other than schools. The actual salary figures provided for ISCED 02 and ISCED 1 are combined. The figures are only for teachers of pupils in nurseries and primary schools and do not apply to other ISCED 02 settings. In England, there is a specific qualification called Early Years Teacher Status (EYTS) that is not associated with a pay range.

ISCED 24 and 34: Teachers of students at ISCED 34 are employed in both schools and further education colleges. The actual salary figures provided for ISCED 24 and 34 are combined. The figures are only for teachers of pupils in schools and do not apply to further education colleges.

The figures are for England only and exclude pay data for the London area. [Back to main table for this Indicator](#)

Estonia:

Comment on qualification levels of teachers: The description of the specification of most prevalent, minimum, maximum qualification of teacher is based on legislative acts and data of teachers' highest education collected in Estonian Education Information System. [Back to main table for this Indicator](#)

Finland:

The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority.

Comments on qualifications of teachers: In Finland the most prevalent qualification of teachers is the same as the minimum qualification and it is associated with the required degree and studies attained after initial teacher training. [Back to main table for this Indicator](#)

France:

Comments on qualifications of teachers: The typical diploma among the overall population of teachers by ISCED 2011 level is a bachelor's degree (ISCED 6), but a great majority of new teachers (recruited since 2010/11) have a master's degree (ISCED 7). For this reason, the typical attainment of starting teachers in France differs substantially from the typical attainment of all the current teachers. Moreover, salary scales are not defined according to diploma but according to the teacher status (where status should be considered as the equivalent of qualification), which is directly related to the type of competitive examination taken by the teacher. At ISCED levels 02 and 1, the minimum and most prevalent qualification is *professeur des écoles*. At ISCED levels 24 and 34, there are two different statuses: *enseignants certifiés* – lower salary but more teachers concerned; *agrégés* – better salary but fewer teachers. So, minimum and most prevalent qualification at the secondary level is *certifiés*. At ISCED level 35, there is one status: *professeurs de lycée professionnel*.

Comments on the social benefits of teachers: In France, teachers are civil servants. For all civil servants, the pension/social security benefits are the same. They are different for the workers who are not civil servants. [Back to main table for this Indicator](#)

Germany:

Comments on the qualifications of teachers: In Germany the minimum level of qualification is equal to the most prevalent qualification level and associated with the most prevalent diploma attained after initial teacher training. For pre-primary level programmes the most prevalent qualification reported is not related to teachers in *Vorklassen* and *Schulkindergärten*. Teachers in these two programmes have the same most prevalent qualification as primary or secondary level teachers and are not included in the pre-primary education data.

Comments on the social benefits of teachers: Regarding teachers' pension and/or social security system in Germany teachers with civil servants (*Beamte*) status have no special pension and/or social security system in reference to other civil servants (*Beamte*). Employed teachers (*Angestellte*) have no special pension and/or social security system, too. The reference is "other workers" (*alle Angestellten*). The reference "other workers" means in this case other civil/public servants (i.e. *Beamte*). [Back to main table for this Indicator](#)

Greece:

The salaries for teachers of pre-primary education include only teachers working in Pre-Primary Education Schools that are supervised by the Ministry of Education, Research and Religious Affairs.

Comments on the qualifications of teachers: In Greece the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The qualification levels of teachers entering the teaching profession in the reference year, legislation (Law 3848/2010 as amended and in force) require a degree from a tertiary institution or equivalent for teachers in Pre-primary Programmes supervised by the Ministry of Education, Research and Religious Affairs, as well as by teachers in Primary, Lower Secondary and Upper Secondary General Education. Higher than minimum qualifications (i.e. Master's or PhD degrees) are recognised as relevant to the teaching profession after entrance, i.e. they are not used as qualifications required to enter the teaching profession, they are not related to a different salary range, but they are remunerated as additional years of teaching experience. [Back to main table for this Indicator](#)

Hungary:

From 2013, a government decree stipulates a yearly increase of salaries until 2017. In 2017 it became part of the Act on general education. For school year 2016/2017 there was an increase of the salaries compared to the school year 2015/2016. For teachers with minimal qualifications, the rate of increase for teachers with BA degree was 3.55% and for teachers with MA it was 3.93%.

Comments on qualifications of teachers: minimum and most prevalent levels of qualification are the same for the teachers in Hungary. Therefore the percentages of all teachers that receive the salary are only depending on their work experience. However at the lower secondary level, it is legally possible to enter the teaching profession with a BA degree, although since 2010, teacher training for secondary school teachers is available only at MA/MSc courses. As a consequence, salary range related to BA degree is reported as "Other minimum qualification of teachers with some years of experience". The BA degree is also the most prevalent one at that level and the salaries are reported in Most prevalent qualification at each stage in the career and salary range.

In Hungary, "general school" integrates ISCED 1 and ISCED 24 education. Since data cannot be separated in case of "general school teachers", the data about the percentage of all teachers which receive the salary for ISCED 1 refers to ISCED 1 and ISCED 24 taken together. [Back to main table for this Indicator](#)

Iceland:

Comments on qualification of teachers: Minimum qualification to obtain a teacher certificate is proscribed by law and is equivalent to 5 years of university education, or a master's degree (ISCED 7).

Practicing teachers are required to spend 150 hours of each school year in professional development, which may include formal education equivalent to ECTS credits. Therefore, most prevalent education of a teacher with 15 years of experience is the minimum requirement plus any additional credit worth of professional development attained during the course of these 15 years. This is estimated to be the equivalent of 60 ECTS credits (this is an estimate provided by the teacher union).

Comments on social benefits of teachers: In the Icelandic labour market to teachers, regarding the social benefits, applies the same as to all other workers. [Back to main table for this Indicator](#)

Ireland:

Comments on qualification of teachers: In pre-primary schools, salaries for practitioners in early childhood settings are set by the owners of the settings which are private entities. The only requirement on the settings is that the practitioners are paid at least the national minimum wage for an experienced adult employee in accordance with the National Minimum Wage Act. Since January 2017, the national minimum wage was 9.25 per hour

Salaries of teachers include qualification allowances in addition to their base salaries. At ISCED 1, the salary includes salary at relevant point on common salary scale for teachers (EUR 48,640- at 12th point of scale after 10 years; EUR 54,268 at 17th point of scale after 15 years; EUR 61,155 at top of scale) PLUS allowance for Bachelor Education (Honours) Degree (EUR 4,918). At ISCED 24 and ISCED 34, the salary above includes the salary at the relevant point on the common salary scale (EUR 49,996 at 13th point of scale after 10 years; EUR 54,268 - at 18th point of scale after 15 years; EUR 61,155 at top for scale) + allowance of EUR 4,918 for primary degree (Honours) and allowance of EUR 591 for Postgraduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long-service allowance of EUR 2,324.

Comment on salary scales: Scale A: Circular 0004/2010 sets out the pay scales of appointees to teaching prior to 1 January 2011. Scale B: Circulars 0032/2013 and 005/2014 set out the revised pay scales for new appointees to teaching on or after 01 February 2012. Qualification allowances were abolished. This revision took effect from 1 July 2013. Scale C: Circulars 0032/2013 & 005/2014 set out revised pay scales for new appointees to teaching on or after 01 Jan 2011 but before 01 February 2012. This revision took effect from 1 July 2013.

Comments on social benefits of teachers: The pension and social security arrangements for teachers do not differ from the conditions of other public sector employees.

The social benefits that are part of employment contracts for public sector workers differ from arrangements for employees in the private sector whose conditions of employment depend on agreements with employers. [Back to main table for this Indicator](#)

Israel:

Annual statutory teacher salary are based on salary tables according to the Wage Agreements and includes necessary adjustments and supplements paid one time a year to all the teachers, like bonus for vacation, clothing and "Long School Day".

The remuneration for subjects/level co-ordination is cancelled for new teachers in the first year of teaching, with the assumption that new teachers will not receive such duty.

The actual salary includes all the bonuses and allowances while for the statutory salary we reported only the basic salary paid to the most of the teachers. For example, the maximum possible supplement for a teacher in the lower secondary education (15 years of experience) is NIS 44,000 (30% of the basic salary). This is not included in statutory salaries, but this supplement is a part of the actual salary.

Comments on qualifications of teachers: All teachers with a minimum and a most prevalent qualification in Israel hold a bachelor's degree (ISCED 6) and a teaching certificate. Since the start of the implementation of the New Horizon Reform, the minimum and most prevalent qualifications are very similar, as teachers expect and require to be promoted in accordance to seniority and qualification. At the top of the salary scale, the only differences between minimum and most prevalent qualification come from professional development activities. Teachers with most prevalent qualifications have higher professional development. Professional development activities come with higher remuneration. [Back to main table for this Indicator](#)

Japan:

Comments on qualifications of teachers: The most prevalent qualification of teachers is defined as the required qualification to comply with the requirements to enter to the teaching profession in the public sector. In this

sense, minimum and most prevalent qualifications of teachers are the same. In Japan, teachers have to obtain an “educational personnel certificate”, defined by the Education Personnel Certification act, to be licenced teachers, in addition to having a given ISCED level of attainment. An educational attainment, such as a bachelor’s degree, is part of the basic requirements to be a certified teacher. The typical level of attainment in Japan is an ISCED-A 660 qualification except for pre-primary education. Teachers in pre-primary school can be holders of an ISCED 540 or 660 qualifications. In order to receive the teacher certificate ISCED-A 660 graduates need more credit points than ISCED-A 540 graduates. Teachers’ certificates for pre-primary education are awarded to graduates with ISCED-A 540 and 660 but the proportions vary every year.

Comments on social benefits of teachers: Teachers in Japan are as well as non-teaching staff working for public schools as civil servants and they are covered by the same social security system, whereas other workers in the private sector are covered by a different one. [Back to main table for this Indicator](#)

Korea:

Comments on qualifications of teachers: In Korea, teachers have to hold a teaching certificate to be fully qualified teachers. Most often, teachers with 15 years of experience and most prevalent qualification, teaching in all levels of education, hold the First Class Teacher Certificate.

In terms of their level of attainment, teachers with most prevalent qualification at pre-primary level hold ISCED 6 qualifications. In primary and lower secondary education the majority of teachers hold an ISCED 6 qualification. In what concerns the minimum qualifications of teachers, these are all identical as the most prevalent qualifications expect for teachers in pre-primary education, where the minimum is an ISCED 5 qualification, although the proportion of teachers with this level of attainment is very low (about 5%). [Back to main table for this Indicator](#)

Latvia:

The Regulation sets only minimum monthly salary rate.

Notes on qualifications of teachers: The Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (2014) defines requirements for necessary education and professional qualifications for teachers working at pre-primary, primary, secondary and tertiary education level. These requirements are necessary for all teachers to work in the teaching profession, without specifying teachers or making a distinction on minimal, maximal or most prevalent qualifications. The requirements refer to a higher education qualification (Bachelor or Master level) and a professional teacher’s qualification.

According to the regulation a prospective student teacher in his/her final year(s) of initial teacher education may already work in school or pre-school as a teacher. These young teachers are referred here as starting teachers with minimum level of qualification. The actual percentage of such teachers is derived from the State Education Information System. [Back to main table for this Indicator](#)

Luxembourg:

Comments on qualifications of teachers: In Luxembourg the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. The minimum qualification is a bachelor degree for a pre-primary or primary teacher and a Master degree for a teacher in the secondary level. [Back to main table for this Indicator](#)

Mexico:

Comments on qualifications of teachers: Starting teacher with most prevalent level of qualification: level of payment Traditional. Teacher with most prevalent level of qualification and 10 years of experience: level of payment K1A (10 years old at work) Teacher with most prevalent level of qualification and 15 years of experience: level of payment K1B (15 years old at work) Teacher with most prevalent level of qualification at top of salary scale: level of payment K1C (15 years old at work). [Back to main table for this Indicator](#)

Netherlands:

Comments on qualifications of teachers: ISCED 02 only refers to teachers teaching group 1 and 2 in primary schools. Childcare and special education are excluded. A second degree qualification is required for teachers in lower secondary education and a first degree qualification for teachers in upper secondary (general) education. This qualification level is related to the initial teacher preparation. Generally teachers in upper secondary education have more often salary scale LD and teachers in lower secondary education have more often LB or LC, but the distribution of teachers between these different scales is not exactly known. A related problem is that this classification does not correspond with the bachelor/master classification. For example the master Special Educational Needs does not result in a first degree qualification.

Comments on social benefits of teachers: In the Netherlands, pension and/or social security system differ for teachers compared to other workers in the private sector. [Back to main table for this Indicator](#)

New Zealand:

In New Zealand, primary school is from year 1 to 8, and secondary school is from year 9 to 13. For *Education at a Glance* reporting, ISCED 1, primary education, covers years 1 to 6, and ISCED 34, upper secondary, covers years 11 to 13. ISCED 24, lower secondary education figures are the averages of primary education and upper secondary education. The teachers of the first two years of ISCED 24 (years 7 and 8) have the same salary conditions as those for ISCED 1, while the last two years of ISCED 24 (year 9 and 10) have the same salary and as those for ISCED 34. Therefore the ISCED 1 figure applies to Years 7 and 8 of ISCED 24. The ISCED 34 figure applies to Years 9 and 10 of ISCED 24. The reported ISCED 24 figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand.

Further changes to the information published in previous years do not reflect a real change as well, but a reporting revision. Therefore caution should be used when interpreting the figures.

Teachers reach the top of the scale typically after 7 years; hence statutory salaries will be the same for all three time point: 10 years, 15 years, and the typical point when they reach the top of the scale. Therefore in New Zealand, any teacher who has been teaching for 10 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes teachers to progress to the maximum salary step is dependent upon their qualifications.

Comments on qualifications of teachers: The minimum qualification required to be a teacher at either primary or secondary level (ISCED levels 1-34) is a three-year Bachelor of Teaching (ISCED 6). There are teachers in the workforce with historical initial teaching qualifications such as a Trained Teachers Certificate or Diploma of Teaching which are below ISCED 6. However typically today, a teacher at secondary level (years 9-13 covering the last two years of ISCED 2 and ISCED 3) will hold a subject or specialist qualification (at ISCED 6 or New Zealand Qualifications Framework Level 7) in addition to their one-year Graduate Teaching Diploma (again at ISCED 6, or New Zealand Qualifications Framework Level 7). At primary level (years 1-8, covering ISCED 1 and the first two years of ISCED 2, the most prevalent qualification is more likely to be a Bachelor of Teaching (ISCED 6 about 50% of ITE graduates)) although the pattern is increasingly shifting more towards that of secondary teachers. For secondary graduate teachers (years 9-13) the minimum and most prevalent qualifications are the same (i.e. subject content qualification (usually a Bachelors) and a Graduate Diploma of Teaching). However, teachers who have trained overseas or are “primary trained” can work in secondary schools thus there could be differences between the minimum and typical for secondary teachers.

Comments on social benefits for teachers: New Zealand has a Teachers Retirement Savings Scheme, however this is now closed to new members. [Back to main table for this Indicator](#)

Norway:

Comments on qualifications of teachers: There are different types of qualifications that are linked to the educational level, which again determines the statutory salary level of the teachers:

- a) Bachelor's Degree (180 ECTS)
- b) Bachelor's Degree (240 ECTS)
- c) Bachelor's Degree (300 ECTS)
- d) Master's Degree (300 ECTS)
- e) Master's Degree (360 ECTS or more)

At the pre-primary (ISCED 0) level, there is no difference between the minimum and maximum level of qualification. Thus, the most prevalent qualification is the minimum level, which is a) At the primary (ISCED 1), lower secondary (ISCED 24) and upper secondary (ISCED 34) level; the minimum required level of education is b). However, the most prevalent qualification varies between the ISCED levels. At the primary and lower secondary level, the most prevalent level of education is c). At the upper secondary level, the most prevalent level of education is e) The salary level in primary, lower secondary and upper secondary education depends on the level of education; i.e. a teacher in primary education has the same statutory salary level as a teacher in upper secondary education if both of them have the same level of education and the same years of experience.

Comments on social benefits of teachers: The pension system for teachers in Norway does not differ significantly to the one of other workers in the public sector, but it does differ for workers in the private sector. [Back to main table for this Indicator](#)

Poland:

Comments on qualifications of teachers: For Poland the “most prevalent qualification” of teachers has been defined based on the fact that most teachers have an educational attainment at ISCED 7 (master’s or equivalent) which is the qualification required to teach in upper secondary education (*ISCED 34*) but not in other levels of education. For this reason, the typical and minimum qualifications of teachers in upper secondary level are identical. The minimum qualification of teachers in pre-primary and primary education has been defined as consisting of an attainment level at ISCED 5 (Teachers training college graduation diploma or equivalent), and as an attainment at ISCED 6 (bachelor’s or equivalent) for teachers in lower secondary education. In both cases, the proportion of teachers holding these qualifications is very low. [Back to main table for this Indicator](#)

Portugal:

In Portugal, regardless of the admissible teaching entry qualifications, all the teachers are paid accordingly to the same salary range. The salaries reported are the statutory salaries already with salary reduction (due to the Financial Adjustment Programme).

Comments on qualifications of teachers: In Portugal minimum, most prevalent and maximum qualification of teachers can be considered as the same. Therefore the most prevalent qualification of teachers with 15 years of experience is a pre-bologna *Licenciatura*/post-Bologna *Mestrado* degree (ISCED 2011 level 7) and being a fully qualified teacher (e.g. approving provisional periods and other criteria). In addition, they have to undergo a certain length of service and approve periodical evaluations. [Back to main table for this Indicator](#)

Scotland (United Kingdom):

Comments on qualifications of teachers: “Pre-primary” is interpreted as Early Learning and Childcare (see <http://www.gov.scot/Topics/People/Young-People/early-years/parenting-early-learning/childcare>). “Entry to the teaching profession” is interpreted as having met the Standard for Full Registration, before which teachers will have met the Standard for Provisional Registration (see <http://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx>)

All teachers need a graduate degree or equivalent plus a teaching qualification to gain Qualified Teacher Status. Teaching qualifications include undergraduate degrees (BEd, BA, BSc) and postgraduate qualifications (PGDE). The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers.

Comments on social benefits of teachers: Teachers occupational pensions are different from other workers. However, social security arrangements are standard for all workers (both public and private sectors). The quoted salaries are gross salaries. [Back to main table for this Indicator](#)

Slovak Republic:

Moreover in the salary schedules of the Slovak Republic a higher level of qualification can increase the salary more than the years of experience, thus the differences in salaries for teachers with a minimum qualification and most prevalent qualification differ by around 10% in the categories salary after 15 years of experience and top scale but there is no difference between salaries for teachers with minimum qualification and most prevalent qualification in the categories starting salaries and salaries after 10 years of experience. Another explanation for the fact that there is no significant difference between both types of qualification, for starting salaries and salaries after 10 years of experience, is that sometimes minimum qualification is the same as most prevalent qualification.

Comments on qualifications of teachers: Slovak teachers in public schools are public servants. It is obligatory to have an attainment at *ISCED 7* as the minimum qualification for teachers in public schools to teach at *ISCED 1*, *ISCED 24* or *ISCED 34*. Kindergarten teachers need a minimum qualification of *ISCED 34*, but they can also have *ISCED levels 6* or *7*. For this reason, the difference between minimum qualification and most prevalent qualification of teachers in Slovak Republic is negligible.

Comments on social benefits of teachers: In the Slovak Republic the pension and social security system is exactly the same for teachers as for civil/public servants and for civil/public and private sector workers [Back to main table for this Indicator](#)

Slovenia:

In Slovenia, teachers may enter the teaching profession after acquiring initial teacher education (starting salary). After at least 6 months of experience they have to pass the state professional examination that fully qualifies them for teaching. A fully qualified teacher is: ISCED level 0: First cycle higher education degree in pre-school

education (ISCED 6) and state professional examination; ISCED levels 1, 24 and 34: Adequate second cycle higher education degree (ISCED 7), state professional examination.

Prior to year 1996, the required minimum level of attainment of teachers at ISCED level 1 and 2 was adequate short-cycle higher education degree (ISCED 5). Due to policy change the qualification requirements raised, but reported data includes also teaching staff with attainment at ISCED level 5. Similarly, before 1996 the required qualification of teachers at ISCED 0 was adequate upper secondary (ISCED 3) or short-cycle higher education degree (ISCED 5), after that the qualification requirements increased (ISCED 6). These teachers receive salary that is one or two salary grades lower than it would be if they had the required level of attainment. [Back to main table for this Indicator](#)

Sweden:

Salary scales do not exist in Sweden. Starting teacher has been interpreted as teachers having worked for 1-2 years and Minimum level of training as teachers with pedagogical qualifications. In both cases, the median salary value is reported for the teachers in this category and therefore there are no data on which percentage of all teachers receiving this salary. Top of salary scale has been interpreted as teachers belonging to the 90th percentile, which means that 10% of teachers have higher or the same salary. Most prevalent qualifications have been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education. Data on maximum qualifications are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

Comments on qualifications of teachers: Salary scales do not exist in Sweden. "Starting teacher" has been interpreted as teachers having worked for 1-2 years. The median value of these teachers' salaries is reported and therefore there are no data on which percentage of all teachers receiving this salary.

"Minimum level of training" has been interpreted as teachers with pedagogical qualifications. The median values of these teachers' salaries are reported and therefore there are no data on which percentage of all teachers receiving this salary.

Data on "maximum qualifications" are not available for Sweden. Data are not reliable enough to be reported yet, due to the fact, that registers only contain the extent of studies included in degrees from 1995 onwards.

"Top of salary scale" has been interpreted as teachers belonging to the 90 percentile, which means that 10 % of teachers have higher or the same salary as the 90 percentile. Therefore there are no data on which percentage of all teachers receiving this salary.

"Typical qualifications" has been interpreted as teachers with minimum level of training, i.e. fully qualified teachers with pedagogical education.

Data on actual teacher salaries is reported. Sweden does not have statutory salaries. [Back to main table for this Indicator](#)

Switzerland:

The differences between the cantons have to be interpreted in the context of their economic conditions, tax systems, living costs and wage levels.

For teachers with the minimum level of training and 10 years of experience, the available data refer to teachers with 11 years of experience. Special education teachers are not included.

Comments on qualifications of teachers: Teacher training in Switzerland underwent a change in the first decade of the years 2000. Newly trained pre-primary and primary school teachers have now qualifications at ISCED 64. The training programmes for teachers at the lower secondary level lead now to qualifications at ISCED 74. Before the change of the training system, lower secondary teachers needed, depending on the performance track in which they taught, to have either qualification at ISCED 34 or at ISCED 64. [Back to main table for this Indicator](#)

Turkey:

Calculations of teacher salaries are based on maximum teaching hours (30 lessons per week).

Comments on qualifications of teachers: In Turkey the minimum level of qualification is equal to the most prevalent qualification level of qualification of teachers for all levels of education. [Back to main table for this Indicator](#)

United States:

Comments on qualifications of teachers: The award given to teachers at the end of their initial teacher education, (typically) a bachelor's degree, is not the same as the most prevalent qualification (for most ISCED levels and data years) but as the minimum qualification.

Data on salaries of teachers with most prevalent qualifications at the level of education are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at each ISCED level (not necessarily the majority; but the most common qualification). For *EAG 2018*, the most prevalent qualification for pre-primary teachers was a bachelor's degree; for primary, lower secondary and upper secondary teachers the most prevalent qualification was a master's degree. Data on salaries of teachers with most prevalent qualifications at different points in teachers' careers are based on the median salary of all teachers with the qualification held by the largest proportion of teachers at the career point at each ISCED level (not necessarily the majority; but the most common qualification). For *EAG 2018*, the most prevalent qualification for starting teachers was a bachelor's degree at all ISCED levels; the most prevalent qualification of teachers with 10 or 15 years of experience or at the top of the salary range was a master's degree.

Note that the methodology for minimum and most prevalent qualifications has been revised for some categories compared with previous years. This should be taken into account when comparing Education at a Glance 2018 estimates to previously data published before 2015.

Comment teachers' salaries: Teachers' salaries at the pre-primary level only includes pre-primary teachers in schools which have at least one grade above the pre-primary level; thus, teachers who teach in stand-alone pre-primary institutions are not included and these data are not representative of all pre-primary teachers in public institutions.

Teacher base salary does include employee contributions to the federal social security system which are withheld from employee wages throughout the year. This is true for all employees in the United States. [Back to main table for this Indicator](#)

Table X3.D3.2. Definition of minimum and most prevalent qualification level for teachers (2017)

	Pre-primary		Primary	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	1	2	3	4
Australia	Education Degree (Four years) (bachelor degree)	Education Degree (Four years) (bachelor degree)	Education Degree (Four years) (bachelor degree)	Education Degree (Four years) (bachelor degree)
Austria	m	m	Bachelor of Education	Bachelor of Education
Belgium (Flemish Community)	Bachelor for education : pre-primary	Bachelor for education : pre-primary	Bachelor for education : primary	Bachelor for education : primary
Belgium (French Community)	Baccalaureate - Barème 301	Baccalaureate - Barème 301	Baccalaureate - Barème 301	Baccalaureate - Barème 301
Canada	m	m	ISCED 7	ISCED 7
Chile	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.
Costa Rica	Bachelor's degree - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taken the category called KAU1 for pre-school	The KT-3 group is formed by doctors and graduates in Education Sciences, with a specialisation in Pre-school;	Bachelor's degree - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taken the category called PAU1 for primary.	The PT-6 group forms the doctors and graduates in Educational Sciences, with specialisation in primary;
Czech Republic	Teachers at pre-primary level must have at least a certificate of completion of upper secondary education with matura examination (ISCED 344 or 354) in a field aimed specially at pre-primary school teacher training. (Exception: see country-specific notes)	Teachers at pre-primary level must have at least a certificate of completion of upper secondary education with matura examination (ISCED 344 or 354) in a field aimed specially at pre-primary school teacher training. (Exception: see country-specific notes)	Primary teachers (the first stage of basic schools) are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	Primary teachers (the first stage of basic schools) are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.
Germany	Qualification of Kindergarten teacher training (3 years) with programme at	Qualification of Kindergarten teacher training (3 years) with programme at	Master of Education or Equivalence (ISCED level 7) plus preparatory service	Master of Education or Equivalence (ISCED level 7) plus preparatory service

	Fachschulen	Fachschulen	(12-24 months)	(12-24 months)
Danemark	Professional Bachelor's Degree of Social Education	Professional Bachelor's Degree of Social Education	Teachers at grade 2-7: Professional Bachelor's Degree of Education. Teachers at grade 1 (børnehaveklasseledere): Professional Bachelor's Degree of Social Education	Teachers at grade 2-7: Professional Bachelor's Degree of Education. Teachers at grade 1 (børnehaveklasseledere): Professional Bachelor's Degree of Social Education
England	Bachelor's degree - Classroom teachers on an employment-based teaching training scheme following a route to Qualified Teacher Status (QTS) must have a bachelor's degree and they are paid on the unqualified teacher pay range. The employment of classroom teachers is subject to regulations made under the Education Act 2002, which provide that "specified work" may only be carried out in schools by qualified teachers and persons who satisfy certain requirements, such as persons following an employment-based teacher training scheme and instructors with special qualifications or experience.	Qualified Teacher Status (QTS) - Classroom teachers with Qualified Teacher Status (QTS) are paid on the main, upper or leading practitioner pay range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all teachers. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists. This range has been reported as Range M. QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers.	Bachelor's degree - Classroom teachers on an employment-based teaching training scheme following a route to Qualified Teacher Status (QTS) must have a bachelor's degree and they are paid on the unqualified teacher pay range. The employment of classroom teachers is subject to regulations made under the Education Act 2002, which provide that "specified work" may only be carried out in schools by qualified teachers and persons who satisfy certain requirements, such as persons following an employment-based teacher training scheme and instructors with special qualifications or experience.	Qualified Teacher Status (QTS) - Classroom teachers with Qualified Teacher Status (QTS) are paid on the main, upper or leading practitioner pay range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all teachers. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists. This range has been reported as Range M. QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers.
Estonia	Teacher qualification requirements: higher education and pedagogical competences; teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.	Teacher qualification requirements: higher education and pedagogical competences; teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.	Teacher qualification requirements: master degree or qualification corresponding to it and teacher qualification according to the qualification frame; basic school teacher qualification requirements working with special education pupils: master degree or qualification corresponding to it, teacher training and special pedagogical competences.	Teacher qualification requirements: master degree or qualification corresponding to it and teacher qualification according to the qualification frame; basic school teacher qualification requirements working with special education pupils: master degree or qualification corresponding to it, teacher training and special pedagogical competences.
Finland	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education	Masters-level qualification with education science as major	Masters-level qualification with education science as major
France	Professeur des écoles	Professeur des écoles	Professeur des écoles	Professeur des écoles
Greece	Bachelor's (ISCED 6)	Bachelor's (ISCED 6)	Bachelor's (ISCED 6)	Bachelor's (ISCED 6)

Iceland	M.ed.	B.ed	M.ed.	M.ed.
Ireland	Major Award at Level 5 on the National Framework of Qualifications or equivalent	Batchelor of Education (pass degree) (i.e. Level 8 NFQ) or Primary Degree and Postgraduate Masters in Education (Level NFQ)	Primary Degree and Postgraduate Masters in Education or Batchelor of Education (i.e. Level 8 & Level 9 NFQ)	Primary Degree and Postgraduate Masters in Education or Batchelor of Education (i.e. Level 8 & Level 9 NFQ)
Israel	BA and teaching certificate	BA and teaching certificate	BA and teaching certificate	BA and teaching certificate
Italy	ISCED 7 - The salary change with the number of years of service distinct in classes of years	ISCED 7 - The salary change with the number of years of service distinct in classes of years	ISCED 7 - The salary change with the number of years of service distinct in classes of years	ISCED 7 - The salary change with the number of years of service distinct in classes of years
Japan	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act
Korea	Teachers with minimum qualification hold a teacher's certificate with a major in early childhood education and have completed requisite courses at a 3-year college.	Teachers with qualification higher than the minimum hold a teacher's certificate with a major in early childhood education and have completed requisite courses at a teacher's college (4 years).	Teachers with minimum qualification hold a teacher's certificate with a major in primary education and have completed requisite courses at a University of Education (4 years).	Teachers with minimum qualification hold a teacher's certificate with a major in primary education and have completed requisite courses at a University of Education (4 years).
Lithuania	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience
Luxembourg	Bachelor degree	Bachelor degree	Bachelor degree	Bachelor degree
Latvia	Higher education (Bachelor or Master level) and professional teacher's qualification.	Higher education (Bachelor or Master level) and professional teacher's qualification.	Higher education (Bachelor or Master level) and professional teacher's qualification.	Higher education (Bachelor or Master level) and professional teacher's qualification.
Mexico	ISCED 6	ISCED 6	ISCED 6	ISCED 6
Netherlands	Bachelor	Bachelor	Bachelor	Bachelor
New Zealand	m	m	Bachelor of Teaching	Bachelor degree and a recognised teaching qualification
Norway	Bachelor degree (3 yrs.)	Bachelor degree (3 yrs.)	4 years of education (bachelor degree)	5 years of education (bachelor degree)
Poland	Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	Master's degree with pedagogical training (ISCED-A 760)	Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	Master's degree with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)
Scotland	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx
Slovak Republic	354	354	760	760

Slovenia	First cycle higher education degree in pre-school education (ISCED 6) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).	First cycle higher education degree in pre-school education (ISCED 6) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).	Adequate second cycle higher education degree (ISCED 7) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).	Adequate second cycle higher education degree (ISCED 7) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).
Sweden	Teacher with pedagogical education for the pre-primary level (ISCED 5 qualification)	Teacher with pedagogical education for the pre-primary level (ISCED 5 qualification)	Teacher with pedagogical education for grades 1-6 (ISCED 5 qualification)	Teacher with pedagogical education for grades 1-6 (ISCED 5 qualification)
Turkey	Bachelors Degree in the relevant field, obtained from a faculty of education	Bachelors Degree in the relevant field, obtained from a faculty of education	Bachelors Degree in the relevant field, obtained from a faculty of education	Bachelors Degree in the relevant field, obtained from a faculty of education
United States	The minimum qualification varies by state, but for the purposes here it is a Bachelor. - For sample size purposes, starting teachers refer to teachers with 2 years or less experience. Across all ISCED levels, this represents about 10 percent of the teacher sample.	Bachelor qualification for the whole level The most prevalent qualification changes with years of experience: Starting teachers: BA (75.7%) 10 years experience: MA (53.2%) 15 years experience: MA (50.8%) Top: MA (48.4%)	The minimum qualification varies by state, but for the purposes here it is a Bachelor - For sample size purposes, starting teachers refer to teachers with 2 years or less experience. Across all ISCED levels, this represents about 10 percent of the teacher sample.	Master qualification for the whole level The most prevalent qualification changes with years of experience: Starting teachers: BA (70.1%) 10 years experience: MA (52.3%) 15 years experience: MA (53.2%) Top: MA (51.4%)

	Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Most prevalent qualification	Minimum qualification	Most prevalent qualification
	5	6	7	8
Australia	Education Degree (Four years) (bachelor degree)	Education Degree (Four years) (bachelor degree)	Education Degree (Four years) (bachelor degree)	Education Degree (Four years) (bachelor degree)
Austria	Bachelor of Ed/ Master degree - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.	Bachelor of Ed/ Master degree - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.	Bachelor of Ed/ Master degree - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.	Bachelor of Ed/ Master degree - The bachelor is the minimum requirement but within 5 years from the start of employment, teachers have to attain a master degree otherwise their employment ends. Attaining a master degree has no influence on the salary level.
Belgium (Flemish Community)	Bachelor for education : secondary education	Bachelor for education : secondary education	Bachelor for education : secondary education - For the second stage in ISCED 34, the minimum qualification is Bachelor for education : secondary education; for the third stage in ISCED 3 it is : Master in the specified content of the course and certificate of teaching competence	Master in the specified content of the course and certificate of teaching competence

Belgium (French Community)	Baccalaureate + AESI (<i>Agrégation de l'enseignement secondaire inférieur</i>) - Barème 301	Baccalaureate + AESI (<i>Agrégation de l'enseignement secondaire inférieur</i>) - Barème 301	Baccalaureate + AESI (<i>Agrégation de l'enseignement secondaire inférieur</i>) - Barème 346	Master degree + AESS (<i>Agrégation de l'enseignement secondaire supérieur</i>) - Barème 501
Canada	ISCED 7	ISCED 7	ISCED 7	ISCED 7
Chile	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.	A teacher is qualified to start working in the public sector by having his professional degree (ISCED level 6). Every teacher who starts his/hers professional service begins at the minimum level of qualification: Beginner level.
Costa Rica	Bachelor's degree - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taken the category called MAU1 for secondary (lower and upper).	The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.	Bachelor's degree - Authorised teachers are those who, without having a degree or specific degree for the position they hold, have others who are related, as determined, for each case, in this law. In this case, we are taken the category called MAU1 for secondary (lower and upper).	The MT6 group is formed by those who, in addition to the title of professor of secondary education or State, have the title of academic doctor in their specialty. Likewise, those who hold the following three degrees: teacher of primary education, teacher of secondary education and graduate in the specialty.
Czech Republic	Lower secondary teachers (the second stage of basic schools) are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	Lower secondary teachers (the second stage of basic schools) are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	Secondary teachers of general subjects at upper levels are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.	Secondary teachers of general subjects at upper levels are required to have a Master's degree (ISCED 746 or 747). A pedagogical qualification is necessary. - The school can ensure education for a necessary time and extent by education staff who do not meet the prerequisite of appropriate qualification; if it cannot provide these activities by a qualified worker; the school head is responsible for the professional and educational level of the instruction at the school.
Germany	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months)
Danemark	Professional Bachelors Degree of Education	Professional Bachelors Degree of Education	Master's Degree	Master's Degree
England	Bachelor's degree - Classroom teachers on an employment-based teaching training scheme following a route to Qualified Teacher Status (QTS) must have a bachelor's degree and they are paid on the unqualified teacher pay range. This range has been reported as Range A. The employment of classroom teachers is	Qualified Teacher Status (QTS) - Classroom teachers with Qualified Teacher Status (QTS) are paid on the main, upper or leading practitioner pay range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all	Bachelor's degree - Classroom teachers on an employment-based teaching training scheme following a route to Qualified Teacher Status (QTS) must have a bachelor's degree and they are paid on the unqualified teacher pay range. This range has been reported as Range A. The employment of classroom teachers is	Qualified Teacher Status (QTS) - Classroom teachers with Qualified Teacher Status (QTS) are paid on the main, upper or leading practitioner pay range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all

	subject to regulations made under the Education Act 2002, which provide that "specified work" may only be carried out in schools by qualified teachers and persons who satisfy certain requirements, such as persons following an employment-based teacher training scheme and instructors with special qualifications or experience.	teachers. These ranges have been reported as Range B. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists. This range has been reported as Range M. QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers.	subject to regulations made under the Education Act 2002, which provide that "specified work" may only be carried out in schools by qualified teachers and persons who satisfy certain requirements, such as persons following an employment-based teacher training scheme and instructors with special qualifications or experience.	teachers. These ranges have been reported as Range B. Although the leading practitioner pay range does not require any specific additional qualification, in order to be appointed to a post on this range, a teacher must demonstrate specific skills in modelling and leading improvement of teaching skills. The pay range is only accessible in schools where the leading practitioner post exists. This range has been reported as Range M. QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers.
Estonia	Teacher qualification requirements: master degree or qualification corresponding to it and teacher qualification according to the qualification frame; basic school teacher qualification requirements working with special education pupils: master degree or qualification corresponding to it, teacher training and special pedagogical competences.	Teacher qualification requirements: master degree or qualification corresponding to it and teacher qualification according to the qualification frame; basic school teacher qualification requirements working with special education pupils: master degree or qualification corresponding to it, teacher training and special pedagogical competences.	Teacher qualification requirements: master degree or qualification corresponding to it and teacher qualification according to the qualification frame; gymnasium optional courses teacher qualification requirements: higher education.	Teacher qualification requirements: master degree or qualification corresponding to it and teacher qualification according to the qualification frame; gymnasium optional courses teacher qualification requirements: higher education.
Finland	Masters-level qualification with teaching subject as major	Masters-level qualification with teaching subject as major	Masters-level qualification with teaching subject as major	Masters-level qualification with teaching subject as major
France	P. certifiés	P. certifiés	P. certifiés	P. certifiés
Greece	Bachelor's (ISCED 6)	Bachelor's (ISCED 6)	Bachelor's (ISCED 6)	Bachelor's (ISCED 6)
Iceland	M.ed.	M.ed.	M.ed.	M.ed.
Ireland	Primary Degree and Postgraduate Masters in Education or Bachelor of Education (i.e. Level 8 & Level 9 NFQ)	Minimum qualification refers to the starting salary for teachers who entered teaching from 2012. The other range above refers to the salary arrangements in place for teachers appointed prior to 2011. The pre-2011 salary scale includes salary at the relevant point of the common salary scale plus allowance of €4,918 for primary degree (Honours) plus allowance of €591 for Postgraduate Diploma in Education (Pass). Teachers at the top of the salary scale after 10 years also receive a long-service allowance of €2,324	Primary Degree and Postgraduate Masters in Education or Bachelor of Education (i.e. Level 8 & Level 9 NFQ)	Minimum qualification refers to the starting salary for teachers who entered teaching from 2012. The other range above refers to the salary arrangements in place for teachers appointed prior to 2011. The pre-2011 salary scale includes salary at the relevant point of the common salary scale plus allowance of €4,918 for primary degree (Honours) plus allowance of €591 for Postgraduate Diploma in Education (Pass). Teachers at the top of the salary scale after 10 years also receive a long-service allowance of €2,324

Israel	BA and teaching certificate	BA and teaching certificate	BA and teaching certificate	BA and teaching certificate
Italy	ISCED 7 - The salary change with the number of years of service distinct in classes of years	ISCED 7 - The salary change with the number of years of service distinct in classes of years	ISCED 7 - The salary change with the number of years of service distinct in classes of years	ISCED 7 - The salary change with the number of years of service distinct in classes of years
Japan	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act	Educational personnel certificates which are defined by the Education Personnel Certification Act
Korea	Teachers with minimum qualification hold a teacher's certificate with a major in primary education and have completed requisite courses at a University of Education (4 years).	Teachers with qualification higher than the minimum hold a teacher's certificate and have completed requisite courses at a teacher's college (4 years).	Teachers with minimum qualification hold a teacher's certificate and have completed requisite courses at a general university (4 years).	Teachers with qualification higher than the minimum hold a teacher's certificate and have completed requisite courses at a teacher's college (4 years).
Lithuania	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience	Teacher must have s a higher education, no qualification category. - Teachers qualification depends on years of experience
Luxembourg	Master degree	Master degree	Master degree	Master degree
Latvia	higher education (Bachelor or Master level) and professional teacher's qualification.	higher education (Bachelor or Master level) and professional teacher's qualification.	higher education (Bachelor or Master level) and professional teacher's qualification.	higher education (Bachelor or Master level) and professional teacher's qualification.
Mexico	ISCED 6	ISCED 6	ISCED 6	ISCED 6
Netherlands	Bachelor/Master - Many teachers teach in both lower and secondary level. In upper secondary (general) education a first degree (mostly a master) is required.	Bachelor/Master - Many teachers teach in both lower and secondary level. In upper secondary (general) education a first degree (mostly a master) is required	Bachelor/Master - Many teachers teach in both lower and secondary level. In upper secondary (general) education a first degree (mostly a master) is required	Bachelor/Master - Many teachers teach in both lower and secondary level. In upper secondary (general) education a first degree (mostly a master) is required
New Zealand	Bachelor of Teaching (grade 6-7); L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (grades 9-10) - The New Zealand Education System does not have an separate explicit ISCED 24 system. The first two years years of ISCED 2 (Years 7 and 8) are part of the NZ primary system, and the second two years (Years 9-10) are covered by the NZ secondary system.	Bachelor degree and a recognised teaching qualification	L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification	L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification
Norway	4 years of education (bachelor degree)	5 years of education (bachelor degree)	4 years of education (bachelor degree)	6 years of education (masters degree)
Poland	Minimum - Bachelor's degree or Bachelor's of Applied Science degree with pedagogical training (ISCED-A 660)	Master's degree with pedagogical training (ISCED-A 760)	Minimum - Master's degree with pedagogical training (ISCED-A 760)	Minimum - Master's degree with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7)
Scotland	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for	Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for

	all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx	all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx	all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx	all teachers. http://www.gtcs.org.uk/professional-standards/the-standards/standards-for-registration.aspx
Slovak Republic	760	760	760	760
Slovenia	Adequate second cycle higher education degree (ISCED 7) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).	Adequate second cycle higher education degree (ISCED 7) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).	Adequate second cycle higher education degree (ISCED 7) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).	Adequate second cycle higher education degree (ISCED 7) - Passed the state professional examination; after certain period of time teachers are promoted to professional titles (Mentor, Advisor, Councillor).
Sweden	Teacher with pedagogical education for grades 7-9 (ISCED 5 qualification)	Teacher with pedagogical education for grades 7-9 (ISCED 5 qualification)	Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)	Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)
Turkey	Bachelors Degree in the relevant field, obtained from a faculty of education	Bachelors Degree in the relevant field, obtained from a faculty of education	Bachelors Degree in the relevant field, obtained from a faculty of education	Bachelors Degree in the relevant field, obtained from a faculty of education
United States	The minimum qualification varies by state, but for the purposes here it is a Bachelor. - For sample size purposes, starting teachers refer to teachers with 2 years or less experience. Across all ISCED levels, this represents about 10 percent of the teacher sample.	Master qualification for the whole level The most prevalent qualification changes with years of experience: Starting teachers: BA (66.2%) 10 years experience: MA (56.2%) 15 years experience: MA (53.0%) Top: MA (52.7%)	The minimum qualification varies by state, but for the purposes here it is a Bachelor - For sample size purposes, starting teachers refer to teachers with 2 years or less experience. Across all ISCED levels, this represents about 10 percent of the teacher sample.	Master qualification for the whole level The most prevalent qualification changes with years of experience:. Starting teachers: BA (60.4%) 10 years experience: MA (55.2%) 15 years experience: MA (54.1%) Top: MA (54.1%)

Table X3.D3.3. Reporting of social/pension contributions in teachers' statutory salaries (2017)

	Inclusion of social security and pensions scheme contributions							
	Paid by the employers				Paid by the employees			
	Pre-Primary	Primary	Lower Secondary	Upper Secondary	Pre-Primary	Primary	Lower Secondary	Upper Secondary
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Countries								
Australia	No	No	No	No	Yes	Yes	Yes	Yes
Austria	No	No	No	No	Yes	Yes	Yes	Yes
Canada	No	No	No	No	No	No	No	No
Chile	No	No	No	No	Yes	Yes	Yes	Yes
Czech Republic	No	No	No	No	Yes	Yes	Yes	Yes
Denmark	No	No	No	No	Yes	Yes	Yes	Yes
Estonia	No	No	No	No	Yes	Yes	Yes	Yes
Finland	No	No	No	No	Yes	Yes	Yes	Yes
France	No	No	No	No	Yes	Yes	Yes	Yes
Germany	No	No	No	No	Yes	Yes	Yes	Yes
Greece	No	No	No	No	Yes	Yes	Yes	Yes
Hungary	No	No	No	No	Yes	Yes	Yes	Yes
Iceland	No	No	No	No	Yes	Yes	Yes	Yes
Ireland	No	No	No	No	Yes	Yes	Yes	Yes
Israel	No	No	No	No	Yes	Yes	Yes	Yes
Italy	No	No	No	No	Yes	Yes	Yes	Yes
Japan	No	No	No	No	Yes	Yes	Yes	Yes
Korea	No	No	No	No	Yes	Yes	Yes	Yes
Latvia	No	No	No	No	Yes	Yes	Yes	Yes
Luxembourg	No	No	No	No	Yes	Yes	Yes	Yes
Mexico	No	No	No	No	Yes	Yes	Yes	Yes
Netherlands	No	No	No	No	Yes	Yes	Yes	Yes
New Zealand	No	No	No	No	Yes	Yes	Yes	Yes
Norway	No	No	No	No	Yes	Yes	Yes	Yes
Poland	No	No	No	No	Yes	Yes	Yes	Yes
Portugal	No	No	No	No	Yes	Yes	Yes	Yes
Slovak Republic	No	No	No	No	Yes	Yes	Yes	Yes
Slovenia	No	No	No	No	Yes	Yes	Yes	Yes
Spain	No	No	No	No	Yes	Yes	Yes	Yes
Sweden	No	No	No	No	No	No	No	No
Switzerland	No	No	No	No	Yes	Yes	Yes	Yes
Turkey	No	No	No	No	No	No	No	No
United States	No	No	No	No	Yes	Yes	Yes	Yes
Economies								
Flemish comm. (Belgium)	No	No	No	No	Yes	Yes	Yes	Yes
French comm. (Belgium)	No	No	No	No	Yes	Yes	Yes	Yes
England (UK)	No	No	No	No	Yes	Yes	Yes	Yes
Scotland (UK)	No	No	No	No	Yes	Yes	Yes	Yes
Partners								
Argentina	m	m	m	m	m	m	m	m
Brazil	No	No	No	No	Yes	Yes	Yes	Yes
China	m	m	m	m	m	m	m	m
Colombia	No	No	No	No	Yes	Yes	Yes	Yes
Costa Rica	No	No	No	No	Yes	Yes	Yes	Yes
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Lithuania	No	No	No	No	Yes	Yes	Yes	Yes

Russian Federation	No	No	No	No	Yes	Yes	Yes	Yes
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m

Annual statutory teacher compensation by level of education: salary scales

Some countries report gross salaries based on more than one salary scale or remuneration group. For these countries additional data are collected on the number of scales that apply within the country as well as the distribution of teachers in the different scales (see below).

Number of scales that apply by ISCED level and name of scale and percentage of teachers in scale [Back to main table for this Indicator](#)

Table X3.D3.4. Number of salary scales used for teachers, by level of education (2017)

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
Austria Back to main table for this Indicator		<i>2 scales:</i> Old service act (93%) New service act (7%)	<i>2 scales:</i> Old service act (96%) New service act (4%)	<i>5 scales:</i> Old service act (100%) New service act (0%)
Belgium (French Community)	<i>12 scales :</i> 301 (99%) 501 (1%) 174 (0%) 182 (0%)	<i>12 scales :</i> 301 (95%) 501 (2%) 182 (1%) 30A (0%)	<i>12 scales :</i> 301 (88%) 501 (7%) 182 (1%) 30A (1%)	<i>12 scales :</i> 501 (82%) 346 (8%) 50A (3%) 542 (2%)
Chile	<i>3 scales</i>	<i>3 scales</i>	<i>3 scales</i>	<i>3 scales</i>
Czech Republic Back to main table for this Indicator	<i>3 scales:</i> Scale 8 (9%) Scale 9 (25%) Scale 10 (33%)	<i>3 scales:</i> Scale 11 (6%) Scale 12 (19%) Scale 13 (22%)	<i>3 scales:</i> Scale 11 (4%) Scale 12 (15%) Scale 13 (23%)	<i>3 scales:</i> Scale 11 (6%) Scale 12 (20%) Scale 13 (27%)
England Back to main table for this Indicator	<i>4 scales:</i> Unqualified Teachers (0%) Main Pay Range (55%) Upper Pay Range (42%) Pay Range for Leading Practitioners (0%)	<i>4 scales:</i> Unqualified Teachers (0%) Main Pay Range (55%) Upper Pay Range (42%) Pay Range for Leading Practitioners (0%)	<i>4 scales:</i> Unqualified Teachers (0%) Main Pay Range (38%) Upper Pay Range (60%) Pay Range for Leading Practitioners (2%)	<i>4 scales:</i> Unqualified Teachers (0%) Main Pay Range (38%) Upper Pay Range (60%) Pay Range for Leading Practitioners (2%)
Estonia Back to main table for this Indicator	<i>4 scales:</i> Younger teacher (8%) Teacher (83%) Senior teacher (9%) Teacher educationalist (expert in methods) (0%)	Teacher	Teacher	Teacher
France Back to main table for this Indicator	Professeur des écoles (98%)		Certiifiés (87%)	Certiifiés (67%)
Israel Back to main table for this Indicator	<i>2 scales</i> <i>scale applicable before the reform (2%)</i> <i>New Horizon (98%)</i>	<i>2 scales</i> <i>scale applicable before the reform (1%)</i> <i>New Horizon (99%)</i>	<i>2 scales</i> <i>scale applicable before the reform (3%)</i> <i>New Horizon (97%)</i>	<i>2 scales</i> <i>scale applicable before the reform (29%)</i> <i>Oz Letmura (71%)</i>

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
Mexico Back to main table for this Indicator	<i>7 scales:</i> Tradicional K1A K1B K1F K1C K1D K1E	<i>7 scales:</i> Tradicional K1A K1B K1F K1C K1D K1E	<i>6 scales:</i> Tradicional K1A K1B K1C K1D K1E	<i>3 scales:</i> Profesor titular "A" (Tiempo completo) Profesor titular "B" (Tiempo completo) Profesor titular "C" (Tiempo completo)
Netherlands Back to main table for this Indicator	<i>3 scales:</i> LA (74%) LB (26%) LC (0%)	<i>3 scales:</i> LA (74%) LB (26%) LC (0%)	<i>3 scales:</i> LB (43%) LC (31%) LD (26%)	<i>3 scales:</i> LB (43%) LC (31%) LD (26%)
Switzerland	<i>26 scales</i>	<i>26 scales</i>	<i>26 scales</i>	<i>26 scales</i>

Actual salary: Table D3.4.

Methodology

Australia:

Data are based on weighted averages of state and territory education department responses. [Back to main table for this Indicator](#)

Austria:

Notes on methodology for teachers: The actual average salaries were calculated for full-time equivalent teachers. As for statutory salaries, the actual salaries of pre-primary teachers have been reported missing. Headmasters, deputies and assistants as well as heads of departments are excluded as from 2015.

Notes on methodology for school heads: Average gross annual salary. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Only teachers aged 25 to 64 are included with a full-time work and the most prevalent scales in public regular pre-primary, primary and secondary are included. The data include bonuses and allowances. [Back to main table for this Indicator](#)

Belgium (French Community):

The data on actual average salaries refers to teachers' gross salaries including end of year bonuses and holiday allowances. Employer contributions are excluded in order to have comparable data to statutory rates of teachers' salaries. [Back to main table for this Indicator](#)

Brazil:

In Brazil teachers can teach at different levels of education but it is not possible to provide the proportion of teaching time at each level. For that reason, teachers that teach at different levels of education were equally divided at each ISCED (if teachers teach at ISCED 1, ISCED 24 and ISCED 34, then these teachers were considered as 0.33 when computing the proportion of teachers by attainment level at ISCED 1, 0.33 when computing the proportion of teachers by attainment level at ISCED 24 and 0.33 when computing the proportion of teachers by attainment level at ISCED 34). Average annual actual teachers' salaries were calculated using full-time equivalent teachers. Actual salaries were calculated according to a study that can be find in Portuguese at the following link: http://download.inep.gov.br/informacoes_estatisticas/indicadores_educacionais/2014/rendimento_medio_docentes/rendimento_medio_docentes_2014.pdf. [Back to main table for this Indicator](#)

Chile:

Notes on methodology for teachers: data corresponds to remunerations payed in the first semester of 2017, when Law 20.903 had not yet come into effect. These remunerations were deflated to match payments in 2016. The actual annual average gross salary was calculated for full-time teachers in public institutions. [Back to main table for this Indicator](#)

Denmark:

The reported actual salary is a calculated salary. The statistical databases containing data on salary data for teachers and for the entire group of school leaders do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either with the total pension contribution included or without pension contributions as a whole.

For school heads, the compulsory contribution to pension is decided by collective agreements, and this payment for pension is an important part of the salary for school leaders. The part for pension is about 15 - 17 percent of the net salary. Formally the employee's share is 1/3 and the employer's share is 2/3, but both shares are handled identical and the distinction between the employee's share and the school leaders share is of no practical importance. Therefore about 14 percent of the gross salary is not at immediate disposal for the school heads but is transferred to each single school heads account for pension. It might seem meaningful to include both the 1/3 of the payment for pension (employee's part) and the 2/3 (the employers part), but in accordance with the manual for this data collection and recommendations from EU and OECD the employers part is deducted from the reported salaries. The employer part of the pension payment is estimated to be between 8 and 10 percent of the gross salary, The salary is calculated on the basis of the gross salary from which the estimated share of the pension contribution paid by the employer is deducted. [Back to main table for this Indicator](#)

England:

Notes on methodology for teachers: The population of teachers covered by the actual salary figures includes full-time classroom teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes teachers paid on the unqualified teacher pay range, who are following an employment-based route to Qualified Teacher Status (QTS), and teachers paid the main, upper and leading practitioner pay ranges (Ranges A, B and M). It includes teachers on the pay ranges for 'England and Wales (excluding London Area) area' (one of the four sets of geographical pay ranges in the framework).

Notes on methodology for school heads: The population of head teachers covered by the actual salary figures includes full-time head teachers aged between 25 and 64 who are employed in maintained schools and academies. The population includes head teachers paid on the head teacher pay ranges Group 1-8. It includes head teachers on the pay ranges for 'England and Wales (excluding London Area) area' (one of the four sets of geographical pay ranges in the framework). Executive head teachers, that is, head teachers who are responsible for more than one school, have been excluded. [Back to main table for this Indicator](#)

Estonia:

The total cost of wages (bonuses are included) of public school teachers/heads (municipal and government owned schools) and municipal kindergarten teacher/heads is divided by the number of teachers/heads in full-time equivalence; data are based on the average gross salaries in the viewed period. [Back to main table for this Indicator](#)

Finland:

Monthly actual salary multiplied by 12 and the holiday bonus is added. [Back to main table for this Indicator](#)

France:

The scope is the whole France (excluding Mayotte), and only the public sector. At the secondary level, the VET programmes are not included.

Notes on methodology for teachers: The data are from the database for public services (*Siasp*), produced by INSEE.

The *Siasp* database uses monthly payroll records of the state for the majority of their public servants and covers three sectors of the public service: the state (*en fonction publique d'Etat (FPE)*), territorial units (FTP) and hospitals (FPH). This source is based on the concept of "post" periods, aggregating the periods the employee served at one workplace. The database considers the remuneration of active staff (full-time/part-time/ordinary leave payments) and of inactive (non-working) staff (dismissal wages /unemployment benefits/long sick leave payments). The data reported on teachers' salaries refer to annual full-time equivalent remunerations. The annual full-time equivalent is calculated based on the active periods of the databases.

The gross actual salary is obtained by adding to gross salary indexes the residence allowance (IR), the family allowance (SFT) and further bonuses and allowances such as the NBI (new salary bonus), overtime, and other bonuses depending on the specific education or substitute activities (e.g. as a director), etc.

Concerning the percentage of teachers by ISCED level of attainment:

- ISCED 02 and 1: the teacher of reference is *professeur des écoles* (PCS "421b"), and the available data do not permit a separation between ISCED 02 and ISCED 1;
- ISCED 24 and 34: the teacher of reference is *professeurs du secondaire agrégés et certifiés* (PCS "341a") and the available data do not permit a separation between ISCED 24 and ISCED 34. [Back to main table for this Indicator](#)

Greece:

Notes on methodology for teachers: For the average salaries reported in ISCED 02 and ISCED1, administrative data from 53.696 teachers with permanent contracts and 14.524 full-time substitute teachers have been used. For the average salaries reported in ISCED 24 and ISCED 34 administrative data from 61.208 teachers with permanent contracts and 7.822 full-time substitute teachers have been used including teachers in vocational secondary schools.

Notes on methodology for school heads: For the average salaries reported in ISCED 02 and ISCED1 administrative data from 13,638 school heads have been used. For the average salaries reported in ISCED 24 and ISCED 34 administrative data from 7,596 school heads have been used including teachers in vocational secondary schools. [Back to main table for this Indicator](#)

Hungary:

Pre-primary data include teachers in NACE 85.1 and ISCO 2342. Primary and lower secondary teachers include teachers in NACE 85.2 and ISCO 2341. Upper secondary school teachers include teachers in NACE 85.3 and ISCO 2330.

Data refers to the actual annual average gross values of teachers' earnings in HUF (Hungarian Forint). Data are based on the Hungarian Structure of Earnings Survey. The individual wage/earnings survey has been carried out according to the EU requirements for the Structure of Earnings Survey in Hungary since 2002. The circle of data suppliers includes all institutions in the public sector. The survey covers full-time, as well as part-time employees. The survey is carried out for the reference month of May. Monthly gross earnings are calculated for the reference month including regular earnings elements and 1/12th of the total amount of non-monthly bonuses and rewards received in the previous year. The methodology of the calculation assures that gross earnings for May represent an average monthly earning in the surveyed year. Therefore gross monthly earnings can be used to calculate gross annual earnings.

In Hungary it is not possible to separate teachers in primary education and lower secondary education. Primary schools in Hungary provide education from age 6 to age 14. Teachers teaching in these schools are classified as primary school teachers, although many of these teachers teach in lower secondary grades as well. Actual earnings data of teachers were somewhat higher in 2016 than in 2015. [Back to main table for this Indicator](#)

Israel:

1) The actual salary is based on the annual salary of all the full-time equivalents which is 90% or more of full-time statutory job. For each level of education, the actual salary was calculated by dividing total wages by the number of full-time equivalents; necessary adjustments and supplements that are paid once a year, like bonuses for vacation, clothing and "Long School Day" have been taken into account.

2) The data reported in the table consider full-time working teachers (over 90% statutory definition of a local job in Israel). To calculate the average salary pooling all employments (including part-time teachers) the wage is lower by about 3.5-5.5% of the salary reported.

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Italy:

The average annual salary of teachers is calculated as the ratio between the sum of all gross amounts paid to teachers in the required school year (eg.: for a.s.2015/16 sum of the salaries and additional supplementary and/or accessory emoluments paid from September 2015 to August 2016) and the total number of teachers in that school year. This calculation is the same for all age groups. [Back to main table for this Indicator](#)

Latvia:

Information about incidental/occasional additional payments to teachers/school heads is not included; however other allowances are included.

State Education Information System contains data whether a teacher has higher (not below ISCED 6) education or not. Data are not differentiated further whether a teacher has actually ISCED 6, or ISCED 7, or ISCED 8 level of attainment.

A decrease of actual average salaries of teachers was observed between the 2014/15 reference year and 2015/16. This process is similar to what happened with actual teaching time. There are several factors which have an impact on this decrease: (1) population migration from rural areas to the cities – in rural areas the number of schools with small number of students increases (schools with less than 50 students and schools between 50 and 100 students), and (2) the number of teachers in rural areas stays the same, even if number of students decreases. As a result not only actual average teaching time decreases but also actual average salaries.

Data are sourced from the State Education Information System. The database includes some information on qualification levels of teachers, namely whether a teacher has ISCED 6 level education or not. However, data are not differentiated by the specific level of attainment (ISCED 6, or ISCED 7, or ISCED 8).

In Latvia the actual salaries of teachers are significantly higher than the statutory equivalent at each level of education taught. While statutory salaries refer to the minimum salary payable, and relate to one full-time workload of 21 hours of teaching, in reality teachers are often required to teach more hours and to perform additional tasks for which they can be compensated (such as preparing lessons, correcting homework, grading tests and participating in meetings). The rate of salary payable to teachers also varies in accordance with size of the school. Additional payments, on top of the statutory amount, are made to teachers working in larger schools. In addition, Latvia has developed a closer relationship between teacher performance and compensation through a performance-based pay programme, introduced in 2009. Outstanding teachers can receive up to an additional 25% of their minimum salary. [Back to main table for this Indicator](#)

Luxembourg:

The gross statutory salary adjusted to the cost of living in Luxembourg is multiplied by thirteen. The cost of living is expressed in one "*point indiciaire*" and then multiplied by the number of these points allocated to the teachers according to their years of service.

See link: <http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitement-fonctionnaire/index.html>

The salaries are calculated by multiplying the number of “*points indiciaires*” (e.g. for a teacher with 10 years of service: 425 “*points indiciaires*” multiplied by EUR 18,922897 equals EUR 8,042.23 as a monthly salary). This is multiplied by 12.76 for a full-year salary. This includes the part of employee pension payments, as well as a 13th month adjusted to 0.76 because the 13th month is calculated without pension payments. [Back to main table for this Indicator](#)

Netherlands:

Notes on methodology for teachers: The figures are total year salary and allowances are included. Salaries are based on collective labour agreements. The number of teachers and the salaries are based on actual data provided by the school boards to the Ministry of Education, Culture and Science.

Notes on methodology for school heads: The actual salaries are the weighted average for the full-time equivalent teachers, for each scale and period of time and the statutory salary are the weighted average for each combination of scale and period. [Back to main table for this Indicator](#)

New Zealand:

Average salary calculations are based on teachers that worked over 90% of the February-November period, given that December-January is the summer holiday period.

Schools can cover more than one ISCED level. Teachers working within such schools were split by ISCED level using the type of employment contract (either primary or secondary) and the type of school they worked in. [Back to main table for this Indicator](#)

Norway:

The municipalities submit information on actual wages to The Norwegian Association of Local and Regional Authorities (KS) once a year. The reference date is December 1st each year. The municipalities shall state the salary earned in November and paid in December. The municipalities shall provide information on all of their employees, except employees with a very loose (volatile) employment. All municipalities have to provide information to KS ' PAI- register, and in fact for many years the statistics encompasses teachers in all of the municipalities. The municipalities must also, among other things, state the employee's social security number, code of education and employment rate. KS reviews the data and the municipalities must, if necessary, correct the data. As far as we know there is no deviation from the guidelines and definitions in your manual. [Back to main table for this Indicator](#)

Poland:

Notes on methodology for teachers: Teachers' salaries for the school year 2015/2016 were calculated on the basis of the actual data collected in the School Education Information System (SIO) as of the 31 March 2016. They take into account the basic salary, benefits, overtime payments, supplements for the teachers in rural schools and for accommodation, as well as holiday's payments. The reference date for this calculation is March 2016 and the data available on that day were then extrapolated for the entire year. Calculation excludes equalization supplements as well as payments for ad hoc substitutions.

Notes on methodology for school heads: School head salaries for the school year 2015/2016 were calculated based on actual data collected in the School Education Information System (SIO) and they reflect the situation on the March 31, 2016. The actual gross salaries were calculated as the average salaries including all bonuses, allowances and additional payments of full-time school heads and their deputies aged 25 to 64. At the upper secondary level (ISCED 3) the salaries of the school heads and their deputies were calculated only for the general programmes. The reference date for calculation is March 2016 and the data available on that day were then extrapolated for the entire school year. Calculation excludes equalization supplements as well as payments for ad hoc substituting. [Back to main table for this Indicator](#)

Portugal:

Notes on methodology for teachers: In Portugal, the career of all teachers is the same, for all ISCED levels, and lower and upper secondary teachers (ISCED 24 and ISCED 34) belong to the same formal group (*professores do 3.º ciclo do ensino básico e do ensino secundário*). For the purpose of calculating salary averages, all such teachers were classified in the ISCED level in which his/her teaching load is higher. These averages were based on full-time equivalent teachers from public schools under the tutelage of the Ministry of Education (excluding vocational schools). It should also be noted that in Portugal lower and upper secondary teachers may teach general and/or vocational courses.

Notes on methodology for school heads: Calculation method:

- a) Data collection of school heads gross salaries paid in the school year 2015/2016, during May (corresponding to the month actually used for the production of official education statistics);
- b) Value multiplied by 14, to obtain the yearly gross salary for each school head;
- c) In the end, calculation of the average gross annual salary of school heads;
- d) As the same school/school cluster could teach programmes of various ISCED levels, the same value was considered to all ISCED levels. [Back to main table for this Indicator](#)

Slovenia:

Notes on methodology for teachers: Data on the average annual actual teachers' salaries refer to: ISCED 1 level - generalist (class) teachers; ISCED 2 level - subject specialist teachers; ISCED 34 level - general subject's teachers (in general and vocational upper secondary schools) and educators at residence halls for students.

Data on the average actual teachers' salaries (ISCED 1, 2, 34) is composed of a sum of 3 average monthly salaries received by teachers in 2015 (final data) and 9 average monthly salaries received in 2016 (provisional data). Data on the average actual teachers' salaries (ISCED 0) is composed of a sum of average salaries received in school year 2015/2016.

Notes on methodology for school heads: Data on the average actual school heads' salaries is composed of a sum of average salaries received in school year 2015/2016. [Back to main table for this Indicator](#)

Sweden:

Actual teachers' salary are based on data of teachers with pedagogical qualifications from Statistics Sweden (SCB) and do not include bonuses and allowances.

The source for data is the Register of Teachers, managed by Statistics Sweden and was combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual. Teachers on ISCED 0 were included in the register in 1999. Therefore the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centres. This applies when data on teachers' salaries is reported on basis of work experience since Sweden lack of information on work experience for pre-school teachers.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education.

It is not possible to distinguish the salaries between school heads on ISCED 1 and ISCED 24, therefore the same salary is reported. [Back to main table for this Indicator](#)

Turkey:

Data concerning ages may be misleading, as the criteria for identification of salary is based on years of experience, foreign language (additional fee), number of children. In addition, gender is not a criterion in defining the salaries in the country.

Notes on methodology for school heads: To reach an average actual salary, we calculated the average mean of the salaries paid for school heads with minimum and maximum year of service, which is the major indicator of the salaries in Turkey. Nevertheless, differences between these groups are minor and therefore the average score is quite accurate. [Back to main table for this Indicator](#)

United States:

The salaries are derived from National Teacher and Principal Survey (NTPS), 2015/16 Public School Teacher Questionnaire, and the Consumer Price Index. This is a sample survey that is representative of teachers in public schools in each state in the United States. Data reported for actual salaries include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay.

Please note that other combinations of earnings are also possible with the inclusion of pay from teaching summer school, non-teaching jobs at school during the summer, and non-school jobs. Please see notes for D3.1, D3.3, D3.5, and D3.6 for more information. [Back to main table for this Indicator](#)

Interpretation

Australia:

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

There are some changes in the actual salaries reported from 2013 due to Australia's methodology based on calculating weighted averages for the states and territories. In 2013, data included for the first time one of the

larger states who had previously been unable to provide information. The inclusion of this State has led to the apparent decrease in actual salaries. This should be taken into account when comparing the data. [Back to main table for this Indicator](#)

Austria:

For ISCED 34 vocational programmes are included. [Back to main table for this Indicator](#)

Belgium (French Community):

The statutory teacher's salary is about the same as the actual salary, except for teachers with the minimum level of qualification at the upper secondary level, whose actual salary is much lower. Moreover their level of qualification is lower than the typical level of qualification of lower secondary teachers. [Back to main table for this Indicator](#)

Chile:

The gross salary of teachers is reported by some school's principals and it is not compared with other sources of information. This should be considered when interpreting the national figure. [Back to main table for this Indicator](#)

Czech Republic:

Classification of school head doesn't fully corresponds with ISCED. Actual salaries are available only for teachers of basic schools (primary and lower secondary together). Thus, values for the ISCED level 1 and 24 are the same. It is not possible to separate lower grades of multi-years gymnasia (ISCED 24) and vocational programmes of secondary education (ISCED 35), thus they are included in the column upper secondary (ISCED 34). [Back to main table for this Indicator](#)

Estonia:

These data show average gross annual wages of public school teachers (including bonuses; divided by the number of teachers in full-time equivalence) and of kindergarten teachers (if the kindergarten-primary school belongs to a municipality). [Back to main table for this Indicator](#)

Finland:

For the pre-primary level, data is reported on the majority of pre-primary teachers, i.e. kindergarten teachers and ECEC centres for school heads. [Back to main table for this Indicator](#)

Greece:

Notes on interpretation for teachers: Gross salaries include base salaries and allowances given to individual teachers depending on their circumstances (e.g. number of dependent children, allowances for teaching in disadvantaged or remote areas, etc.) before taxation and including all contributions paid by teachers for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average teachers' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. Salaries of teachers who do not teach full-time as specified in relevant legislation (Law 3848/2010, art.5 para. 1) or do not teach at all because they serve as school counsellors or directors or regional directors etc. have not been included. Salaries of Pre-primary teachers refer only to teachers in Kindergartens of the Hellenic Ministry of Education, Research and Religious Affairs.

Statutory salary grades and scales do not distinguish between male and female teachers. Also, they do not distinguish between secondary education teachers in general programmes and teachers in vocational upper secondary programmes.

Notes on interpretation for school heads: Gross salaries include base salaries, and allowances given to school heads depending on their circumstances (e.g. the size of the school in terms of number of classes and the ISCED level, number of dependent children, allowances for teaching in disadvantaged or remote areas, etc.) before taxation and including all contributions paid by the employees for pension, insurance, solidarity, etc. This must be taken into consideration when these average salaries are compared to average school heads' salaries of countries that report net salaries instead of gross, or in the case of countries that report only average base salaries. Salaries of Pre-primary school heads refer only to teachers in Kindergartens of the Hellenic Ministry of Education, Research and Religious Affairs. [Back to main table for this Indicator](#)

Iceland:

Data on salaries is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey. Means are weighted means according to the survey design. Data on education are census data.

Data on salaries are for the calendar year 2016. Data on education are for the school year 2015-2016. [Back to main table for this Indicator](#)

Israel:

For the average actual teachers' salaries (including bonuses and allowances) there is no statistically significant data for male teachers at ISCED 02 as there are less than 50 male kindergarten teachers in the system.

The distribution of salary data by age and gender for teachers in upper secondary school is not available. [Back to main table for this Indicator](#)

Italy:

Notes of interpretation for teachers: Teachers at Isced0 and Isced1 level have the same qualification and remuneration, therefore the value refers to an aggregate of the two levels.

The average of actual salary for 35-44 year-olds is relatively volatile due to the a small number of teachers in this age bracket, meaning the weight of new entrants into this group can have a large effect on the average salary.

Notes of interpretation for school heads: As each school generally comprises several ISCED levels, it is not possible to give actual figures separately for each level. [Back to main table for this Indicator](#)

Netherlands:

Teachers hired via employment agencies are excluded. These data are not available. [Back to main table for this Indicator](#)

Norway:

The figures for the percentage of teachers aged 25-64 by ISCED level of attainment do not include employees with unknown education. For some employees it is hard or impossible to determine their ISCED level of attainment. Therefore, the figures reported this year do not include these employees. [Back to main table for this Indicator](#)

Poland:

Teachers' salaries vary depending on various factors, among which is the location of their school. Teachers who are employed in schools situated in localities with less than 5 000 inhabitants receive additional payments (rural area residence allowances). Due to the fact that most of upper secondary schools are located in towns with more than 5 000 inhabitants and that teachers who are employed in these schools do not receive rural area residence allowances, their salaries are lower than the salaries of the teachers of primary and lower secondary schools. Rural area residence allowances are so substantial (above 10% of basic teachers' salary) that if they were not taken into account, actual teachers' salaries of upper secondary schools would be the highest ones. [Back to main table for this Indicator](#)

Portugal:

In Portugal, most schools are grouped in school clusters, which contain schools teaching courses in various ISCED levels. In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly. Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools. [Back to main table for this Indicator](#)

Scotland:

The actual data are based on the total full-time equivalent teachers and the annual salary as they were on in September 2014. The figures provided for the average gross annual salary for teachers aged 25-64 are for all teachers, not just those aged 25-64, as there is no data available on teachers' salaries by age. [Back to main table for this Indicator](#)

Slovak Republic:

The collected data on average salary refers to average salaries for *ISCED 1* and *ISCED 24*. Both categories are pooled together and cannot be separated.

The data for *ISCED 34* refers exclusively to *Gymnasiums*, which account for 98% of all general programmes.

Allowances for headmaster and deputy headmaster are included as they are also classroom teachers. The bonuses cannot be separated. Overall, the allowances included cover those for management positions, allowances related to their level of education/training of teachers (credit system), mentoring allowances, allowances for substitution and personal allowances. [Back to main table for this Indicator](#)

Slovenia:

Data on the average annual actual teachers'/school head's salaries include additional payments and allowances except the annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (*jubilejna nagrada*). [Back to main table for this Indicator](#)

Sweden:

Average salary is reported. The data is based on salaries of teachers with pedagogical qualifications.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education. Note that the data does not include salaries for teachers teaching vocational subjects.

From this year onward data for teachers on ISCED level 0 includes both teachers in pre-school, pre-school class and leisure time centres. In previous editions of *EAG* the data on ISCED 0 only referred to teachers in pre-school class and leisure time centres. [Back to main table for this Indicator](#)

United States:

Data reported for actual salaries include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. [Back to main table for this Indicator](#)

Criteria and decision level for various types of salary payments: Tables D3.7 and D3.8.

Interpretation**Australia:**

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Allowances related to other tasks and responsibilities of teacher: Rural and remote incentive schemes may (not mandatory) incorporate a range of incentive options, including (but not limited to): subsidised accommodation, concessional travel arrangements, education assistance for dependents, additional leave entitlements, additional learning and development entitlements and priority transfer following a period of service. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Allowances related to other tasks and responsibilities of the teacher:

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation), the pay is Maximum - 140% of the basic salary

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Different fixed amounts according to different qualifications: min EUR 43.91066 per month; max EUR 131.7525 per month. [Back to main table for this Indicator](#)

Belgium (French Community):

Allowances related to other tasks and responsibilities of teachers:

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Overtime are paid at the minimum of the scale (work experience 0), applying a higher tax denominator than usual.

Example: A teacher works 20 hours per week (tax denominator of 20) paid at scale 501 with 15 years of experience and earns a salary of EUR 51,129.02 plus an allowance for holidays of EUR 2,592.71 and an end of year bonus of EUR 1,877.03 so all in all EUR 55,598.76. Added to this, he does two overtime hours. Those hours are paid at the gross salary of scale 501 with 0 years of experience so EUR 37,998.95 with a tax denominator of 25, taking into account the following formula: $34,998.95 \times 2 / 25 = \text{EUR } 2,799.92$.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Teachers at ISCED 02, 1 and 24 who have a master degree in Science of Education are paid at scale 501 (most common at ISCED 34) instead of 301. At the beginning of their career, they are paid EUR 38,247.49 instead of EUR 30,744.29 (scale 301).

Other criteria:

Family status (e.g. married number of children): Gross annual salary is not impacted by family status or the number of children. However, net salary depends of those criteria as taxes vary depending on the situations. For

example, the higher the number of children is, the lowest the taxes are. http://www.enseignement.be/index.php?page=26823&do_id=6334.

Holiday benefits (e.g. for religious and/ or official holiday)s: The French Community provides holiday benefits in June. The allowance is calculated as follows: indexed gross salary x 70% x 86.93%.

Thirteen month benefits (in December): The allowance is not equal to a 13th month (e.g. a salary identical to the one corresponding to other months). In the French Community of Belgium there is a *prime de fin d'année*, which is calculated as follows: a fixed part (EUR 567.37) + a variable part (indexed gross salary x 2.5%) [Back to main table for this Indicator](#)

Costa Rica:

Allowances related to teachers' qualifications, training and performance:

Outstanding performance in teaching: The evaluation shall be taken into account in any "Personnel Action" that benefits the server and as a factor that will be considered for transfers, increases in salaries, licenses and, in general, for the other purposes stated in this law and other applicable laws and regulations.

The evaluation and qualification of services shall be given to officials, regular or interim that during the school year perform work in the same institution, provincial, official or department, for at least four months, continuously or alternatively. The result of the qualification will be given in order of merit according to the following concepts: Excellent, Very Good, Good, Insufficient and Unacceptable.

As a matter of interest, it is estimated that more than 95% of public servants get Excellent or Very Good scores.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): There are teachers exclusively trained for this purpose, so they receive a base salary for attending this student population. [Back to main table for this Indicator](#)

Czech Republic:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-40 % according to the level of leadership. School heads set the criteria for assigning the exact amount.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): An allowance for direct teaching above a specified range for teachers is equal to a double of the hourly average earnings for every hour of direct teaching. Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): School prevention specialist - further qualifications is required - CZK 1000-2000 monthly. School head decides on the exact amount. For school advisor performing the specialised methodical activity and more complicated counselling activities - further qualification is required. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes: Individual allowance, up to 50% (in exceptional cases up to 100%) of the highest salary steps in the given range (usually the individual allowance amounts to 3% of the gross salary). Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head. School head decides on exact amount.

Other: Remuneration for the successful completion of an extraordinary or exceptionally important work task. School head decides on the exact amount.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and activities of special education teachers related to the spatial orientation of visually disabled children and pupils or to those

with speech difficulties): CZK 1000-2000 monthly. School heads set the criteria for assigning the exact amount. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

Outstanding performance in teaching: Individual allowance.

Other: Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school advisors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): Teachers working in classes with pupils of different age: CZK 600-2000 monthly. School headsets the criteria for assigning the exact amount.

Other: Teachers working with pupils/students with special educational needs in special schools, classes or groups (i.e. in those specially designed for these pupils/students): CZK 600-2000 monthly. School heads set the criteria for assigning the exact amount. [Back to main table for this Indicator](#)

Denmark:

Applicable to all criteria: Concerning the decision level for the criteria applicable to the formation of base salary or additional payments of teachers, mostly, the regulations of these matters during the school year 2012/13 at primary and lower secondary level were made by collective agreements between the Danish Union of Teachers and the member authority of Danish municipalities, Local Government Denmark. At upper secondary level the regulations were made by collective agreements between the Danish National Union of Upper Secondary School Teachers and the Ministry of Finance.

New collective agreements at upper secondary level with effect from the school year 2013/14 have introduced significant changes in the regulations made by collective agreements. From 2013/14 the school leaders in general have the competences to decide about the teachers working activities, how many hours to teach and how many other duties and tasks related to teaching to take care of as a part of the ordinary job and without further payment.

At primary and lower secondary level the negotiation of the new collective agreement in 2013 resulted after a nationwide 25-day long lockout of the teachers with a regulatory intervention by the parliament (*Folketinget*). Regulated by law with effect from the school year 2014/15 it was decided to give the school leaders the competence to decide about the teachers working activities, how much to teach and how many other duties and tasks related to teaching to take care of as a part of the ordinary job without further payment.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): The highest ranked management posts, where teachers participate in management, i.e. deputy school leader or head of department, are compensated with additional pay and regulated by collective agreements.

A large number of teachers with subordinate management tasks such as project managers, managers of professional groups will typically be compensated with timer reduction and/or additional payment. Decision on this is typically taken at the local school level by the school leader.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Primary and lower secondary: 119,62 DKK extra per hour. General upper secondary: Payment of additional work takes place at an hourly rate calculated as the current annual gross salary divided by 1924 plus 50%. 1924 is the annual working hours including vacation.

Special tasks (e.g. training student teachers and providing support to other teachers.): Compensation for support to other teachers are not regulated but decided at local level. The compensation for this can be extra payment and/or reduction in teaching time.

Allowances related to teaching conditions: Most of the teachers' support for pupils with special difficulties is not regulated with regard to teachers' compensation. Decisions are taken locally. The compensation for this can be extra payment and/or reduction in teaching time.

Teaching in a disadvantaged, remote or high-cost area (location allowance): The payroll for teachers gives a little higher salary in high-cost areas, but not much. In order to attract teachers to areas where it is difficult to attract teachers, a higher salary is often paid. Decisions about this are taken locally. The harder it is to get qualified teachers, the more it will be to pay extra in line with the regular market mechanisms.

For others criteria, decisions about allowances are mainly not taken at the local school level but the school head. [Back to main table for this Indicator](#)

England:

The relevant body may award additional payments to teachers for undertaking a sustained additional responsibility for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. These additional responsibilities may include participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade). The additional annual payments are in the form of teaching and learning responsibility (TLR) payments. The relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with their pay policy, provided that:

a) First teaching and learning responsibility (TLR1): May be awarded when a teacher takes on "sustained additional responsibility" that "includes line management responsibility for a significant number of people" (STPCD 2016, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR1 must be no less than GBR 7,622 and no greater than GBR 12,898.

b) Second teaching and learning responsibility payment (TLR2): May be awarded when a teacher takes on "sustained additional responsibility" that does not include line management duties for a significant number of people (STPCD 2016, p. 25-26). The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value for a TLR2 must be no less than GBR 2,640 and no greater than GBR 6,450.

c) Third teaching and learning responsibility payment (TLR3): May be awarded when a teacher takes on "additional responsibility" for "clearly time-limited school improvement projects or one-off externally driven responsibilities" (STPCD 2016, p. 25-26). Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3. The relevant body (the school's governing body or local authority) determines the value of the TLR in accordance with its pay policy. The annual value must be no less than GBR 523 and no greater than GBR 2,603.

An additional payment may be awarded to a teacher in respect of the following responsibilities: "continuing professional development undertaken outside the school day," "activities relating to the provision of initial teacher training as part of the ordinary conduct of the school," "participation in out-of-school hours learning activity agreed between the teacher and the head teacher," or "additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools" (STPCD 2016, p. 28-29). An additional payment is paid as an incidental/occasional additional payment.

The relevant body (the school's governing body or local authority) determines the value of the additional payment in accordance with its pay policy.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers) or students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention) or participation in mentoring programmes and/or supporting new teachers in induction programmes: The framework for pay (STPCD 2016), which is set at central level, allows for this responsibility to either be included as part of a teacher's directed hours, in which case no allowance would be paid for the responsibility. If the responsibility is not included in directed hours, the framework for pay allows for a teaching and learning responsibility (TLR) payment to be awarded for an additional responsibility which has the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The framework for pay (STPCD 2016), which is set at central level, allows for additional payments to be made in respect of activities outside the school day. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): The framework for pay (STPCD 2016), which is set at central level, allows for this responsibility to either be included as part of a teacher's directed hours, in which case no allowance would be paid for the responsibility. If the responsibility is not included in directed hours, the framework for pay allows for a teaching and learning responsibility (TLR) payment or an additional payment to be awarded.

The framework for pay allows for additional payments to be made in respect of activities outside the school day. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

If an Additional payment is awarded, this is paid as (3) Incidental/occasional additional payments.

The framework of pay also allows for a teaching and learning responsibility (TLR) payment to be made for an additional responsibility which has the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

If a TLR is awarded, this is paid as (2) Annual additional payments.

Special tasks (e.g. training student teachers and providing support to other teachers.): The framework for pay (STPCD 2016), which is set at central level, allows for additional payments to be awarded for activities related to providing initial teacher training. The relevant body (the school's governing body or local authority) whether to award a payment and its level.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.) or successful completion of (continuing) professional development activities: The framework for pay (STPCD 2016), which is set at central level, does not include an allowance for completion of training. However, when determining the starting salary for a post, the relevant body (the school's governing body or local authority) has discretion to take into account a range of factors including the level of qualifications, skills and experience required.

Outstanding performance in teaching: The framework for pay (STPCD 2016), which is set at central level, determines the minimum and maximum for each pay range and requires that all progression is linked to performance. The relevant body (the school's governing body or local authority) determines the number and distribution of pay points within each range, and the range and level of evidence used to judge performance.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): The framework for pay (STPCD 2016), which is set at central level, allows for teaching pupils with special educational needs be included in a teacher's normal duties.

The framework for pay sets out the following criteria for the payment of a special educational needs (SEN) allowance: A SEN allowance may be awarded to a mainstream classroom teacher:

- "in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- "who teaches pupils in one or more designated special classes or units in a school;
- "in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
 - i. involves a substantial element of working directly with children with SEN;
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
 - iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service." (STPCD 2016, p. 26)

Where the criteria are met, the relevant body must award the allowance. The relevant body (the school's governing body or local authority) determines the value of the allowance in accordance with its pay policy. The annual value must be no less than £2,085 and no greater than GBR 4,116.

Teaching in a disadvantaged, remote or high-cost area (location allowance): The same pay framework applies in England and Wales, but the geographical variation set out in the framework only applies to England. There are separate geographical pay ranges for teachers employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales.

Other criteria:

Residence allowance (not dependent on a particular location): The framework for pay (STPCD 2016), which is set at central level, allows for payments for residential duties to be made. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level. [Back to main table for this Indicator](#)

Estonia:

Teachers wage components (allowances related to other tasks and responsibilities) are not regulated in any regulation; teacher's wage is an agreement between the head of school and the teacher; if a teacher is working

full-time, his/her wage can't be smaller than the minimum wage stated in regulation (The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary). [Back to main table for this Indicator](#)

Finland:

All criteria: For pre-primary education (ISCED 02), data is reported on the majority, i.e. the kindergarten teachers.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): The reduction of statutory teaching time varies from 1-12 weekly lessons depending on the size of the school.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The compensation per extra lesson is calculated based on the statutory salary and statutory teaching time. The teachers' individual salary is multiplied by 0.83 and then divided by the statutory teaching time of the individual teacher. The teaching time differs based on type of post- class teacher or subject teacher- as well the subject taught (for subject teachers).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or class teacher/form teacher: The compensation is calculated based on the statutory salary and statutory teaching time.

Allowances related to teachers' qualifications, training and performance:

Outstanding performance in teaching: The definition of the calculation is under local autonomy. The decision is generally made by the school head that is responsible for the appraisal. Compensation for performance is not widely used.

Allowances related to teaching conditions:

Teaching in a disadvantaged, remote or high-cost area (location allowance): Two different pay scales. Finland is divided into two "cost areas. The difference amounts to 1% of the statutory base salary. [Back to main table for this Indicator](#)

France:

All criteria: Concerning the data in "Who decides whether this criterion is met", "Central authorities" include decentralised administration. For an overview on the territorial organisation of the Ministry of Education in France, see: <http://www.education.gouv.fr/cid3/les-rectorats-services-departementaux-education-nationale.html>.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): For particular tasks, the amount vary according to the tasks assigned (to EUR 312 to EUR 3,750).

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): HSA: EUR 1,132 to EUR 1,495.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): For particular tasks, the amount vary according to the missions (to EUR 312 to EUR 3,750).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): Rythm of schooling's reform: extracurricular activities managed by teachers are paid between EUR 22 to EUR 27 / hour (maximum rates).

Special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1,250.

Class teacher/form teacher: Head teacher: EUR 906 to EUR 1,426.

Other: Extra hours are not regular. They are paid 1/36 of the HAS plus 25%. The payment depends of the amount realised.

Allowances related to teaching conditions: Allowance for teachers in charge of children with special needs: 929 €. Allowance for specialised teacher of EUR 844 in pre-primary and primary level.

Other criteria:

Residence allowance (not dependent on a particular location): It is the "Indemnité de résidence" paid each month. The amount depends on the area. <https://www.service-public.fr/particuliers/vosdroits/F32511>

Family status (e.g. married, number of children): It is the "SFT" (family supplement) paid each month. The amount depends on the number of children. <https://www.service-public.fr/particuliers/vosdroits/F32513>. [Back to main table for this Indicator](#)

Germany:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Varies between the *Länder* and depends also on the functions performed. In Baden-Württemberg, by way of example, the allowance can be either just less than 40 or just less than EUR 80.

Other criteria:

Family status (e.g. married, number of children): The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has. The family allowance also varies across the *Länder*.

Other (please specify): A fixed amount that varies between the *Länder*. The general post allowance may not exceed 75 per cent of the difference between the final base salary of the salary group the public servant is in and the final base salary of the next higher salary group. [Back to main table for this Indicator](#)

Greece:

The answer on the nature of compensation, namely, "(1) Defined as percentage of statutory base salary paid to teachers" means that a task is considered as a responsibility for teachers for receiving the base salary, but national legislation does not specify which percentage of statutory base salary is given for each task. The answers to this questionnaire do not include all the duties or responsibilities of teachers.

Allowances related to other tasks and responsibilities of teachers:

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): There is overtime compensation when a teacher teaches more hours than required in normal situations. The compensation depends on the number of extra hours s/he teaches per week. It is EUR 10 gross per extra teaching hour, and it must not be for more than 20 hours per month.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): These tasks are performed by teachers but teachers are not compensated for performing them by an allowance (G.G. 1340/B /16-10-2002 Art. 36 par.16, 18 and Art. 39, Section B par. 4).

Special tasks (e.g. training student teachers and providing support to other teachers.): Public school teachers who are appointed school counsellors receive an annual allowance of 300 € gross per month. When teachers are appointed as school counsellors they do not teach students. When a teacher teaches in seminars or in training programmes, s/he receives an additional amount of money.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: It is a teacher's responsibility to co-operate with students training to be teachers and teachers participating in in-service training programmes in order to conduct teaching sessions in his/her classroom that will be viewed for training purposes or to arrange teaching sessions in his/her classroom for the participants of training programmes to teach (G.G. 1340/B /16-10-2002 Art. 36 par. 8).

Other (please specify): Participation in the school's teachers' board : A school's teachers' board has a variety of responsibilities in school administration (e.g. programming educational activities, school evaluation, safeguarding student health and safety, spotting needs for further teacher training and proposing to school counsellors topics of training programmes for serving teachers). All teachers serving in a school including part-time teachers are members of the school's association and have to take part in its meetings. The school's head is the chairperson of the school's teachers' board. (G.G. 1340/B/16-10-2002 Articles 37, 38, 39).

General administrative work and work related to the function of the school (e.g. communication, paperwork, clerical duties): It is a teacher's task to offer administrative/clerical work and work related to the function of a school on top of teaching (G.G. 1340/B/16-10-2002 Art. 36, par. 7), however the performance of these tasks is not compensated by an allowance.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): The initial educational qualification is a Bachelor's degree, the possession of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade according to Act 4354/2015.

Successful completion of (continuing) professional development activities: According to legislation (G.G. 1340/B/2002, ch. E, art. 36, par. 23) professional development is a teacher's responsibility. However, legislation does not include provisions for monitoring teachers' successful completion and participation in professional development activities, and teachers do not receive allowances or additional payments for the successful completion of professional development activities.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): Teachers in Greece may teach students with mild special educational needs (e.g. dyslexia, autism) in mainstream classes following the decisions and instructions of KEDDY (Centre of Differential Diagnosis, Diagnosis and Support of persons with special educational needs) or they may teach students with more severe educational needs without the parallel support of a special needs education teacher because of financial constraints (Laws 3699/2008 article 6a and 4186/2013 art. 28) but do not receive an allowance for this.

Teaching in a disadvantaged, remote or high-cost area (location allowance): The allowance for serving in a disadvantaged or borderline region is EUR 100 gross per month.

Other criteria:

Family status (e.g. married, number of children): The family allowance received by all civil servants including teachers is EUR 50 gross per month for one dependent child, EUR 70 gross per month for two dependent children, EUR 120 gross per month for three dependent children, EUR 170 gross per month for four dependent children and for more than four children EUR 70 for each child above the four children (e.g. EUR 240 gross per month for five dependent children). [Back to main table for this Indicator](#)

Hungary:

According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 177,117.5 per month and for a master's degree it is HUF 196 098 a month). The percentages vary according to the task/ responsibility. Therefore the monetary value of the salary is dependent on the qualification of the actual teacher. In summary, the base salary differs depending on the qualification of the teacher.

As of 1 January 2017 there is no overtime compensation regulated by Collective Agreement.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 177,117.5 and for a master's degree it is HUF 196,098 a month). The percentages vary according to the task/ responsibility:

- deputy school head/s: 20-40%,
- team leaders of working groups of teachers: 5-10%,
- school/kindergarten division head/s: 20-40%
- deputy head/s of school/kindergarten division/s: 20%.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Hourly pay rate for overtime. The basic salary is divided by 138.5.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): It is included in the base salary if it is in the compulsory teaching time (22-26 lessons a week [45 minutes]). If it is above, the teacher receives overtime compensation.

Class teacher/form teacher: According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance (for a bachelor's degree it is HUF 177,117.5 and for a master's degree it is HUF 196,098 a month). This percentage varies from 10% to 30%.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: No extra payment. The school head may decide on it as part of the compulsory non-teaching time at school (up to 32 hours).

Other: Allowance for teaching ethnic minority classes in an ethnic minority language: 10% of the base salary of the degree of the teacher.

Allowances related to teachers' qualifications, training and performance:

Other: Allowance for former school head/s working at the same school: 25% of his/her former school head allowance (only after more than a 10-year-long leadership).

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): 5-10% of the base salary.

Teaching in a disadvantaged, remote or high-cost area (location allowance): 10-30% of the base salary. [Back to main table for this Indicator](#)

Iceland:

All criteria: All answers refer to public schools. Different answers may apply to private schools. However, they are also dependent on payment from local authorities and government so the same answers apply in most cases.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Base salary increased by 5.6%.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation) or engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): ISCED 3: overtime is calculated as 1.2 hours of a specific salary level. ISCED 0, 1, 2 overtime is calculated as 1.0385% of the employee monthly salary.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Student counselling requires specialist training and qualifications. Student counsellors pay is determined by a specific step in the pay scale according to collective agreement.

Class teacher/form teacher: ISCED 12: Two steps higher on the pay scale, which amounts to 5.6% pay rise.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: There are no specific provisions for these tasks in collective agreements

Allowances related to teachers' qualifications, training and performance:

Successful completion of (continuing) professional development activities: PDA is already a part of teachers total annual working time. However specialised PDA may contribute to further pay rises. Data is not available on how that is determined.

Allowances related to teaching conditions: ISCED 12: Two steps on the pay scale, which amounts to 5.6% pay rise. [Back to main table for this Indicator](#)

Ireland:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Allowance for deputy principals at ISCED 1 with teaching duties ranges from EUR 2,703 to EUR 13,051 in accordance with the number of teachers in the school. Deputy principals of schools with up to 23 teachers have a full complement of teaching duties i.e. responsibility for a mainstream class setting or a cohort of pupils with special educational needs. Schools at ISCED 1 with 24 mainstream teachers or more (i.e. 637 pupils or more) have administrative deputy principals who are not required to have teaching duties. The allowance for Deputy Principal Teachers with teaching duties at ISCED 24 and 34 ranges from EUR 2703 to EUR 17,014 in accordance with the number of teachers in the school. However, the norm is that apart from very small schools, either none or a small proportion of deputy principals' working time is taken up with teaching duties. There is a set allowance of EUR 8,520 and EUR 3,769 respectively for assistant principal and special duties teachers at ISCED 1, ISCED 24 and ISCED 34 who have a full complement of teaching duties.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): 'Annual Payment' is recorded as the majority (over 80%) of teachers currently in the teaching profession at all levels entered the system prior to 2011 when specific qualification allowances were paid to teachers. All teachers entering teaching after 2012 (16-17% of primary and post-primary teacher cohort) are not paid specific qualification allowances.

Outstanding performance in teaching: There is no remuneration in teacher salary scales in recognition of outstanding performance. Evaluations are only carried out of the work of individual teachers as part of whole school or subject inspections carried out by the Inspectorate, Department of Education and Skills. Individual teacher appraisal is not a feature of the educational system except during the teacher's probation at primary level (which is currently being phased out) or in instances where a teacher is deemed to be significantly underperforming.

Other: Teaching on an island; For teachers at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to Feb 2012, the annual allowance for teaching in an island school is EUR 1,842, the allowance for teaching in an Irish

speaking area (Gaeltacht) is EUR 3,063, and the allowance for teaching through Irish in an Irish-medium school outside of the Gaeltacht is EUR 1,583. These allowances are not included in the salaries of teachers who commenced teaching from February 2012. A new common salary scale was introduced for these teachers which do not provide for the discrete payment of additional allowances for qualifications and other allowances to teachers except in the case of allowances relating to school management and leadership roles. [Back to main table for this Indicator](#)

Israel:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Vice-principals receive additional fees for administration hours. (Does not change the working hours of full-time, they must teach too). At the upper secondary education, the maximum payment refers to the max vice-principal management remuneration (depending on the size of the school).

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Overtime is subject to the allocation of hours for the school and to the principal's decision (the obligation for the teacher is to one full-time equivalent), with the teacher's consent.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): A master degree is the minimal condition for the consultant role, and have to be consultant in his formation. The teacher receives remuneration for consulting and besides that he is committed to teach third of FTE. In the pre-primary education, most of the counselling is for the parents.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): With authorisation of the Ministry of Education, a teacher can participate, according to his choice, in activities for young pupils in the summer holiday or in the afternoon after school (in this case for pupils in the first two grades only). The teacher will be paid as additional work.

Special tasks (e.g. training student teachers and providing support to other teachers.): The Ministry of Education authorises teachers to guide qualified teachers. The principal chooses trainers for training and mentoring student teachers, It is voluntary. For special tasks, like level co-ordinator, professional co-ordinator or training for teaching students, a teacher receives a percentage reward.

Class teacher/form teacher: 11.5% for the first grade and 10% for the others.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Fixed monthly payment.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): An higher degrees such as MA/PhD changes the base salary (in percentage).

Successful completion of (continuing) professional development activities: Compliance with other conditions (such as the completion of the seminar duty hours, accumulated seniority, and for progress in the highest salary scales), has to be evaluated by the Supervisor. The addition payment will increase the base salary scale.

Outstanding performance in teaching: It is included in the reform in upper secondary school - an annual bonus and extra percentages (promotion in rank). All other levels of education, compensation exists only for the high levels teachers (The teachers have to get assessment by the principal).

Allowances related to teaching conditions:

Teaching in a disadvantaged, remote or high-cost area (location allowance): The maximum payment for required teachers is very rare and is based on an individual contract.

Other criteria:

Residence allowance (not dependent on a particular location): There is a special grant for teachers in peripheral communities who receive a rent refund. This rent refund is limited.

Family status (e.g. married, number of children): In the pre-primary education, the teachers have the possibility to receive a payment defined as a percentage of statutory base salary. There also is supplement in NIS for day-care centres, according to the children up to age 5. [Back to main table for this Indicator](#)

Italy:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers) or students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention) or engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or participation in mentoring programmes and/or supporting new teachers in induction programmes: The head teacher with the collaboration of the teachers assembly decide the criteria for assigning teachers to these roles, but the criteria regarding the awarding of additional payments are determined through negotiations with trade unions at the school level.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers on a full teaching load may be requested to take on up to 6 extra hours of teaching a week in their subject areas, when these teaching hours are available and “left over” once all the full teaching loads have been assigned. If they accept, they are expected to handle the extra load for the duration of the school year and they receive a monthly additional payment corresponding to the extra load, as defined by national contract.

Occasionally teachers may be asked to substitute an absent colleague for one or more hours as overtime and are paid accordingly as stipulated by national contract.

Allowances related to teachers' qualifications, training and performance:

Outstanding performance in teaching: The L.107 / 2015, c.126-129, establishes a fund for the valorisation of the merit of the teaching staff. This fund is assigned to each school on the basis of some parameters. Each school head decides how to allocate the fund to the teachers on the basis of motivation evaluation. The assignment criteria are established by an evaluation committee. [Back to main table for this Indicator](#)

Japan:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): some tasks are mandatory for all teachers and some others (in the same category) are decided by the school: These tasks contain liabilities of both for all teachers and for some others decided by individual schools. [Back to main table for this Indicator](#)

Korea:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): KRW 70,000 (monthly).

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Overtime compensation is defined as a percentage of statutory base salary paid to teacher and Incidental/Occasional additional payment. Calculation method: $55\% \text{ of base salary} \times 1/209 \times 1.5$.

Class teacher/form teacher: KRW 130,000 (monthly).

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Further formal qualification increment compensation within the salary range after obtaining a higher professional teaching certificate.

Other: Teachers of practical courses (such as mechanics and engineering) are entitled to additional compensation. [Back to main table for this Indicator](#)

Latvia:

Information refers to public institutions only (private institutions may have set some other allowances autonomously).

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): The Regulation says that methodology work, project management, and other activities related to the development of education institution are included in the work rate of teachers.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers may work more than one workload (30 hours per week), but no more than 40 hours per week. However, if a teacher does additional teaching work (not included in his/her job description), school head decides about allowance up to 30% from salary for additional hours.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Individual and group work with students, and counselling is part of a teacher's workload.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): Teacher performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload (for instance one teacher's workload plus some workload of interest-related education teacher).

Special tasks (e.g. training student teachers and providing support to other teachers.): According to the agreement with teachers' training institution, or with a head of the school. There is an institutional autonomy.

Class teacher/form teacher: Class/form teacher duties are included in the teachers' workload.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Institutional autonomy.

Successful completion of (continuing) professional development (CPD) activities: CPD is professional duty of teachers and regulation says that it should take place 36 hours every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

Outstanding performance in teaching: Teachers with the 3rd, 4th, and 5th quality level (professional activity quality evaluation system) receive an allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate. The teaching performance quality evaluation system changed since 1st of January 2017 and the 3rd, 4th, and 5th quality levels were changed to the 1st, 2nd and 3rd levels.

Other: A teacher may receive allowance for outstanding personal contribution. Bonuses and allowances paid from the state budget for a teacher in one year cannot exceed 120% of teacher monthly salary, but total (state and municipality sources) in one year cannot exceed 175% of teacher's monthly salary.

Teaching students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other: Teachers working in the state gymnasiums and vocational education competence centres receive an allowance of 10% of monthly salary. [Back to main table for this Indicator](#)

Lithuania:

Allowances related to other tasks and responsibilities of teachers

Explanatory notes: Basic salary can be increased up to 45%: 5-20 % for gymnasium classes teachers; 5-20% for youth school teachers; 2-30% for International Baccalaureate classes, 5–15% for teachers of 11-12 grades (III – IV gymnasium classes) who teach different subjects in Lithuanian at schools where national minority language is main teaching language; in other cases that are determined by a school head.

Teaching students with special educational needs (in mainstream classes): Basic salary increased 5-20 percent. [Back to main table for this Indicator](#)

Netherlands:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): It is impossible to specify the amount of the allowances. It's the responsibility of the individual school board arrange it.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This depends on an agreement between school leaders and teachers and is only possible until a maximum of 1.20 full-time equivalent workload.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Other tasks than teaching are determined by the school leader and the teachers. It's up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): Other tasks than teaching are determined by the school leaders and the teachers. Summer schools are not the responsibility of the school (not applicable).

Special tasks (e.g. training student teachers and providing support to other teachers): Other tasks than teaching are determined by the school leaders and the teachers.

Class teacher/form teacher: Other tasks than teaching are determined by the school leader and the teachers. It is up to the school leaders to decide whether a teacher can get an allowance (or higher salary scale).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Other tasks than teaching are determined by the school leaders and the teachers. School leaders decide whether a teacher can get an allowance (or higher salary scale).

Allowances related to teachers' qualifications, training and performance:

It's up to the school (leader) to decide whether a teacher can get an allowance (or higher salary scale)

Explanatory notes: The promotion criteria for a higher salary scale are established in consultation with the teacher's representatives of the school (board). As a consequence there are (small) differences in criteria between boards. However, the social partners have made some recommendations.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): It's up to the school (leader) to decide if this teacher can get an allowance (or higher salary scale).

Teaching in a disadvantaged, remote or high-cost area (location allowance): Schools with special high SES students get more money. It's up to the school how this will be spent. [Back to main table for this Indicator](#)

New Zealand

The New Zealand Education System does not have a separate explicit ISCED 24 system. The first two years of ISCED 2 (Years 7 and 8) are part of the New Zealand primary system, and the second two years (Years 9-10) are covered by the secondary system. For ISCED 24, both the responses for primary and secondary have been provided. [Back to main table for this Indicator](#)

Poland:*Allowances related to other tasks and responsibilities of teachers:*

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation) or class teacher/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes: Entitlement is decided at the central level, but the amount of additional payments are specified in the regulations adopted by the local authorities.

Allowances related to teachers' qualifications, training and performance:

Outstanding performance in teaching: Teachers' performance is evaluated by a school head on the basis of observations carried out during the teacher's classes and results achieved by his/her pupils. The school head can ask the parents' council and the pupils' self-government for an opinion on a given teacher.

Other: Motivation incentive (teaching and pedagogical achievements, introducing effective teaching innovations, involvement in the teaching work, exceptionally effective in fulfilling tasks and duties and implementing into the school life educational priorities of the school governing body in accordance with local education policy). The amount of additional payments specified in the regulations adopted by the local governments and upon a decision of the school head.

Allowances related to teaching conditions:

Teaching in a disadvantaged, remote or high-cost area (location allowance): Allowances goes up to 10% of the monthly base salary paid to teacher for teaching in rural areas or in towns with no more than 5 thousand inhabitants.

Other: There are residence allowances for teaching in rural areas or in towns with no more than 5 thousand inhabitants. The amount of additional payments specified in the regulations is left to the discretion of local authorities and vary from one case to another.

Other criteria:

Residence allowance (not dependent on a particular location): A teacher who has obtained a contract teacher professional promotion grade within two years from the date of his first professional life in school and has the qualifications required to occupy a given position, receives at his/her request a one-off settlement allowance paid in the amount of a 2-month basic salary (without any additional payment) at the school indicated as the basic place of employment.

Other: Service anniversary award: the amount of the service anniversary award depends on the period of teacher's work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary.

Temporary transfer to other place of working: 20% of base salary paid to teacher monthly not longer than during 3 years; a four-day work week. [Back to main table for this Indicator](#)

Portugal:*Allowances related to other tasks and responsibilities of teachers:*

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Educational guidance managers - heads of curricular departments, class tutors' coordinators and class tutors - have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12,5% for the first hour and 18,75% for the second or more hours).

Special tasks (e.g. training student teachers and providing support to other teachers.): Teacher trainers receive a reduction in teaching time, during the time they hold the task.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Educational guidance managers - heads of curricular departments, class tutors' coordinators and class tutors - have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). They need to have a teacher certification and to have successfully been selected in the first phase of the assignment contest.

Holding a higher than minimum teacher certification or participating in training during professional life (e.g. master teacher: holding an advanced certificate rather than an ordinary certificate) - The decision on the entitlement to allowances is made by the Central Authorities

In addition to the requirement of a University degree:

- Teachers who obtain a master's degree after entering the teaching profession and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 1 year in the career progression;
- Teachers who obtain a doctorate after entering the teaching profession and always obtained an evaluation score of "Good" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Progress through these conditions is frozen since 31/12/2010.

Successful completion of (continuing) professional development activities: "In order to progress in their career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training. On average, it is required to do 25 hours of in-service training per year." In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase. [Back to main table for this Indicator](#)

Scotland:

Allowances related to other tasks and responsibilities of teachers:

Where a school teacher is involved in extracurricular activities for a maximum of 15 hours a week in a residential special school, his/her salary will be increased by GBR 8,169 (see <http://www.snct.org.uk/wiki/index.php?title=Appendix 2.5 Annex A>)

Allowances related to teaching conditions:

Teaching in a disadvantaged, remote or high-cost area (location allowance): When a teacher is employed in a remote school the council will pay, in addition to the teacher's normal salary, the remote school allowance and/or the Distant Island allowance as stipulated by the SNCT The Remote Schools Allowance from 1 April 2017 is GBR 1,431 per annum for payments in accordance with paragraph 1.3(a) and GBR 2,685 per annum for payments in accordance with paragraph 1.3(b).

(see <http://www.snct.org.uk/wiki/index.php?title=Appendix 2.5>). The Distant Island Allowance is £2,048 per annum. [Back to main table for this Indicator](#)

Slovak Republic:

Allowances related to other tasks and responsibilities of teachers:

Special tasks (e.g. training student teachers and providing support to other teachers.): The amount of compensation depends of number of guided students.

Class teacher/form teacher: Allowances amounts depend on the number of classes where he/she is the class teacher.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Additional payments are awarded only after one year of experience.

Outstanding performance in teaching: The nature of the compensation can be monetary or not, like a moral valuation. Teachers' performance is evaluated based on good student achievement.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): The amounts of the salary range for pedagogical experts are higher than the amounts of salary range for regular pedagogues [Back to main table for this Indicator](#)

Slovenia:

Allowances related to other tasks and responsibilities of teachers

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): The head of a smaller kindergarten or branch unit of basic school can get 5- 12% of the basic salary.

ISCED 34: the secretary of the school committee for general *matura* examination, co-ordinator of elective content, pedagogical or sport co-ordinator in sport classes, organiser of school meals can get a compensation. It is a reduction in the teaching time - it depends on the task and on the number of students/classes (from 0.5- 9 lessons a week);

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Allowances paid are a 130% of the basic salary hour rate per teaching hour. Payment is extremely rare and in exceptional cases only. According to the Article 144 of the Employment Relationship Act I only happens in exceptional cases upon the head teacher's request, the teacher is obliged to perform work exceeding full working time – overtime work.

Students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention): The task is mandatory for all ISCED levels; however no special compensation is stipulated.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): Workshops, sports and other extracurricular activities for pupils): At ISCED 1 and 2 level, allowances are of EUR 11.94 per teaching hour; at ISCED 34 school receives EUR 0.24 per student and head teachers decide on the entitlement. As for outdoor education, allowances are of 20% of the basic salary for 6 hours per day.

Special tasks (e.g. training student teachers and providing support to other teachers.): The task is mandatory for each ISCED level; however no special compensation is stipulated.

Class teacher/form teacher: There are two ways of compensation for this task. Teachers receive additional payment of 7% or 13% of the basic salary hour rate for 1 or 0,5 teaching hour per week (depends on the number of students in the class). In addition to that, reduction in the teaching time can also apply: one teaching hour per week in the first and in the final year and 0.5 hours in all other years of basic and upper secondary education.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: There is a mentorship allowance of 20 % of the basic salary for four teaching hours per week (10 months for teacher in induction or 2 months for teacher beginner).

Other: It is also possible to have a reduction in the teaching time for membership in a subject testing committee for national assessment of knowledge in basic school – 3 lessons per week for Slovenian language and mathematics, 2 lessons per week for foreign language and 1 lesson per week for other subjects.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Fixed amounts per month can be awarded for (i) academic specialisation (EUR 23.27); (ii) research master's degree (EUR 36.21); (iii) doctor's degree (EUR 59.47). Holding an educational qualification in three or more different subjects allows benefiting from an allowance of 3% of the basic salary hour rate for teaching hours.

Successful completion of (continuing) professional development activities: The task is mandatory for every ISCED level, however no special compensation is stipulated.

Outstanding performance in teaching: Allowances for work performance from increased workload can be awarded (additional teaching within full-time contract). According to the Article 124 of the Organisation and Financing of Education Act, the head teacher may assign a teacher extra weekly teaching time but not for more than five lessons a week (not more than 38 weeks in school year; 100-130% of the basic salary hour rate per teaching hours). Regular work performance allowances (based on appraisal) are provisionally taken out of teachers' salaries following circumstances of economic crisis.

Allowances related to teaching conditions:

Teaching students with special educational needs (in mainstream classes): Additional teaching assistance offered to students with special education needs integrated in mainstream class or to migrant students allows to benefit from an allowance of EUR 11.94 per teaching hour.

Teaching in a disadvantaged, remote or high-cost area (location allowance): Reimbursement of transportation cost from home to the school and back can be given to teachers (if the distance is more than 2 km). This includes cost of public transport for days at work.

Other: Bilingual classes or classes in Italian language: 12-15% of the basic salary. ISCED 0, 1 and 2: teaching at in-hospital classes: 7% of the basic salary hour rate for teaching hours (compensation: (2) Annual additional payments). ISCED 1 and 2: teaching in multi-grade classes: 7-10 % of the basic salary hour rate salary for teaching hours (compensation: Annual additional payments).

Other criteria:

Other: Long-service award corresponds to payment to teachers for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 years: EUR 577.51). [Back to main table for this Indicator](#)

Spain:

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Fixed amounts are given. These responsibilities are mainly head teacher, deputy head teacher, secretary, head of department, but also additional responsibilities at school level (e.g. technological innovation, co-ordination of bilingual programs, bilingual teaching, school library, etc.). In some Autonomous Communities, responsibilities include being an ICT or bilingual program co-ordinator or participating in the management of the library is related to a reduction in the teaching time (instead of allowances).

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Fixed amounts are given to teachers working extra time (in the evening) for different activities as reinforcement/support classes, health programs, compulsory training courses outside working hours, etc.

Students counselling (including student supervising, virtual counselling, career guidance and delinquency prevention): Fixed amounts are given to teachers for class tutoring responsibilities and to teachers working extra time for activities aimed at improving school life.

Other: Fixed amounts are given to teachers caring children in the school transport and during the school meals.

Allowances related to teachers' qualifications, training and performance:

Successful completion of (continuing) professional development (CPD) activities: Fixed amounts are given. Every five-six years, teachers who have done at least a minimum number of hours of recognised CPD activities receive a new extra-salary supplement. This supplement is different for the different five/six-year periods and may be different according to the educational level.

Allowances related to teaching conditions:

Teaching in a disadvantaged, remote or high-cost area (location allowance): Fixed amounts are awarded. Geographical location refers to Canary Islands, Balearic Islands, the cities of Ceuta and Melilla, the Spanish schools abroad as well as to some areas with a specific dialect. They consist of allowances given to all teachers working in those regions or areas, but not of personal allowances. [Back to main table for this Indicator](#)

Sweden:

For all criteria for salary payments related to tasks of teachers: The criteria for various types of salary payment are difficult to determine from a Swedish perspective. Therefore Sweden's information corresponds to the closest circumstance in Sweden.

Teachers working in the public sector are salaried employees of municipalities and must be interpreted at local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation of the Swedish Association of Local Authorities. These stipulate minimum salaries and general working conditions. The more specific salary and working conditions of individual teachers are determined locally (i.e. at school level) in an individual-based pay system. The types of compensation listed in column 2 are not exhaustive for Sweden and other types of compensation may apply.

Allowances related to other tasks and responsibilities of teachers: The nature of compensation is determined individually for each teacher.

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): The decision is made by the central government based on an application decided by the teacher's employer. Through government grants, the monthly salary can be increased by SEK 10,000 for a lecturer (senior subject teacher).

Outstanding performance in teaching: The decision is made by the central government based on an application decided by the teacher's employer. Through government grants, the monthly salary can be increased by approximately SEK 5,000 for a lead teacher (senior master).

Explanatory notes: The decision to be assigned to the position of 'lecturer' (senior subject teacher) or 'lead teacher' (senior master) is made by teacher's employer (after certain criteria's are met). The teacher's employer then has to apply to the central government (the Swedish National Agency for Education) for the grant. The central government reviews the application to check that all criteria are met, the application is either granted or dismissed.

Allowances related to teaching conditions: The nature of compensation is determined individually for each teacher. [Back to main table for this Indicator](#)

Switzerland:

The data provided are an estimation of the most common practices in the 26 Cantons.

Allowances related to other tasks and responsibilities of teachers:

Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers) or students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention) or engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or class teacher/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes: Reduction in teaching time, percentage of statutory base salary or progression in the salary range are possible.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): In general there are no extra allowances for difficult working conditions.

Allowances related to teachers' qualifications, training and performance: Continuing education for the professional development are compulsory and part of the cantonal employment conditions. Teachers' performance is typically evaluated by local authorities or cantonal bodies. In some cantons, teachers are assessed within the context of the evaluation of schools. The method generally involves classroom observation and an interview with the teacher. Practice varies greatly across and within cantons in terms of the frequency, methodology, inspectors' qualifications and instruments for assessment. Often the school head is directly involved in the feedback that is provided to teachers. [Back to main table for this Indicator](#)

Turkey:

Allowances related to other tasks and responsibilities of teachers:

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Classroom teachers are to teach 18 hours per week, as part of their contract. Field teachers (English, physics, etc) have to teach 15 hours accordingly. Overtime teaching (up to 30 hours per week) is paid based on the number of extra class hours monthly. Teachers are paid 112, 48 Turkish liras for each extra class they teach.

Special tasks (e.g. training student teachers and providing support to other teachers.): Student teachers are sent by the higher education institutions to the Ministry schools under a bachelor course entitled 'Practicum' and 'School Experience'. Mentor teachers receive a certain amount of additional payment as 'extra teaching hours.'

Allowances related to teachers' qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to enter the teaching profession, *educational qualification in multiple subjects, etc.*): Teachers' salaries are commonly identified in terms of their major (whether the teacher is a classroom teacher or field teacher) and in terms of their year of experience. In this respect, additional education such as master degrees and PHD offers one and three additional years of experience successively.

Outstanding performance in teaching: The performance of the teachers is framed by a regulation, entitled "Certification of Success, Higher Success and Award for the Personnel of the Ministry of National Education" (<http://mevzuat.meb.gov.tr/html/ödülyöner/ödülyönerge.pdf>). According to this regulation, teachers can be awarded allowances by the highest rank governmental administrator (the governor of the city) if the teacher has been reported to yield a governmental benefit, an educational achievement and alike. The award mechanism comprised different stages: (i) teachers may be given a success certificate by the local governor (ii) A=after receiving three Success Certificate, a given teacher may be offered a Higher Success Certificate (iii) such outstanding performance of the teacher can also be awarded via a financial mechanism: a teacher with a Higher Success Certificate may be offered a financial award, which is calculated by referring to the core salary of the highest ranked state official. The award can be offered up to 200% of the core salary (around 2100 TL in 2017).

Other: Teachers are also given an allowance for getting prepared for the school year, such as purchasing stationary and relevant items. (TRY 950 for 2015 and TRY 992 for 2016).

Other criteria:

Family status (e.g. married, number of children): Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional allowance depending on the number and age of their siblings. In addition, teachers receive an additional payment if their wife/husband is unemployed or if they have kid(s) (Amounts: for the first kid the amount is TRY 25, for the second it is TRY 51, and for the third one it is TRY 72 per month).

Explanatory notes: We refer of teachers as civil servants to indicate that they work for the government in full-time and permanent status and enjoy all of the rights provided for governmental personnel (civil servants or state officials), framed by the Civil Personnel Act 657. [Back to main table for this Indicator](#)

United States:

Applicable to all criteria: The USA does not report statutory salaries; all salary payments are decided individually. A distinction cannot be made between tasks for which teachers may acquire additional payments beyond their base salary and those tasks which are considered required for their base salary. [Back to main table for this Indicator](#)

Metadata on teachers and their compensation system (in public institutions)

Interpretation

Australia:

Structure of the compensation system: The Department of Education in each jurisdiction sets their own standard based pay scale(s).

Criteria for salary progression: Progression is by years of service. In some cases there is an application process for salary progression.

Process to establish salaries: Process is through collective bargaining as set out in the Enterprise Agreement for each jurisdiction.

Status of teacher: Teachers have specific salary scales in each jurisdiction.

Pathways to enter the teaching profession: It requires a minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching.

Other comments: The information is a consensus based on submissions from jurisdictions and may not reflect practice in some jurisdictions. It includes government schools and preschools excluding long day-care. [Back to main table for this Indicator.](#)

Austria:

Structure of the compensation system: In line with their qualification and employment, there are five service groups for teachers in public service (L 3, L 2b 1, L 2a 1, L 2a 2, L 1). The specified service groups are divided into

salary levels and the pay groups into pay levels, within which the teacher progresses by one level every two years (time advancement). Classification into a specific salary level (pay level) is conducted based on specific aspects when the teacher starts service. For teachers at compulsory schools it is mainly service group L 2 or pay group l 2, in the upper secondary sector service group is L 1 or pay group l 1.

The new legislation on employment and payment being implemented in September 2015 onwards concerns new entrants to the profession who have a five-year-option to choose between the existing regulation and the new one. It fully applies to new teacher students (pay group "pd").

Criteria for salary progression: Years in service, general pay rise for public servants (result of collective bargaining)

Process to establish salaries: It results of collective bargaining between public service union and the government.

Status of teacher: In general teachers are public employees. Civil servants can still be found working as teachers but this status is no longer granted. There are different pay schemes available for these groups.

Civil servants and public servants have their own service code respectively. Civil servant status is no longer granted to teachers. Civil servants were appointed for their lifetime whereas public servants are hired and receive a contract.

Pathways to enter the teaching profession: In general initial teacher education is provided by universities (for federal teachers) and University Colleges of Teacher Education (compulsory/provincial teachers). In July 2013, the Federal Framework Law concerning the Introduction of a New Teacher Training Scheme created the legal foundations to implement "New teacher training". The new teacher training scheme provides for the following cornerstones. Training is geared towards the pupils' age brackets (primary level, secondary level). The master's degree programmes (2-3 semesters, 60 to 90 ECTS points) can be completed on a part-time basis. During the induction phase (one-year professional entry phase, supported by experienced pedagogues as mentors), students can complete the master's degree programmes. ECEC teachers receive their initial training at Colleges for higher vocational education specialised on early childhood education. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Structure of the compensation system: The compensation system is based on qualifications and years of service. There are required, sufficient and other qualifications. The required qualifications differ from the sufficient qualifications in the fact that they require a content specific qualification. The salary however is the same in both cases. The other qualifications do not give access to tenure and a job is only possible for a limited time; in this case the teacher also receives a lower salary.

Criteria for salary progression: The criterion is years in service.

Pre-primary, primary and lower secondary: During the first, second and third year of his career, a teacher receives an additional payment that is equal for these three years. From the fifth year on, the teacher receives every 2 years an additional amount. This amount is higher than that of the first, second and third year. The teacher receives this amount in the 5th year, in the 7th year, etc. this during 12 times. This leads to 27 years to grow from minimum to maximum salary.

Upper secondary: same than above except that it only last 11 times, thus it leads to 25 years to grow from minimum to maximum salary.

Process to establish salaries: There is an automatic mechanism of the index and there are collective (bargaining) agreements, but the Flemish Community decides and designs decrees and resolutions wherein the pay scales are regulated.

Status of teacher: The teachers are civil servants but have a specific status, based on their own decrees and resolutions within the group of civil servants.

Pathways to enter the teaching profession: Graduates from initial teacher education can start teaching directly. There are no additional requirements to start teaching. It is at the discretion of the schools to choose their teachers. (See *Education at a Glance 2014*, p. 514, Table D6.5c)

Other comments: The same remunerations exist for public and government-dependent schools. [Back to main table for this Indicator](#)

Belgium (French Community):

Structure of the compensation system: It depends of the diploma.

Criteria for salary progression: It is work experience.

Process to establish salaries: Payment scale rises with work experience.

Status of teacher: Teachers are civil servants

Pathways to enter the teaching profession: Diploma. [Back to main table for this Indicator](#)

Canada:

Structure of the compensation system: Provinces and territories have different pay scales based on credentials/education level (usually 1 or 3-6 pay scales), and steps within those pay scales based on years of experience (typically 10 steps). Salary is based on a teacher's pay scale and step.

Criteria for salary progression: Salary progression is based on moving through classes (increasing credentials) and/or steps (gaining an additional year of experience).

Process to establish salaries: For the majority of provinces and territories salaries are negotiated through a collective bargaining process between the provincial/territorial government, teachers' associations, and education boards. These agreements are typically valid for a 2-5 year period and are then re-negotiated.

Status of teacher: For 8 of the 11 submitting provinces/territories (AB, MB, NS, ON, PEI, QC, SK, NWT), teachers are members of provincial/territorial teachers' unions/school boards and not members of the civil service.

In 3 of the provinces, (BC, NB, NL), teachers are considered public servants.

Pathways to enter the teaching profession: The typical pathway is by obtaining a bachelor's degree in Education. Each province/territory also has other options/pathways. [Back to main table for this Indicator](#)

Chile:

Structure of the compensation system: The New System of Teacher Education and Professional Development Law (2016) develop a career and a new pay structure for teachers. The new career structure sets 5 career levels, including 3 compulsory levels (Beginner, Intermediate and Advanced) as well as two optional levels (Expert I and Expert II). These levels are associated with a salary scale, and there are also certain additional monetary allowances to encourage teachers to work in schools with a high concentration of vulnerable students. These allowances also increase as the teacher progresses in the career.

The allowances for each level are stated in the DFL 1 of 1996, in its article 49: "teachers shall have the right to receive an Assignment for a Professional Development Level, whose monthly amount will be determined based on the following components: a) Experience Component: It will be applied on the base of the minimum national basic remuneration that the law determines and will consist of a percentage of this, corresponding to a 3.38% for the first two years of teaching service and a 3.33% for every two additional years, duly accredited, with a cap and maximum amount of 50% of the basic national minimum remuneration for those professionals who total 30 years of services. b) Component of Progression: Your monthly amount will depend on the stage in which the teacher is and the biennium's of professional experience that you have, and its maximum value will correspond to the following for a contract of 44 hours and 15 biennium's: i) Level Beginner USD13.076; ii) Level Intermediate USD43.084; iii) Level advanced USD 86.714; iv) Level Expert I USD 325.084; and v) Level Expert II USD 699.593.

Criteria for salary progression: Teachers progress between levels through an evaluation, called "Recognition System" (every 4 years), which implies the taking of a standardized test (about pedagogical and disciplinary knowledge) and the presentation of a portfolio. Teachers in level Beginner must overcome this level in a maximum period of 2 recognition processes (8 years). If the teacher does not succeed, he or she must leave the teaching profession. Those teachers in level Intermediate, must overcome this level and reach the level "Advanced" in a maximum of 12 years (3 recognition processes), however, this will be mandatory only for teachers who enter the teaching profession by 2026.

Process to establish salaries: All career allowances are subject to the readjustment of the public sector.

Status of teacher: Teachers working in public schools are considered civil or public servants

Pathways to enter the teaching profession: According to DFL 1 (1996) Article 2, the requirements to enter the teaching career are "to hold a degree of teacher or educator, granted by Normal Schools and Universities. Also, people legally enabled to exercise the teaching function and those authorised to perform it according to the current law. In the same way, qualified professionals are those persons who are in possession of a title of teacher or educator granted by Professional Institutes recognised by the State, in accordance with the regulations in force at the time of their granting." [Back to main table for this Indicator](#)

Costa Rica:

Structure of the compensation system: Wage categories are dependent on the level of training of the individual, and although there are several categories within a wage class, it is important to keep in mind that an individual can enter directly into the highest wage category, since the only thing you need to complete is an academic requirement.

This means that the salary scale is not a ladder that each teacher must cross to ascend in their teaching profession, but directly can be placed in the highest category of their professional group. The base salary is, so to speak, the minimum amount of money that the Government offers in that particular job. But the system of remuneration in Costa Rica ensures that every civil servant receives, in addition to that base salary, several additional salary bonuses, none based on efficiency or productivity. For example, there is the plus called annuity, which increases the base salary to the individual by about an additional 2% for each year worked, and for this reason a person with 30 years of service would receive about 60% additional salary on the base salary simply for each additional year, since the evaluation system (as seen earlier) is not optimal: it neither rewards productivity nor punishes incompetence.

Process to establish salaries: Every six months the Directorate-General of Civil Service updates the list of base salaries, taking into account the cumulative inflation of the last six months.

Status of teacher: The General Directorate of Civil Service divides public servants into different categories called "Titles". All the teaching staffs is within the so-called "Title II"

Pathways to enter the teaching profession: (i) To complete a relevant university career, (ii) Register as a bidder in the General Directorate of Civil Service, (iii) Obtain a score based on your reports, training, years of experience and others, (iiii) Wait to be called to fill a position (the higher the score, the more likely to be called), (iiiii) Accept or decline the job offer. [Back to main table for this Indicator](#)

Czech Republic:

Structure of the compensation system: Teachers' salaries are set by the salary scale system for educational staff. This system has 11 categories (4–14) and 7 pay grades within each category. Only 8th–13th categories are designed for teachers; 8th–10th for ISCED 02 and 11th–13th for ISCED 1, 24 and 34.

Teachers are placed in the relevant pay category according to the most demanding work the teacher is required to do within the provisions of their contract of service and the relevant qualification requirements.

Within the pay category, the teachers are placed in the pay grades according to the length of professional experience. What experience is credited and to what extent is up to the school head, within basic rules set by Government regulation.

Criteria for salary progression: Salary progression is predominantly limited to progress in the pay grades according to the length of professional experience. The pay scales do not allow pay advancement by gaining further qualifications, with the exception of a school advisor (ISCED 1, 24 and 34) and education management staff. To perform these roles, it is required by law to have completed prescribed in-service training. After its completion, the school head may delegate tasks to a teacher, which places the teacher into a higher pay category (at Asic School and upper secondary school, from the 12th to the 13th pay category). Some other additional responsibilities and the management of teachers are paid by the system of allowances.

Process to establish salaries: Teachers' salaries pay scale is part of the Government regulation on pay terms of employees in public services and administration. The government approves the amendment of this regulation on the proposal of the ministries. Salary growth is not automatically linked to any other indicator (e.g. inflation rate, average salaries in other sectors). The growth of salaries is not regular.

Status of teacher: Teachers are the employee of a legal entity, which performs the activities of a school. The conditions of service of teachers are generally similar to those of other occupational categories under the Labour Code (No. 262/2006 Coll.). The basic service conditions, including the remuneration of all employees, are set in the Labour Code. The basic salary regulations for public service employees are included. The details of the salary scale system and other salary terms are set by the Government Regulation on Pay Terms of Employees in Public Services and Administration.

Pathways to enter the teaching profession: There are two models of teacher training - the concurrent (academic and pedagogical education is combined) or the consecutive (graduates of the academic fields fulfil their pedagogical qualification in Bachelor's study or in further education).

Pre-primary level: Teachers must have at least a certificate of completion of upper secondary education with maturita examination. Teachers for pre-primary level of education can acquire their qualification at upper secondary schools (ISCED 354), tertiary professional schools (ISCED 655) or at faculties of education of higher education institutions (at least ISCED 645), by studying programmes (fields) aimed specially at pre-primary school teacher training.

Individuals who completed at least Bachelors' study programme of special education can also teach at pre-primary level.

Graduates of study programme in Teacher Training for Primary Schools (ISCED 100) or Training for Educational Childcare Staff, Training for Teachers of Leisure Activities or the study programme Pedagogy or a field of study

for training educational childcare staff at tertiary professional schools can attain the qualification of pre-primary school teacher in lifelong study programme specialised in training pre-primary school teachers.

Primary level: Teachers must have a Master's qualification. The responsibility for the preparatory education of teachers rests solely with the faculties of education. Graduates are qualified to teach all of the subjects at the first stage of a basic school.

Persons who completed a Master's study programme in special pedagogy within which they gained knowledge in methodology of the first stage subjects can also teach at primary level. These programmes are also offered by other than faculties of education.

Graduates of Master's study field of Pedagogy or Bachelor's / Master's study programmes in educational sciences intended for training of pre-primary teachers, educational childcare staff or teachers of leisure activities can attain the qualification for teaching at primary level in lifelong study programme aiming at preparation of primary teachers which is organised at higher education institutions.

Teachers may follow other qualification pathways for teaching-specific subjects (foreign languages, artistic subjects, religion).

Secondary level: Teachers at the lower secondary level must have a Master's qualification.

The most important institutions for the initial training of teachers are the faculties of education. The teachers can also gain their qualification at other faculties, e.g. of art, of natural sciences, mathematics and physics, or at faculties of physical education and sports, in the fields of Teacher Training for secondary schools (this qualification is also valid for the second stage of the basic school).

Teachers may also qualify by studying for a Master's degree in the field of study which corresponds to the subject to be taught (and not focused on teacher training), and by consecutive higher education study in a Bachelor's study programme or in a lifelong learning programme in pedagogical sciences which trains teachers of general subjects for the required school level. A professional qualification for Physical Education can also be obtained by the completion of the Master's study programme aimed at physical education and sport.

Teachers of foreign languages, physical education, arts subjects, and religion may gain their qualification in other ways. [Back to main table for this Indicator](#)

Denmark:

Structure of the compensation system: The compensation system are negotiated and decided by collective agreements between, on the one hand, the teachers' unions and, on the other hand, the national employers' authorities, ie Ministry of Finance and Local Government Denmark. Decisions on pay scales, grades and steps, payment for pension and general allowances are a part of the agreements. It is also a part of the collective agreements that a part of the total salary has to be decided at local level. This part of the salary has been growing over the last 10-20 years.

Criteria for salary progression: The general criteria for salary progression are decided by collective agreements. The criteria for progression on pay scales are the number of years in service. It is also decided by collective agreements that a part of the teacher allowances has to be decided at local level. Typically there is no general progression in this salary decided at local level. The criteria for this part of the teacher's salary are most prevalent qualification, function and performance of each single teacher, which are negotiated and decided annually at the local level.

Process to establish salaries: Teachers' salaries, including general allowances, are negotiated and decided by collective agreements. The negotiations of collective agreements take place every 2 or 3 years.

Status of teacher: Teachers are today not employed as civil servants. However, among the present teachers at primary and lower secondary level, there still are a few that hold the position as civil servants until retirement. The status will disappear in the coming years (10 years).

Pathways to enter the teaching profession: General access requirements to higher education are one of the general upper secondary school-leaving examinations or comparable qualifications. [Back to main table for this Indicator](#)

England:

Structure of the compensation system: The same pay framework applies to all school teachers employed to teach all phases of education. Salary progression is implemented by pay increments through the pay ranges. The relevant body (the governing board or local authority) must adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews.

Criteria for salary progression: The criteria for salary progression through the main and upper pay ranges are based on performance. The relevant body (the school's governing body or local authority) must consider

annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

The School Teachers' Pay and Conditions Document (STPCD) 2016 outlines the criteria for progression: the relevant body must decide how pay progression will be determined, subject to the following:

- a) The decision whether or not to award pay progression must be related to the teacher's performance, as assessed through the school's appraisal arrangements in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012;
- b) A recommendation on pay must be made in writing as part of the teacher's appraisal report, and in making its decision the relevant body must have regard to this recommendation;
- c) Where a teacher is not subject to either the Education (School Teachers' Appraisal) (England) Regulations 2012, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision, except in the case of newly qualified teachers (NQTs), in respect of whom the relevant body must do so by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012;
- d) Pay decisions must be clearly attributable to the performance of the teacher in question;
- e) Continued good performance as defined by an individual school's pay policy should give a classroom or unqualified teacher an expectation of progression to the top of their respective pay range;
- f) A decision may be made not to award progression whether or not the teacher is subject to capability proceedings.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. (p. 23-24)

Teachers can apply to progress from the main to the upper pay range. The STPCD 2016 outlines the criteria for progression to the upper pay range:

Teachers are paid on the upper pay range when the relevant body is satisfied that:

- a) The teacher is highly competent in all elements of the relevant standards;
- b) The teacher's achievements and contribution to an educational setting or settings are substantial and sustained. (P.71-72)

The leading practitioner pay range is for teachers employed in posts which have the primary purpose of modelling and leading improvement of teaching skills, although there are no statutory national criteria for appointment to such posts. (p. 72)

Schools are free to adopt whichever system of pay scales, within the statutory pay ranges, as they see fit; some schools have opted to retain a traditional six point main and three point upper pay range whilst others have chosen a different approach. The Government's expectation is that good classroom teachers should expect to reach the maximum of the main pay range within five years. Further guidance to help schools and governing bodies develop their approach to teachers' and school leaders' pay is provided by the Government in School teachers' pay and conditions: guidance 2017.

Status of teacher: Teachers are not civil servants. The same general employment law applies to all teachers.

Pathways to enter the teaching profession: There are various pathways to enter the teaching profession. There are higher education institutions (HEI)-led training routes and there are school institution-led training routes. The HEI-led training routes are split into undergraduate (concurrent) programmes and postgraduate (consecutive) programmes. The school institution-led training routes are split into school-centred initial teacher training (SCITT) programmes, School Direct Training Programmes (salaried and non-salaried) and the Teach First (salaried) programme.

A qualified teacher employed as a classroom teacher after achieving Qualified Teacher Status (QTS), via a HEI-led training route or a non-salaried school institution-led training route, is paid on the main pay range. An unqualified teacher employed as a classroom teacher on an employment-based teacher training scheme following a route to Qualified Teacher Status (QTS), via a salaried school institution-led training route, is paid on the unqualified teacher pay range. [Back to main table for this Indicator](#)

Estonia:

Structure of the compensation system: Only minimum wage is determined.

Pre-primary level: The representatives of local governments and the representatives of teachers from pre-school institutions shall agree on the minimum salaries of teachers at pre-school institutions.

Primary and secondary level: On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers, by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation.

Criteria for salary progression: There are no criteria stated in regulations concerning salary progression in general education schools. It is a decision of a school head. Pre-school child care institutions conduct an evaluation in order to decide on the professional skills and professional competence of teacher and his/her level of qualification. The evaluation conditions and procedure shall be approved by regulation of the minister responsible for the area. There are four qualification levels and the higher the level, the higher the salary as a common practice..

Process to establish salaries: It is a political decision. To increase teacher salary has been one of the top priorities of our recent governments.

Status of teacher: Teachers in Estonia are employees and usually work under employment contract (sometimes teachers work under contracts for provision of services).

Pathways to enter the teaching profession: There are two pathways to become a teacher:

Pre-primary level: (i) by graduating formal teacher training or (ii) if one has acquired higher education in some other field and has also acquired pedagogical competences through in-service training

Primary and secondary level: *(i) by graduating formal teacher training or (ii) if one has acquired a master degree in some other field and also has acquired teacher qualification according to the qualification frame. [Back to main table for this Indicator](#)

Finland:

Structure of the compensation system: The salaries of teachers comprises the following elements: requirements and duties, personal component, work experience and performance (the last one is not widely used). This structure applies for ISCED 0-3.

Criteria for salary progression: As the salary is individualised, it changes with the different roles and duties of the teacher. The most common is of course the compensation that comes with work experience as these have been defined in the collective agreement.

Process to establish salaries: A minimum statutory salary and the "age increments" have been defined in the collective agreement. The rest, the salary based on the roles and duties of the teacher (how demanding the job is) as well as the performance-based part, are negotiated between the teacher and the principal.

Status of teacher: Teachers are mostly municipal civil servants.

Pathways to enter the teaching profession: The most common pathway to teaching is completing a concurrent teacher education with pedagogical studies and practical training done at the same time as the other studies. A consecutive model also exists, providing a pathway for those who want to pursue a teacher career later. In this case the prospective teachers complete so-called separate pedagogical studies of 60 ECTS. [Back to main table for this Indicator](#)

France:

Structure of the compensation system: There are 3 types of advancement for teachers. The promotion by seniority is automatic and linear. Further there are 2 types of accelerated progress (*au choix* and *au grand choix*), which are based on the rating of the teacher and permit to achieve the maximum salary scale faster.

Criteria for salary progression: As for every civil servant, the teacher's basic remuneration increases as he climbs the ladder (called *échelons*) inside his scale; each level of the ladder corresponds to an index which defines the amount of the basic remuneration. The increases are more or less rapid depending on the yearly individual assigned score. Thus, depending on whether one advances in one's career, based on seniority or "choice", it will take 20 to 30 years to reach the top in one's scale.

Process to establish salaries: Index point, adjusted each year with prices. Between 2010 and 2016, it was frozen. It has been increased on the 1st of July 2016 (+0.6%) plus on the 1st February of 2017 (+0.6%).

La Garantie Individuelle du Pouvoir d'Achat (GIPA) introduced by the government with the decree 2008-539 allows for an allowance whose amount equals the difference between the salary of the teacher and the inflation based on a determined reference period.

Status of teacher: The largest majority of teachers are civil servants.

Pathways to enter the teaching profession: Open and closed competitions. [Back to main table for this Indicator](#)

Germany:

Structure of the compensation system: As civil servants, teachers as a rule are classified depending on their training under the higher or senior service. Following their studies and the *Vorbereitungsdienst* (preparatory service), teachers are usually placed on scales A 12 or A 13. The general allocation of salary groups and possibilities of promotion is as follows:

There is no scope for promotion for teachers at primary schools and teachers at *Hauptschulen* who are allocated to salary group A12. There is no scope for promotion for teachers at *Realschulen* and teachers at special schools who are allocated to salary group A13. Teachers at *Gymnasien* and vocational schools have scope for promotion to from *Studienrat* (salary group A12) to *Oberstudienrat* (salary group A13) and finally to *Studiendirektor* (salary group A 14).

There are teachers in some *Länder* who are not trained for a particular type of school but for a certain school level (primary, lower secondary and upper secondary). These teachers are as a rule allocated to the salary groups as follows:

Teachers at lower secondary level may have scope for promotion from salary group A12 to salary group A13. For teachers at upper secondary level there is scope for promotion from *Studienrat* (salary group A12) to *Oberstudienrat* (salary group A13) and finally to *Studiendirektor* (salary group A 14).

Criteria for salary progression: Teacher at secondary schools may be promoted to *Oberstudienrat* or *Studiendirektor*. As a rule, nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

As a rule, among others the following functions are linked to promotion to *Oberstudienrat*:

- Co-ordination of subject areas or subjects
- Planning and performance of career guidance for pupils
- Implementation of the school-specific programme
- Participation in the process of producing timetables and replacement plans
- Procurement and management of teaching aids

As a rule, among others the following functions are linked to promotion to *Studiendirektor*:

- Co-ordination of subject areas or subjects
- Co-ordination of the orientation stage
- Co-ordination of the lower secondary level
- Co-ordination of the upper secondary level
- Administrative functions

Process to establish salaries: Collective bargaining in irregular intervals.

Status of teacher: For teachers at both general education and vocational schools as well as across ISCED levels the proportion of teachers with civil servant status is 75 per cent and the proportion of teachers with public employee status is 25 per cent. This information does not apply to the pre-primary sector and government-dependent private schools.

Pathways to enter the teaching profession: Initial teacher education and training. Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the *Länder*. In *Länder* which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service. This information does not apply to the pre-primary sector. As a rule, pedagogic staffs in early childhood education and care are trained at *Fachschulen* for youth and community work that are assigned to the tertiary level. Over recent years, the number of courses of study leading to a first degree and further courses of study for pedagogic staff has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in co-operation between *Fachschulen* and *Fachhochschulen*. [Back to main table for this Indicator](#)

Greece:

Structure of the compensation system: After the severe salary cuts and the freezing of salaries implemented in 2012 (Law 4024/2011, Law 4093/2012), a reclassification on the pay scale of all civil servants (including

teachers) has been introduced by Law 4354/2015. The introductory pay scale is MK1 (0-2 years of service) and the final one is MK19 (36-38 years of service). However, due to fiscal constraints teachers were placed in the new salary scales in 2016 but they did not receive the salaries specified by Law 4354/2015. More specifically, and according to the directions for the implementation of Law 4354/2015, a month's salary in 2016 is the sum of the base salary of the frozen salary scales of 2011 and one quarter of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters of the difference between the wages of Law 4354/2015 and Law 4024/2011.

Criteria for salary progression: Completion of two years of service per salary scale allows a teacher to enter the next salary scale.

Process to establish salaries: Due to fiscal constraints teachers' salaries as well as all civil servants' salaries are determined centrally.

Status of teacher: Teachers serving in public schools with permanent contracts are civil servants.

Pathways to enter the teaching profession: A relevant degree (ISCED 6) from a HEI is the minimum requirement for eligibility in the examination of Supreme Council for Civil Personnel Selection (ASEP) for teachers (Law 3848/2010), as teachers' vacant positions as well as operational needs in Primary and Secondary Education are covered by candidate teachers achieving a passing score in this examination. For candidate teachers with degrees whose curriculum does not include theoretical and practical training in pedagogy and teaching, further qualifications in pedagogy and teaching are required (Law 4186/2013). Due to fiscal constraints the last ASEP examination for teachers took place in 2008. In the reference year 2016-2017 only very few teachers who had passed the examination of 2008 and were not recruited earlier were given permanent teacher's positions (with a probation period), however these teachers do not cover the needs, so substitute teachers with one year or less contracts were recruited. [Back to main table for this Indicator](#)

Hungary:

Structure of the compensation system: There is a wage matrix (15 items of a time scale -from 0 years to 44 years- and 5 categories of professional development).

Criteria for salary progression: Criteria are the number of years spent in teaching profession and the examination which allows the change in professional categories.

Process to establish salaries: There is no upgrade but every three years the teacher changes his/her payment scale category and the salary increases.

Status of teacher: Teachers are civil servants in public schools and employees in non-public schools. The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools. The maintainer of the public school can offer slightly higher amounts. To private government-dependent schools and private independent schools, the Act on general education, the government decree 326/2013 and the Labour Code apply. For this reason, the statutory salaries set by the Act and government decree are only the compulsory minimum; the maintainer of these schools is free to set higher amounts.

Pathways to enter the teaching profession: There is only one pathway; a teacher must be qualified by a HEI. [Back to main table for this Indicator](#)

Ireland:

Structure of the compensation system: A common base salary scheme operates for all teachers in the state sector at ISCED 1, ISCED 24 and ISCED 34. This provides for the incremental increase in teachers' salary in accordance with years of teaching. There are currently three applications of this common base salary scheme in the system at the moment. Two of which were introduced from Jan 2011 in light of cutbacks in the public sector during the economic downturn. These three applications are:

- (i) For teachers who commenced teaching prior to 2011 which constitutes the majority of teachers
- (ii) For teachers who commenced teaching between January 2011 and February 2012, the numbers of which are very small
- (iii) For teachers who commenced teaching from February 2012 which constitutes 16% of teachers at ISCED 1 and ISCED 2 and continues to grow as more newly qualified teachers enter the educational system on this salary scale.

Prior to 2011, the point of commencement on the incremental scale depended on the length of pre-service qualification/training. For example, qualified primary teachers with three years of primary teaching education started on Point 2 of the salary scale. Post-primary teachers who had four years of pre-service

qualification/training started on Point 3 of the scale. Prior to 2012, teachers were also awarded allowance for qualifications and other allowances such as teaching through Irish, teaching in an Irish speaking areas and teaching on an island school, in addition to their base salary. Since 2012, a new incremental salary scale has been introduced for new entrants to teacher which takes account of allowances previously given for qualifications. Teachers entering teaching from the beginning of 2012 no longer receive discrete allowances for qualifications or other allowances. All teachers entering teaching between January 2011 and before February 2012 started at the first point of a new common scale for teachers appointed during this period. These teachers were also paid allowance for qualifications but from December 2011, there was a cap on the amount of the allowance paid for these qualifications.

Criteria for salary progression: For teachers appointed before February 2012, progression in the salary of teachers is primarily contingent on the years of satisfactory service and qualification levels. Some additional allowances are also payable on a discrete basis to teachers working in an island school, in a school that teaches through Irish and in a school in an Irish speaking area (Gaeltacht). From 2012, progression in the salary of teachers is contingent on years of satisfactory service only. An increment is awarded annually at each point of the incremental scale for each year of satisfactory service. All teachers with a post of responsibility or middle management position are paid an allowance.

Process to establish salaries: The main process to establish salaries is collective bargaining as part of National Pay Agreements. Benchmarking has also been used on occasion.

Status of teacher: Teachers are public servants. The salary scale of teachers is determined within the National Pay Agreements for public servants generally

Pathways to enter the teaching profession: There are two key pathways to entering teaching at ISCED 1, ISCED 24 and ISCED 34 in Ireland. These involve either a concurrent or a consecutive programme of initial teacher education programme. All initial teacher education programmes must meet the requirements of the Teaching Council and are reviewed for the purpose of recognition at timely intervals by that body.

Primary level: At ISCED 1, the main pathway since the 1970s has been the concurrent programme where student teachers complete a three year Bachelor of Education (B.Ed) programme. As part of the National Literacy and Numeracy Strategy published in 2011, this programme has been extended to four years to allow for an additional focus on preparing student teachers to teach literacy and numeracy and to facilitate additional time for student teachers in school placements. In the last 10 years, an increasing number of teachers entering teaching at ISCED 1 have completed a consecutive initial teacher education programme via a postgraduate diploma in education. These student teachers are required to have completed a primary degree normally at honours level to qualify for entry to the consecutive initial teacher education programme. As part of the Literacy and Numeracy Strategy, the duration of these consecutive programmes have been extended from one to two years and now have the academic status of a Postgraduate Masters in Education.

Secondary level: The same pathways are followed for teachers teaching at ISCED 24 and 34. At these levels, the main pathway traditionally and currently for qualifying as a post-primary teacher is the completion of a consecutive programme of initial teacher education. Candidates entering these programmes are required to have a relevant primary degree, normally at honours level. At ISCED 24 and 34, the completion of concurrent programmes (normally a Bachelor of Education programme) relate to the teaching of certain subjects such as Physical Education, Home Economics and Religion. At ISCED 24 and 34, the duration of both consecutive and concurrent programmes leading to a qualification as a teacher has been extended by one year as part of the 2011 National Literacy and Numeracy Strategy. The consecutive programmes have increased from one to two years and now have the status of a Postgraduate Masters in Education. The concurrent programmes have increased from three to four years. [Back to main table for this Indicator](#)

Israel:

Structure of the compensation system: The annual increase in salary is less differentiated over the whole teaching career up to a maximum of 36 years (during the first 7 years, the salary increased by 2% each year and between the 8th and the 36th years, the salary increased by 1% each year). The new wage table is also based on nine promotional levels; each level represents a 7.5-8.5% increase in salary. In *Oz Letmura* Reform in upper secondary education, there were no changes after this reform in the salary scales; therefore, the salary increases are not linear: during the first 7 years, the salary increases by 5% each year; between the 7th and the 25th years, the salary increases by 2% each year; and then, between the 25th and the 36th years, the salary increases by 1% each year.

The teachers' salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives

supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring...

In the last years began the implementation of new reforms in the education system in Israel: the New Horizon reform in the pre-primary, primary and lower secondary education and the *Oz Letmura* reform in the upper secondary education. These reforms require a bachelor degree and increase the teachers' salaries and the teachers working time.

Each new teacher begins to work under the new conditions. Today, more than 70% of the teachers in the upper secondary education are working under the *Oz Letmura* conditions and more than 90% in the other levels of education under the New Horizon conditions.

Criteria for salary progression: The two recent reforms in the education system in Israel have a different effect on the teacher's professional development. In the New Horizon reform (from kindergarten to grade 9) a teacher receives a professional promotion and an increase in his salary on the base of the hours of professional development he took part. The wage table of the "New Horizon Reform" is based on nine promotional levels; each level represents a 7.5-8.5% increase in salary.

In the *Oz Letmura* reform (grades 10-12), the teacher is learning at school two hours a week as part of his professional activities and of his post. Moreover, the rest of the courses in which he participates is taken in the PISGA centres or in one of the universities. According to the number of hours, he will receive one "unit of courses", one of the 18 in maximum that he can receive in his career. A teacher is entitled to receive one "unit" a year. For an unit, the teacher needs to learn 120 hours for the first units and 180 for the last.

There is a high awareness of the importance of professional development. It takes a considerable part in both reforms, New Horizon and Oz Letmura, because it can increase the teacher's salaries of a substantial percentage.

Process to establish salaries: The teachers' salaries are depending on wage agreements between the central authorities and the teachers organisations in the pre-primary, primary and lower secondary education and between the local government and the teachers' organisations, with the approval of the central authorities, in the upper secondary education. The teachers' salary rises with seniority and with the professional development. In addition, the teacher receives supplements for certain activities, such as out-of-school trips, attending school management, classroom tutoring.

Pathways to enter the teaching profession: BA, teaching certificate and teaching traineeship. [Back to main table for this Indicator](#)

Italy:

Structure of the compensation system: Compensation structure is organised by level. The structure is the same for all ISCED level and is composed by 6 level of seniority. In addition to the salary there is a "Professional teacher retribution", the same for all ISCED levels and dependent by the years of service (3 level of seniority).

Criteria for salary progression: Salary progression consider only years in service

Process to establish salaries: The statutory salaries are defined by the National teachers' Collective Contract. Update level of teachers' salary is possible only by collective bargain. Last update was held in 2009.

Status of teacher: It depends by the type of institution. In the public school the teachers are civil servants status

Pathways to enter the teaching profession: Currently the law requires for all teachers the level of Isced7 education. But in the past teachers came into the profession also with Isced3 level, so the older teachers (with more 15 years experiences) could have this type of level. [Back to main table for this Indicator](#)

Japan:

Criteria for salary progression: Though the standard for salary raise cannot be dealt with sweepingly because it is decided by each prefectural ordinance, the salary raise will be carried out if work performance has been good for a year in personnel assessment in each prefecture.

Process to establish salaries: Each prefectural personnel committee make recommendations about salaries considering the balance to private enterprise, and based on it, each prefectural assembly decide the salaries on passing through collective bargain.

Status of teacher: Teacher is public servant, and their salary is decided in each prefectural assembly.

Pathways to enter the teaching profession: Many applicants learn required subjects in university or college, get a teaching certificate, and take teaching staff examination in each prefecture. [Back to main table for this Indicator](#)

Korea:

Structure of the compensation system: A teachers' salary is subject to the regulations pursuant to a public servant's salary specified under the presidential decree, which is on a single pay scale. With respect to salary progression, salary is linearly adjusted based on the number of years in service.

Criteria for salary progression: Number of years in service and achievement of a higher professional teaching certificate.

Process to establish salaries: Once a year, the Ministry of Finance determines the appropriate level of wage increases for public servants based on the official measures of the inflation rate.

Status of teacher: Regular teachers employed at public schools, with the exception of contract teachers, are classified as special civil servants (e.g. public educational officials). Thus, teachers' salaries are subject to the policies specified by the National Public Service Law, the Civil Servant Act, and the Public Officials' Remuneration Regulations.

Pathways to enter the teaching profession: In order to enter the teaching profession, it is necessary to obtain a Teacher's Certificate. A Teacher's Certificate is granted to those who complete a minimum of 50 credits in subject-related courses, as well as a minimum of 22 credits in pedagogical courses at undergraduate or graduate schools.

Pre-primary level: To earn a teacher's certificate, a candidate is required to complete the mandatory subject-related and pedagogical courses at one of the following institutions: a 3-year college, a 4-year general university, or a 4-year teacher's college.

Primary level: To earn a teacher's certificate, a candidate is required to complete the mandatory subject area and pedagogical courses at a University of Education (4 years).

Secondary level: A candidate is required to complete the requisite subject area and pedagogical courses at a general university or a teacher's college (4 years) or to complete the requisite subject area and pedagogical courses at a graduate school of education after completing prerequisite courses at an undergraduate university.

Other comments: Those who have obtained a teacher's certificate are eligible to enter the teaching profession. However, in order to become a regular teacher employed at a public school as a civil servant, it is required to pass a competitive national examination. [Back to main table for this Indicator](#)

Latvia:

Structure of the compensation system: Monthly salary of teacher is paid for working time for regular hours (including breaks between lessons) according to a workload of the teacher. The Regulation by the Cabinet of Ministers sets the lowest monthly work salary rate. Head of education institution evaluates work intensity and personal contribution of the teacher according to the criteria approved by the school. Based on this evaluation and in the framework of state budget grant, the school head has the right to define the monthly salary rate of teacher up than minimum salary rate defined by the regulation.

Criteria for salary progression: In the school year 2016/17, teachers with 3rd, 4th and 5th quality level of professional activity performance evaluation system received allowances of 45, 114, and 140 euro respectively for one teaching work rate (the teaching performance quality evaluation system changed since 1st of January 2017 and the 3rd, 4th, and 5th quality levels were changed to the 1st, 2nd and 3rd levels). In addition, when defining teacher's monthly work salary rate the school head may take into account the length of service of the teacher.

Process to establish salaries: Minimum teachers' salary level = was updated in 2016. Average salary of public sector employees in 2015 for similar amount of working hours per week was taken as a reference point. Public sector employees work 40 hours per week, but teacher's workload comprises 30 hours per week as of the 1st of September 2016. Therefore, public sector average salary is reduced for them to 30 work hours (for example: 40 hours = EUR 1,000, 30 hours = EUR 700).

Status of teacher: In Latvia teachers do not have civil servant status. General labour regulation applies to teachers. The employment status of teachers is contractual. According to the Labour law, schools must sign permanent contracts with teachers.

Pathways to enter the teaching profession: To access to profession, teachers must have the required education and a teacher qualification in the respective level of education. Starting in 2003/04, only teachers with higher education are entitled to work in schools, thus only teachers with academic degree in pedagogy or higher professional qualifications obtained at levels ISCED 6 or ISCED 7 are employed. Various possibilities are provided for the teachers who in accordance with these provisions, are not entitled to teach. Teacher may acquire the necessary qualification through in-service training, e.g. teachers may work also if they have obtained academic or professional degree in the respective field of science and only a teacher's qualification have to be obtained yet. In that case, they have to start teacher's qualification acquisition within two years after they started

to work as teachers. The latter option was introduced in order to enlarge competition as well as to fill vacancies in the teaching of certain subjects due to the ageing of teaching staff. Taking into account the lack of pre-primary school teachers, the recent amendments also prescribe primary school teachers as eligible to teach in pre-primary institutions. In Latvia, more than 40% of teachers are above the age of 50. A nationwide education programme “Mission Possible” has been addressing the relevant issue of young teachers entering school system since 2008. In the framework of this programme, every year around 20 students with a non-pedagogic Bachelor or Master degree become new teachers following the opportunity to study pedagogy along with working at school. “Mission Possible” as part of global network of similar organisations “Teach For All”, recruit and teach these students and career changers, supervise the process of in-school work in the two first years and support different choices of alumni. Until 2015 only approximately half of “Mission Possible” alumni continued their work at school: general regulations for acquiring teacher qualification required to complete a study programme in pedagogy. In 2015, the Ministry of Education and Science confirmed that the procedure for granting teacher qualification set out in the Regulations of the Cabinet of Ministers “Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures for Pedagogues” allows alumni of “Mission Possible” to be automatically awarded with a teacher qualification if they only hold a qualification in an area related to the subject taught. It is expected that the number of these highly motivated teachers staying at school will increase. [Back to main table for this Indicator](#)

Lithuania:

Structure of the compensation system: Teachers basic salaries increase the following ways:

Pre -Primary level: 5-20 percent for all pre-school teachers

Primary level: 5-30 % an international baccalaureate classes; 5-20% schools are in multilingual environment and learning in Lithuania;

Lower Secondary level: 5-30 % an international baccalaureate classes; 5-20 % for gymnasium teachers

Upper Secondary level: 5-30 % an international baccalaureate classes; 5-15 % students are studying in national minority language; 5-20 % for gymnasium teachers.

Criteria for salary progression: Teachers without qualification and work experience: till 3 years; 3-10 years; 10-15 years; 15 and more years. Teachers with qualification level and work experience: till 10 years; 10-15 years; 15 and more years. Teacher without qualification; Teacher with qualification level: Teacher; senior teacher; Teacher - supervisor; Teacher - expert. Annually salary scale:

Pre -Primary level: From starting EUR 6,358 till top EUR 9,960

Primary and Secondary level: From starting EUR 9,803 till top EUR 14,000

Process to establish salaries: Salaries changes when the regulation is changed.

Pathways to enter the teaching profession: Teacher must have a higher pedagogical education. [Back to main table for this Indicator](#)

Luxembourg:

Structure of the compensation system: <http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitements-fonctionnaire/index.html>

Criteria for salary progression: <http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitements-fonctionnaire/index.html>

Process to establish salaries: <http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitements-fonctionnaire/index.html>

Status of teacher: All the teachers concerned by this report are civil servants. They are all being paid by the government and therefore their salaries are regulated the same way as described in the link cell C 23, C 26 and C 29.

Pathways to enter the teaching profession: <http://www.men.public.lu/fr/fondamental/personnel-ecoles/recrutement-instituteurs/index.html>. [Back to main table for this Indicator](#)

Mexico:

Structure of the compensation system: The salary scale was based on the Carrier Magisterial Program. All the teachers have to begin at a traditional level of salary, it is the same for all of them, and the only requirement is to have ISCED 6. To have more qualification does not drive to other salary level at the beginning of the carrier.

Program of Magisterial Career for ISCED 0123, this program has three categories to participate:

1st. It is for Classroom Teachers.

2nd. It is for Personnel with directive functions, or supervision functions.

3rd. It is for teachers that develop technical or pedagogical activities.

Magisterial Career is a horizontal promotion system for teachers. The Programme consists of six stimuli salary levels: K1A, K1B, K1C, K1D, K1E and K1F. The aim of the program is to improve the quality of education; recognising and stimulates the work of the best teachers. Also, it reinforces the interest in the permanent improvement of teachers; stimulating the natural vocation and the teachers' permanence in the teaching activity. Finally, It also supports teachers who work in low development areas.

Criteria for salary progression: The original criteria for Carrier Magisterial Program do not work, but the range of salary is continuing without changes. It is in construction the new criteria for salary progression

Process to establish salaries: We are establishing the new process to establish salaries. By the moment we cannot report any information.

Status of teacher: For public education the teachers are civil servants and their status depends on the New Educative Model.

Pathways to enter the teaching profession: This is done through the "Evaluation for the entrance to the professional service teacher in basic and upper secondary education for the 2016-2017 school cycles. [Back to main table for this Indicator](#)

Netherlands:

Structure of the compensation system: System is the same for every level but salary differences per education level.

Pre-primary and primary level: The salary steps increase every year with a few euros because the scales decreased with one step each year till 15 steps in 2011. It starts for scale LA with 46 euro and ends with a step of 99 euro. For scale LB the step starts with 57 euro and ends with a step of 120 euro.

Secondary level: In secondary education are three salary scales: LB, LC and LD. For scale LB the salary steps increase every year with some euros. It starts at 60 euro and ends with a step of 132 euro. Until 2009 the scales LC and LD were linear. From 2009 it is non-linear because each year the scales will be decreased by one step. In 2014 has been decreased to 12 steps.

Criteria for salary progression: It's the discretion of the school. The promotion criteria for a higher salary scale are determined with teacher representatives of the school (board). There are manuals (framework) in the collective labour agreement.

Process to establish salaries: The government determines the budget (*arbeidsvoorwaardenruimte*) annually. Teacher salaries are determined by the social partners (Respectively the Councils for primary and secondary education (PO-Raad and the VO-raad) and the unions). The councils for primary and secondary education negotiate with the unions about the terms and conditions of employment. There is no regularity in the time period. This changes regularly.

Status of teacher: This is complicated in the Netherlands. By estimation: About one-thirds of the teacher population are civil servants, about two-thirds are not. Staff in public-authority schools and institutions is formally public-sector personnel; they are public servants within the meaning of the Central and Local Government Personnel Act. The same does not apply to staff in the private sector who signs a contract with the board of the legal person, governed by private law, whose employment they enter. They fall under the provisions of the civil law, insofar as the relevant educational legislation and the regulations based thereon do not differ from these provisions. Private sector staff can be deemed to share the status of public sector personnel in respect of those conditions of service that are determined by the government.

Differences between public and *bijzonder onderwijs*. The salaries in collective labour agreement are the same. Only a difference in appointment and unemployment arrangements. The ambition is to normalize this from 2020.

Pathways to enter the teaching profession: For primary education a bachelor degree is required (pabo-diploma). For lower secondary education the minimum qualification level is a second degree (initial teacher preparation) required this is a bachelor degree. For upper secondary education a first-grade initial preparation level is required. This is mostly comparable with a master degree (but not always). [Back to main table for this Indicator](#)

Norway:

Structure of the compensation system: The general collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions specifies minimum salaries for teachers. Local authorities are free to set the salaries higher than the minimum salaries in the general collective agreement.

Criteria for salary progression: The minimum salaries depend on level of/years of education and years of experience. The minimum salaries for teachers with a bachelor degree (3, 4 and 5 years of higher education) are considerable lower than the minimum salaries for teachers with a master degree (6 years of higher education). There is also a considerable increase in the minimum salaries from 10 to 16 years of experience.

Process to establish salaries: Collective bargaining between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions, which results in an increase of the minimum salaries for all, takes places once a year.

Status of teacher: Teachers are ordinary public employees.

Pathways to enter the teaching profession: For primary and Lower Secondary Teacher Education (4 yrs). In 2017, the teacher education changed from being a 4 year-long education at bachelor level to a 5 year-long education at master degree level. Ordinary university studies in different subjects (bachelor/master degree), and finally 1 year of practical-pedagogical studies. [Back to main table for this Indicator](#)

Poland:

Structure of the compensation system: All teachers fall within one remuneration system. The amount of teacher's basic salary is set by the regulation by the Minister of National Education. Remuneration depends on the level of education of the given teacher and his/her position on the professional advancement scale.

Criteria for salary progression: The teacher's salary increases with acquiring a higher level of education and with progress to the following step on the professional advancement scale. Moreover, teachers receive a seniority bonus amounting to 1% of a basic salary for each year in employment (starting with year 4 in employment), a maximum amount of the seniority bonus is set at 20% of basic salary.

Process to establish salaries: The process of establishing teachers' salaries is based on the Government priorities prepared in co-operation with the Teachers' Trade Unions.

Status of teacher: Teaching profession is regulated in a separate legislative act which, among others, defines the remuneration rules.

Pathways to enter the teaching profession: In order to start a teaching career a person should hold a diploma of completing education in a teacher training college or a foreign language teacher training college at a minimum.

Pre-primary and primary level: Minimum - Teacher training college diploma or foreign language teacher training college diploma (ISCED-A 550)

Lower Secondary level: Minimum - Bachelor's degree or Bachelors of Applied Science degree with pedagogical training (ISCED-A 660)

Upper Secondary level: Minimum - Master's degree with pedagogical training (ISCED-A 760). [Back to main table for this Indicator](#)

Portugal:

Structure of the compensation system: Teachers are paid overtime work for the hours they teach beyond the statutorily established. This situation occurs mostly due to difficulties in matching the individual teaching load and the curriculum hours of the classes assigned to the teacher. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18.75% for the second or more hours).

Criteria for salary progression: The teaching career is based on a unique salary range. It is composed by ten levels, all with the duration of 4 years, except the 5th level with 2 years. The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas.

"In order to progress in the career, teachers have to complete a certain amount of professional development credits, awarded by means of in-service training.

On average, it is required to do 25 hours of in-service training per year."

In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

"In addition to the requirement of a University degree:

- Teachers who hold a master's degree and always obtained an evaluation score of ""Good"" or higher, are rewarded with a bonus corresponding to 1 year in the career progression;
- Teachers who hold a doctorate and always obtained an evaluation score of ""Good"" or higher, are rewarded with a bonus corresponding to 2 years in the career progression.

Progress through these conditions is frozen since 31/12/2010."

Process to establish salaries: Collective bargaining; and financial constraints

Status of teacher: Teachers are civil servants, under the Teachers' Career Statute.

Pathways to enter the teaching profession: All teachers who enter the teaching profession have ISCED 7 qualifications and begin at level 1 (Index 167). They need to have a teacher certification and having successfully been selected in the first phase of the assignment contest. [Back to main table for this Indicator](#)

Scotland:

Structure of the compensation system: All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale. Teachers during their probationary period are placed on Point 0 of the Main Grade Scale. Following full registration with the General Teaching Council for Scotland (GTCS) teachers are moved on to Point 1 of the Main Grade Scale or to a higher point if additional salary points are awarded. Progression along the salary scale is commensurate with qualifying periods of teaching service, which comprises 26 weeks or more of teaching service obtained within a salary year. A salary point is awarded for each qualifying period of teaching service. The process is repeated, as necessary, for any remaining salary years in the teacher's record of service. The chartered teacher programme has been discontinued and personal pay protection applies to those on that spine.

Criteria for salary progression: For pre-primary and secondary, see above.

Primary level: Additional points can be awarded when a staff member is 'returning to teaching': teachers who have met the Standard for Full Registration should be placed on the same salary point on the current Main Grade Scale as he/she occupied immediately prior to leaving employment as a teacher. Additional salary points can also be awarded for relevant experience. Recognised non-teaching experience includes periods of employment and of voluntary or other non-paid activities such as experience which is relevant to the subject being taught or more general 'life skills' which have a bearing on the depth or quality of teaching being offered. Progression along the salary scale is commensurate with qualifying periods of teaching service, which comprises 26 weeks or more of teaching service obtained within a salary year. A salary point is awarded for each qualifying period of teaching service. The process is repeated, as necessary, for any remaining salary years in the teacher's record of service.

Process to establish salaries: The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1). The SNCT is a tripartite body comprising teacher's representatives, representatives of the Scottish Government and local authority representatives drawn from the Convention of Scottish Local Authorities (COSLA). The Teachers' Side of the SNCT has 11 seats which are determined annually by recognised unions and which are based on union membership size. All teacher salaries are set according to the National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals.

Status of teacher: Teachers are not civil servants. They are employed as teachers by Local Authorities. All teachers, other than those in promoted posts or who have an entitlement to a conserved salary or who are on the Chartered Teacher Spine, are placed on the Main Grade Scale.

Pathways to enter the teaching profession: The Standard for Provisional Registration (SPR) specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with the General Teaching Council for Scotland (GTCS). Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration (SFR). The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. [Back to main table for this Indicator](#)

Slovak Republic:

Structure of the compensation system: One pay scale for all teachers of regular pupils/students and different pay scale for teachers of pupils/students with special educational needs.

Criteria for salary progression: Salary progression due to years in service - each year up to 32 years. Progression due to increase of the qualification level up to 12% of the pay grade. Performance allowance: up to 100% of the pay grade.

Process to establish salaries: The act on state budget defines the increase of pay scale.

Status of teacher: They are not civil servants and do not have any specific status.

Pathways to enter the teaching profession: Ending the relevant education.

Pre-primary level: Graduation of Secondary vocational school of pedagogy (Minimal qualification at ISCED 354).

Primary and lower secondary level: Graduation of Pedagogical faculty at university level (Minimal qualification at ISCED 760)

Upper secondary level: Graduation of Pedagogical faculty at university level or University degree together with Complementary pedagogical study (Minimal qualification at ISCED 760). [Back to main table for this Indicator](#)

Slovenia:

Structure of the compensation system: In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement, which specify common salary bases of all employees in the public sector and also allowances and additional payments. There is a common salary scale with 65 salary grades. All posts are classified into salary grades.

Pre-primary level: teachers are classified from 30 to 41 salary grade

Primary and secondary level: teachers are classified from 30 to 43 salary grade

Criteria for salary progression: Salary progression depends on time spent at a particular grade, but also a positive service performance assessment. Generally public servants may be promoted by one or two salary grades every three years. In addition, according to the Organisation and Financing of Education Act teachers can be promoted to professional titles Mentor, Advisor and Councillor. The rules issued by the Minister of Education determine the conditions of promotion, criteria for evaluation of conditions and procedures. The conditions include a certain number of years of experience, performance at work, in-service training and additional professional work. The Minister, following a proposal by the head teacher, decides on the promotion. Promotion to title results in progression on salary scale as well.

Process to establish salaries: The Public Sector Salary System Act regulates the rules for stipulating, calculating and paying salaries, as well as rules for earmarking the amounts of fund for salaries and stipulates also that collective agreement defines classification of posts and titles into salary scale, salary grades' values and their annual adjustments, annual funds for regular work performance allowances, amounts of allowances (e. g. length of service, mentorship, further formal qualifications, less favourable working conditions, dangers and special burdens, working during less convenient hours). The process of collective bargaining and the responsible authorities are also determined by the Act. The process of collective bargaining is annual; it commences in May and shall finish in time to have its results adopted by budgetary planning. The Act also stipulates that Council for the public sector salary system is established to implement the Act, to monitor the public sector salary system policy. It includes representatives of state and local authorities' bodies and public sector trade unions.

Status of teachers: In Slovenia, teachers working in public schools and kindergartens (which are public institutions) are civil servants and are directly employed by the school/kindergarten. According to the article 1 of the Civil Servants Act, civil servants are individuals employed in the public sector which includes also public schools and kindergartens.

Pathways to enter the teaching profession: The route for entry into teaching is through initial teacher education (ITE), which is organised according to consecutive and/or concurrent models. There are no alternative pathways to teaching profession in Slovenia. Teachers enter the profession in two ways: applying for open recruitment trainee job positions (induction system - *pripravnništvo*) advertised by the Ministry of Education or by applying for open recruitment job positions advertised by schools. To be fully qualified, teachers, after having at least 6 months of teaching experience (as part of induction or independently), have to pass the state professional examination. Induction is not compulsory. Fully qualified teacher and new teacher without state professional examination have the same basic salary. [Back to main table for this Indicator](#)

Spain:

Structure of the compensation system: In public educational institutions salaries are established according to the secondment of the Body or category to which they belong which is a specific Subgroup or Professional classification group; the seniority (bonus for every three-year period in service); the category or professional level (additional remuneration attached to a post) and the work carried out (specific additional remuneration). On this manner, salaries for career civil servant teachers are classified into:

- Basic rewards: Paid according to the secondment of their body or category and to their seniority. They are:
Basic salary: Standard amount set at national level for every civil servants belonging to the same Subgroup or Professional classification group. Bonus for every three-year periods in service: Amount established at national level for every Group or Professional classification subgroup every three years of activity.
- Additional rewards: Paid according to the characteristics of the jobs, the professional career or the development, performance or results achieved by the civil servant. They are: Additional remuneration attached

to a post: salary according to the category or professional level reached by a civil servant within the administrative career system.

Specific additional remuneration: remuneration concerning specific conditions of some posts, as the implementation of single government bodies or singular teaching posts; carrying out of the education inspectorate; due to lifelong training (amount allocated for every five or six years in service, related to lifelong training. It varies in each Education Authority) or by tutorial activity. This remuneration includes two different ones in each Autonomous Community: a General Remuneration for every teacher depending on the teaching bodies and scales to which he/she belongs; and a Singular Remuneration related to the specific conditions of each position.

Pre-primary and Primary level: Teachers belong to the subgroup A2. Regarding to professional category, they have the level 21. These level determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system)

Secondary level: teachers belong to the subgroup A1. Regarding to the professional category, they have the level 24 or 26 (senior professors body). These level determine the additional remuneration attached to a post (salary according to the category or professional level reached by a civil servant within the administrative career system)

Criteria for salary progression: The criteria for salary progression are:

- Seniority: bonus for every three-year periods in service: Amount established at national level for every Group or Professional classification subgroup every three years of activity.
- The category or professional level reached by a civil servant within the administrative career system.
- Specific conditions of some posts, as the implementation of single government bodies or singular teaching posts; carrying out of the education inspectorate;
- Lifelong training (amount allocated for every five or six years in service).

Process to establish salaries: Increases in teachers' salaries are established in the General Budget Law adopted by the central government and in the Budget Law of the Autonomous Communities annually. The applied increase is decided in The General Negotiating Table of Public Authorities. It is chaired by the General State Administration and is constituted by representatives of the Autonomous Communities, the Autonomous Cities of Ceuta and Melilla, the Spanish Federation of Municipalities and Provinces and the most representative labour organisations. All the issues susceptible to be regulated at State level with a nature of basic regulations are negotiated in this Table and, more specifically, the global increase of the salary of the staff at the service of the corresponding Public Authorities to be included in the Project of the yearly Spanish Budget Act.

Status of teachers: In the case of public school teachers, there are wage differences due to the condition of the career civil servants or interim civil servants.

Interim civil servants included in the scope of application of the Basic Status of the Public Employee will receive the basic salaries, including the seniority corresponding to the group, subgroup and the professional category in which they have been appointed as interim and the additional remuneration corresponding to the post of work.

Interim civil servants cannot receive salary supplements associated with the progression reached by the official within the administrative career system (since they are interim they cannot opt for positions that allow them to progress in their administrative career).

On the other hand, public educational centres can count exceptionally on teaching staff. In this case, the remunerations are subject to the provisions of: status of workers, collective agreements of the sector and what is stipulated in each work contract.

Pathways to enter the teaching profession: Initial teacher training required in public institutions.

At this moment, the new university degrees (Bachelor), already fully implemented coexist with the study programmes previous to the European Higher Education Area (EHEA), practically extinct. A university degree is required, although the type of degree and the specific number differ according to the education level:

- pre-primary and primary education: 1 degree (Bachelor)
- lower and upper secondary education: 2 degrees (Bachelor and Master)

Entry in the profession: Candidates must pass a merit-based selection and a competitive examination established for each civil servant teacher bodies. The selection process is carried out through a competitive examination based on merits and it is made up of the following phases:

Competitive examination phase: Specific knowledges of the teaching speciality are evaluated, as well as the pedagogic aptitude and the mastery of the necessary techniques for the teaching exercise.

Merit-based selection phase: Candidates' prior teaching experience, academic education and other merits are evaluated in accordance with the scales established in the different calls to gain access to the body of school teachers (according to Autonomous Community), secondary education teachers (according to Autonomous Community) and technical teachers of vocational training.

Traineeship period: It aims at checking the aptitude for teaching of the selected applicants. [Back to main table for this Indicator](#)

Sweden:

Structure of the compensation system: According to the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities salaries should be individual and differentiated and reflect achieved goals and results by the individual.

Criteria for salary progression: According to the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities salaries should be individual and differentiated and reflect achieved goals and results by the individual.

Process to establish salaries: Collective bargaining.

Status of teacher: Generally teachers have to have a certification from the Swedish National Agency of Education.

Pathways to enter the teaching profession: Usually by pedagogical education from a university by taking a degree. [Back to main table for this Indicator](#)

Switzerland:

Structure of the compensation system: Powers in the area of education are split between the cantons and his communes and the Confederation. Each canton has the sole responsibility for its compulsory schooling (primary and lower secondary levels). At the upper secondary level, the Confederation sets down regulations for vocational education and training (with implementation left to each canton), while the cantons have the primary responsibility over general education programs (Matura schools and upper secondary specialised schools). The Confederation is made up of 26 full and half-cantons. These are sovereign states and have an organisation similar to that of the Confederation in political and administrative terms. They each have their own constitution and government offices for the legislative, executive and judicial branches and have autonomous authority in the area of taxes and finances. In general, teacher salaries are set uniformly within individual cantons, and considerable differences exist across cantons. These differences do not only concern the starting salaries, but also the progression of the wages.

Criteria for salary progression: Compensation is related to a very limited number of aspects – in effect, the type of initial teacher education and years of experience. Rewards for extra responsibilities or additional duties are not provided, with a few exceptions (e.g. management roles).

Process to establish salaries: The formal employer of teachers is either the canton or his communes. Accordingly, the determination of salary scales and conditions of employment are made by one of these two authorities.

Status of teacher: Employment conditions for the public sector are largely dependent on cantonal laws and cantonal employee's contract. Teachers have a salaried employee status. This status goes along with indefinite, terminable contractual arrangements regulated by public law, which are similar to those offered in the private sector.

Pathways to enter the teaching profession: The education and training of teaching staff for all educational levels is provided by university institutions. The admission requirement of universities of teacher education for the primary and secondary levels (lower and upper) is generally an academic Matura. For pre-school teachers, the requirement is a specialised Matura, a vocational Matura or an academic Matura. The degree programs in teacher education and training provide professional qualifications and include scientific components, teaching-specific components, educational science components and practical training components. The duration of studies depends on the selected degree program. Teacher training courses for the pre-school and primary levels last 3 years and are completed with a Bachelor's degree. To teach at the lower secondary level, teachers need a Master's degree. Teaching at the upper secondary level requires not only a degree from a university of teacher education, but also a Master's degree in the subject(s) that are to be taught. Studies in special needs education are given at the Master's level. [Back to main table for this Indicator](#)

Turkey:

Structure of the compensation system: The data is valid for pre-school to upper secondary education.

Criteria for salary progression: Salary progression is based on the following criteria: 1) Years of service, 2) Generalist (classroom) teacher or field teacher (Maths, History, etc), 3) Knowledge of a foreign language (up to

three), 4.) Marital Status (in case the spouse is unemployed). These criteria (excluding 2) are valid for all educational cycles.

Process to establish salaries: The increase in the salaries, for all educational levels concerned, are identified by the government to be applied to the salaries twice per year, in January and in June. The salaries are identified by a committee in which the representatives of the government and civic organisations carry out certain negotiations and collective bargaining. A referee body is also responsible for the process in case a decision cannot be taken in the negotiations. The salary increases should also be compensated in each term provided that the percentage of increase is exceeded by the annual inflation rates.

Status of teacher: Teachers work as full-time employees and benefit from all legislative rights of the civil servants, including health care, retirement plans, holidays and alike.

Pathways to enter the teaching profession: There are commonly two major ways to entry: 1) Candidate teachers must be a graduate of faculties of education, and they need to succeed in a high-stakes examination entitled 'Public Personnel Selection Examination', in which a field specific examination is also provided for teachers in line with their field. 2) Graduates of specific programs of faculties of sciences/letters can become a full-time teacher in the Ministry schools provided that they hold a 'Pedagogic Formation Certificate', a short-term general course on education provided by certain faculties of education. Similarly that group of candidates need to take the Public Personal Selection Examination to be appointed to a post in state schools. [Back to main table for this Indicator](#)

United States:

Structure of the compensation system: Salary decisions are made at the school, district, and/or state level.

Criteria for salary progression: Salary decisions are made at the school, district, and/or state level.

Process to establish salaries: Salary decisions are made at the school, district, and/or state level.

Status of teacher: In the United States, public school teachers are civil servants. [Back to main table for this Indicator](#)

Tables D3.9 and D3.10.

Interpretation

Australia:

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres. [Back to main table for this Indicator](#)

Austria:

School heads' allowances are determined by size of school a time of service. Concerning the size of schools there are, depending on the type of school, 5 or 6 ranges. For filling in the salary ranges, the allowance for the smallest schools (Range A) and for large schools (Range B) were used to define the range of salaries paid to school heads. Therefore the percentage of heads paid exactly that allowance (A or B) cannot be stated. For extraordinary large schools the allowance of Range B is increased up to 25% (more than 60 classes). [Back to main table for this Indicator](#)

Chile:

Simulations for teacher working 44 hours, according to years of experience, level assigned and an estimate of the management responsibility allowance. These simulations are the official estimates of the Centre for perfecting, experimentation and pedagogical investigations (CPEIP) of Chile, based on the salary components stated in the Law of the New System of Teacher Education and Professional Development (Law 20.903). [Back to main table for this Indicator](#)

Denmark:

Statutory salaries exclude the part of social security and pension scheme contributions paid by the employers. The reported actual salary is a calculated salary. The statistical database containing data on salary data for the entire group of school leaders do not provide salary data excluding the part of pension contributions paid by employers, and including the part of pension contributions paid by employees. This distinction is without any practical meaning in the Danish salary system. So the salary data are therefore presented in the databases either

with the total pension contribution included or without pension contributions as a whole. [Back to main table for this Indicator](#)

England:

The term for school heads in England is 'head teacher'. The statutory salary figures apply to school heads paid as 'head teachers' on Groups 1-8 of the head teacher pay ranges.

Pay ranges: The population of teachers covered by the statutory salary figures includes full-time school heads on the head teacher pay ranges: Group 1-8. There is no minimum qualification required to be paid on the head teacher pay ranges. Executive head teachers, that is, head teachers who are responsible for more than one school, have been excluded.

Geographical area: There are separate geographical pay ranges for school heads employed in different areas: 'Inner London Area', 'Outer London Area', the 'Fringe Area', 'England and Wales (excluding London Area) area'. This is to reflect the cost of living in different areas of England and Wales. The statutory salary figures reported are for the 'England and Wales (excluding London Area) area'.

Range A: Range A refers to the statutory salary figures for school heads paid on the Group 1 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of up to 1,000 (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD 2016, p. 12). The minimum salary figure for Range A refers to the minimum salary on the Group 1 head teacher pay range for the 'England and Wales (excluding London Area)' area. The maximum salary figure for Range A refers to the maximum salary on the Group 1 head teacher pay range for the 'England and Wales (excluding London Area) area'.

Range B: Range B refers to the statutory salary figures for school heads paid on the Group 8 head teacher pay range. School heads are paid on this pay range when the school has a total unit score of 17,001 and over (calculated in accordance with paragraphs 6.1 to 6.5 of the STPCD 2016, p. 12). The minimum salary figure for Range B refers to the minimum salary on the Group 8 head teacher pay range for the 'England and Wales (excluding London Area)' area. The maximum salary figure for Range B refers to the maximum salary on the Group 8 head teacher pay range for the 'England and Wales (excluding London Area) area'.

Public schools: The statutory pay ranges apply only to maintained schools, that is, local authority-maintained schools. The governing body for academies, which classify as publicly funded independent schools and make up around 69% of secondary schools and 24% of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

ISCED 02: A significant proportion of provision of ISCED 02 (64% of provision for 3-year-olds) is provided in settings other than schools. The statutory salary figures provided apply only to school heads of pupils in schools and do not apply to other ISCED 02 settings.

ISCED 34: School heads of students at ISCED 34 are employed in both schools and further education colleges. The statutory salary figures provided apply only to teachers of pupils in schools and do not apply to further education colleges. [Back to main table for this Indicator](#)

Estonia:

The minimum or maximum amounts of school heads' salaries have not been set statutory. [Back to main table for this Indicator](#)

Finland:

The data for pre-primary education is for heads of kindergarten/day-care institutions who are the majority. [Back to main table for this Indicator](#)

Greece:

Data on gross annual statutory salaries are reported on the basis that school heads complete certain years of work experience on 1st September 2016. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016, a month's salary in 2016 is the sum of the base salary of the frozen salary scales of 2011 and one quarter (1/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. The salaries for school heads in Pre-Primary schools include only teachers working in Pre-Primary Education Schools that are supervised by the Ministry of Education, Research and Religious Affairs. [Back to main table for this Indicator](#)

Iceland:

At ISCED 03, data concerns about 30 school heads of public upper secondary schools, which are run directly by central government. [Back to main table for this Indicator](#)

Ireland:

Data has been provided on the salaries of principal in the smallest sized schools, the largest sized schools and schools of average size. [Back to main table for this Indicator](#)

Italy:

The amount of the allowance is variable between regions. The contract provides that the general criteria for allowances and related to the characteristics of schools are established during the negotiation and concern:

1. dimension (number of students, number of teachers)
2. Complexity (presence of different ISCED levels)
3. Background (areas of particular social/territorial need). [Back to main table for this Indicator](#)

Scotland:

In "pre-primary" (Early Learning and Childcare) settings, "school head" is interpreted as manager of day-care services. [Back to main table for this Indicator](#)

Slovenia:

The same population of school heads is reported in data on ISCED 1 and ISCED 24 (single structure basic school is headed by one school head). [Back to main table for this Indicator](#)

United States:

In the United States, most school head compensation issues are decided at the school district level.

School heads' salaries are decided at the local level and vary across local areas and states. There is no national salary scale in the United States. In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data on statutory salaries are reported for median salaries based on school head's reported base salaries.

Minimum salary refers to the most prevalent qualification (master's degree) and maximum salary refers to the highest qualification (education specialist or doctoral degree). [Back to main table for this Indicator](#)

[Tables D3.11 and D3.12.](#)

Interpretation

Australia:

The consensus may not reflect practice in some jurisdictions. These data may vary from year to year based on the jurisdictions that provide information. It includes government schools and preschools, while excluding early childhood educational programmes delivered in long day-care centres.

Allowances related to working conditions:

Schools in disadvantaged, remote or high-cost area (location allowance): amounts range from 166 to 20870 per annum depending on location. [Back to main table for this Indicator](#)

Austria:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties) :

For the participation in other management in addition to school head duties: amounts range between a minimum of EUR 677.8 and a maximum of EUR 948.9 per month.

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): different fixed amounts are granted according to different qualifications levels: min EUR 43.9 per month; max EUR 131,7 per month. School heads that get the qualification from 1 September 2010 on do not get the allowances anymore. If they have got it before 1 September 2010, the allowance can still be granted. According to the individual situation of the school head, the school head is awarded a salary allowance or not.

Allowances based on other criteria:

Family status (e.g. married number of children): this is done by tax reductions.

Other: Holiday bonus and end of year bonus can also be granted. [Back to main table for this Indicator](#)

Chile:

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): School heads are required to be qualified in level Advanced in the Teachers' professional development System. However, they can potentially be qualified in higher levels, which would mean an extra amount in his/her base salary.

Other criteria: The only additional allowances of the School Heads are the Collective Performance Allowance (ADECO), which is set in relation to the achievement of the school goals, in agreement with the Ministry of Education. This has to be approved by both the school and the provincial management. It can be 10 to 20% of the base salary. On the other hand, a school head who takes hours in the classroom could participate in the evaluation process and eventually be assigned in a better level in the teaching career, opting for better salaries. [Back to main table for this Indicator](#)

Czech Republic:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Participation in other management in addition to school head duties: Leadership of other employees set in a percentage of the highest salary steps in the given category: 5-60 % according to the level of leadership.

Working overtime: Overtime pay for work above the statutory weekly working hours is at least 25% of the hourly average earnings.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): For school prevention specialist, further qualifications are required. CZK 1000-2000 monthly

For school advisor performing the specialised methodical activity and more complicated counselling activities, further qualification is required. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of teachers who perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school) or special tasks (e.g. training student teachers and providing support to other teachers.) or Participation in mentoring programmes and/or supporting new teachers in induction programmes: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range (usually the individual allowance amounts to 2.8 % of the gross salary). Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head.

Class teacher/form teacher: Allowance for a 'class teacher': CZK 400-1000 monthly.

Other: Remuneration for the successful completion of an extraordinary or exceptionally important work task.

Allowances related to qualifications, training and performance:

Successful completion of (continuing) professional development activities: Performance of specialised activities which requires further qualifications (co-ordination in the area of ICT, developing and co-ordination of School Framework Programmes, prevention of socially pathologic phenomena and activities related to the environmental education and to the spatial orientation of visually disabled children and pupils): CZK 1000-2000 monthly. The weekly direct teaching activity of a teacher who works as an ICT methodologist is reduced by 1 to 5 lessons.

Outstanding performance: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range (usually the individual allowance amounts to 9,0 % of the gross salary). Individual allowance may be granted as appreciation of long-term achievement of very good work results or fulfilment of a larger range of work tasks than other employees. Performance is evaluated by school head.

Other: Specialised methodological activity in pedagogy and psychology which requires further qualification - study for school advisors. The position allows to progress from 12 to 13 salary range. The extent of weekly direct teaching activity of school heads that perform the function of a school advisor is reduced by 1-5 lessons a week, depending on the school size. [Back to main table for this Indicator](#)

Estonia:

These allowances are not stated in any regulation: which authority level decides on the entitlement to the following allowances are based on common practice. [Back to main table for this Indicator](#)

Finland:

Allowances related to qualifications, training and performance:

Outstanding performance: Payable as a lump sum amount. Negotiated with the school head's employer, the local authorities. Appraisal is also done by the representative of the local authority, most commonly head of local education department

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): A percentage of the base salary. [Back to main table for this Indicator](#)

France:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Participation in other management in addition to school head duties: Headmasters allowance: fixed amount:

- pre-primary / primary = EUR 1,296

- secondary = EUR 2,881

+ variable amount based on school size (number of classes or number of pupils)

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1,250

Outstanding performance: A part is attributed every three years taking into account professional coverage. It is determined using a coefficient ranging from 0 to 3 applied to a reference amount of EUR 2,000 for the three school years covered by the mission.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Allowance for teachers teaching in disadvantaged area (REP and REP+ allowance) - REP = 1734 €; REP+ = 2312 €. [Back to main table for this Indicator](#)

Greece:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): School heads are responsible in collaboration with the teachers for maintaining discipline, but this task is not compensated with an allowance (G.G. 1340/B /16-10-2002 Art. 29, par. 7).

Special tasks (e.g. training student teachers and providing support to other teachers.): School heads have the duty to support other teachers including new teachers and substitute teachers, but they do not receive an allowance for this task (G.G. 1340/B /16-10-2002 Art. 28 par. ia and Art. 29 par. 12, 13).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: School heads have the duty to take up initiatives in collaboration with school counsellors for supporting new teachers and organising in-service training seminars for teachers of their school, but they do not receive an allowance for these duties (G.G. 1340/B /16-10-2002 Art. 30 par. 3, par. 1).

Other: School heads have additional duties relating to the school board, the school counsellors, the Head of the Education Directorate, the school community, the school committee, the students' parents and guardians, and citizens, but these duties are not compensated by allowances (G.G. 1340/B /16-10-2002 Articles 29, 30, 31, and 32).

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): The initial educational qualification is a Bachelor's degree, the possession of a relevant Master's or PhD degree is considered as additional years of experience as a teacher. The recognised additional years of service result in a higher salary grade according to Law 4354/2015.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): The allowance for serving in a disadvantaged or borderline region is 100 € gross per month.

Other criteria:

Family status (e.g. married, number of children): The family allowance received by all civil servants including school heads is 50 € gross per month for one dependent child, 70 € gross per month for two dependent children, 120 € gross per month for three dependent children, 170 € gross per month for four dependent children and for more than four children 70€ for each child above the four children (e.g. 240 € gross per month for five dependent children).

Allowances related to qualifications, training and performance:

Other: For principals, at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to 2011, the allowance for teaching in an island school is 1,842 euro, the allowance for teaching in an Irish speaking area (Gaeltacht) is 3,063 euro, and the allowance for teaching through Irish in an all Irish school outside of the Gaeltacht is 1,583 euro. [Back to main table for this Indicator](#)

Israel:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): In the summer holidays there are activities at school for young pupils (grades 1-3). The school head can work as co-ordinator of the program. He will be paid by the local authority.

Special tasks (e.g. training student teachers and providing support to other teachers.): A school head can support another school head, and not a teacher, for a supplementary payment. Part of the principal's ongoing work is to support teachers and it is included his basic salary.

Class teacher/form teacher: Only in the upper secondary education a school head can receive main teacher reward and allowance for managing

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Not relevant in preschools in primary and lower secondary schools - a separate salary table with no management compensation.

Outstanding performance: In the upper secondary education, a school head can receive between 3,100 to 8,300 NIS for school performance. The school owners can add a separate grant for successful schools.

Complexity and school size: In the upper secondary education, school size and complexity have an impact on the school head salary. School head of a 6 years school (with lower secondary classes) can receive higher salary than a school head of a 3 years school (only upper secondary classes).

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): the nature of compensation is percentages and monthly payments as home rent.

Vacation / Clothing / Jubilee Grant: Once a year, vacation allowance, clothing allowance and Jubilee Grant (for school head with more than 25 years of experience).

Other criteria:

Residence allowance (not dependent on a particular location): Negligible. Rent home for the school heads in Eilat and for some Druze and Bedouin school heads who work in farther areas.

Family status (e.g. married number of children): Additional dormitories having children under 5 years old reduced working hours for having children under age 14.

School head age: The school head's age affects the extent of full-time work hours. As the school head is older (there are 2 steps: over age 50 and over 55) he will obtain a reduction of his work time. [Back to main table for this Indicator](#)

Latvia:

Information refers to public institutions only (private institutions may have set some other allowances autonomously). Local authorities (municipalities) are employers of school heads for most schools in Latvia.

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Participation in other management in addition to school head duties: Depends on local authority.

Working overtime: Depends on local authority.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): If a part of his/her duties as a teacher.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): If a school head performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload.

Special tasks (e.g. training student teachers and providing support to other teachers.): Depends on local authority.

Class teacher/form teacher: If a school head performs also duties of class teacher.

Allowances related to qualifications, training and performance:

Outstanding performance: As a school head he/she may receive additional allowances from the school founder (local authority). If a school head performs also duties of a teacher, he/she is eligible to participate in performance quality evaluation (voluntarily) and to receive additional allowance related to the teaching quality performance. Teachers with the 3rd, 4th, and 5th quality level (professional activity quality evaluation system) receive allowance of 45, 114, and 140 euro respectively in relation to one teaching work rate. The teaching performance quality evaluation system changed since 1st of January 2017 and the 3rd, 4th, and 5th quality levels were changed to the 1st, 2nd and 3rd levels.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other criteria:

Family status (e.g. married number of children): Tax reduction for a dependent child relates to the system of taxation.

Other: Heads of state gymnasiums are eligible to receive 10% allowance. [Back to main table for this Indicator](#)

Lithuania:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Working overtime: Basic salary increase till 30 percent.

Other: basic salary increase till 45 percent.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): basic salary increased 5-20%. [Back to main table for this Indicator](#)

Poland:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Working overtime: The amount of additional payments is specified in the central regulations adopted by the local authorities. The method to calculate remuneration for one hour of additional work is determined by local authorities.

Allowances related to qualifications, training and performance:

Outstanding performance: The amounts of the awards are specified in regulations determined/adopted by the central, regional and local authorities. The school head is assessed for achievements in professional work (achievement of a high level of education, by, for example, creating conditions for developing students' aptitudes and abilities, providing support to teachers in carrying out their tasks, ensuring safety for students and teachers). The evaluation of a school head is carried out by the body in charge of pedagogical supervision in agreement with the local authority.

Other: Motivation incentive (management performance appraisal): The allowance specified in central regulations and the amount of it determined/adopted by the local authorities.

In March 2016 the actual average value of the motivation incentive for all Polish school heads amounted to PLN 551 (for one month).

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): 10% of the base salary (without any additional payments) paid to school head monthly for working in rural areas or towns with no more than 5 thousand inhabitants.

Other: Residence allowance for working in rural areas or towns with no more than 5 thousand inhabitants. The amount of additional payments specified in the regulations is left to the discretion of local authorities and vary from one case to another.

Other criteria:

Other: Service anniversary award. The amount of the service anniversary award depends on the period of school head's work and is as follows: for 20 years of work - 75% of monthly remuneration; for 25 years of work - 100% of monthly remuneration; for 30 years of work - 150% of monthly remuneration; for 35 years of work - 200% of monthly remuneration; for 40 years of work - 250% of monthly salary. [Back to main table for this Indicator](#)

Portugal:

In Portugal, most schools are organised in school clusters, which contain schools teaching courses in various ISCED levels.

In these cases, the school head may be from any ISCED level taught at any of the schools belonging to that school cluster, and are paid similarly.

Principals, deputy principals and accessors receive an increase in salary during the assignment for the position and according to the total number of students enrolled in their respective clustered and non-clustered schools. [Back to main table for this Indicator](#)

Scotland:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Explanatory notes: Where a teacher is involved in extracurricular activities for a maximum of 15 hours a week in a residential special school, his/her salary will be increased by the amount specified here: <http://www.snct.org.uk/wiki/index.php?title=Appendix 2.5 Annex A>.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): The Remote Schools Allowance from 1 April 2016: GBR 1,398 per annum for payments in accordance with paragraph 1.3(a) GBR 2,625 per annum for payments in accordance with paragraph 1.3(b)

(see <http://www.snct.org.uk/wiki/index.php?title=Appendix 2.5>). The Distant Island Allowance is GBR 2,048 per annum. [Back to main table for this Indicator](#)

Slovenia:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Other: Reduction in the teaching time for membership in a subject testing committee for national assessment of knowledge in basic school – 3 lessons per week for Slovenian language and mathematics, 2 lessons per week for foreign language and 1 lesson per week for other subjects. If the head teacher has no teaching requirements it is paid as work performance from increased workload (additional teaching within full-time contract).

Allowances related to qualifications, training and performance:

Further formal qualifications (higher than the minimum qualification required to become a school head, educational qualification in multiple subjects, etc.): Fixed amounts per month for attained level: 1) academic specialisation: EUR 23.27; 2) research master's degree: EUR 36.21; 3) doctor's degree: EUR 59.47.

Outstanding performance: Work performance from increased workload (additional teaching within full-time contract- not more than 5 lessons per week). Regular work performance allowances (based on appraisal) are provisionally taken out of teachers' salaries following circumstances of economic crisis.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Reimbursement of transportation cost from home to the school and back for teachers (if the distance is more than 2 km) – cost of public transport for days at work.

Other: Bilingual schools or schools with Italian language: 6 % of basic salary

Other criteria:

Other: Long-service award: payment to teachers for years of employment in public sector (10 years: EUR 288,76; 20 years: EUR 433,13; 30 years: EUR 577,51). [Back to main table for this Indicator](#)

Spain:

Allowances related to qualifications, training and performance:

Successful completion of (continuing) professional development (CPD) activities: Fixed amounts (they may be different for each level of education). Every five-six years, teachers who have done at least a minimum number of

hours of recognised CPD activities receive a new extra-salary supplement. This supplement is different for each five/six-year period and may be different for the different educational levels.

Outstanding performance: Fixed amounts. School heads are assessed at the end of their term of office. Those who have a positive assessment, have a personal and professional recognition, and also an economic recognition consisting of part of the school heads' allowance (depending on the number of years they have been school heads) for the rest of their active life. The Autonomous Communities regulate the performance evaluation of the directors of the schools. In general, this evaluation is aimed at analysing the development of the management tasks. This evaluation has as referent the competences and tasks that the legislation attribute for this position.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): Fixed amounts (they may be different for each level of education). Geographical location refers to Canary Islands, Balearic Islands, the cities of Ceuta and Melilla, the Spanish schools abroad as well as to some areas with a specific dialect. They consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

Other criteria:

Other: In some communities, head teachers of schools with school meals service have a special allowance. Also head teachers of schools with different sites. [Back to main table for this Indicator](#)

Sweden:

The nature of compensation is determined individually for each school head. [Back to main table for this Indicator](#)

Switzerland:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties): Employment conditions are dependent on the cantonal laws and cantonal employee's contract. Therefore we don't have this precise information on a national level.

Allowances related to qualifications, training and performance:

Outstanding performance: Different authorities have responsibility e.g., school committees, communes or cantons.

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): In most cantons allowances are not provided for difficult working conditions, disadvantaged or remotest areas. [Back to main table for this Indicator](#)

Turkey:

Allowances related to other tasks and responsibilities AS school heads (not to teaching duties):

Working overtime: School heads are paid 20 course hours of fee for their administrative services.

Other criteria:

Family status (e.g. married number of children): Based on the 657th Civil Personnel Act, teachers, as civil servants, are provided with an additional allowance depending on the number and age of their siblings. In addition, teachers receive an additional payment if their wife/husband is unemployed having kid(s) (Amounts: For the first kid, the amount is 25 TL, for the second is 51, and third one is 72 per month). [Back to main table for this Indicator](#)

INDICATOR D4: How much time do teachers spend teaching?

[\(Back to chapter D\)](#)

	D4				
	Methodology Source				
	D4.1 and D4.2		D4.3	D4.4 (Annex 3)	
	Coverage and methodology	Interpretation	Interpretation	Coverage and methodology	Interpretation
Australia	AUS	AUS		AUS	AUS
Austria	AUT	AUT			
Belgium (Fl.)	BFL	BFL			
Belgium (Fr.)	BFR	BFR			
Canada	CAN	CAN			
Chile	CHL	CHL	CHL		
Czech Republic	CZE				
Denmark	DNK	DNK		DNK	
England	ENG	ENG		ENG	ENG
Estonia	EST	EST		EST	EST
Finland	FIN	FIN		FIN	
France	FRA		FRA	FRA	FRA
Germany	DEU				
Greece	GRC	GRC	GRC		
Hungary	HUN				
Iceland		ISL			
Ireland	IRL	IRL			
Israel		ISR	ISR		ISR
Italy	ITA	ITA			
Japan	JPN				JPN
Korea	KOR	KOR			
Latvia	LVA	LVA			
Luxembourg					
Mexico	MEX				
Netherlands		NLD			
New Zealand	NZL	NZL			
Norway	NOR	NOR			
Poland	POL	POL		POL	
Portugal	PRT	PRT		PRT	
Scotland	SCO				
Slovak Republic	SVK				
Slovenia	SVN	SVN	SVN	SVN	
Spain	ESP	ESP			
Sweden	SWE	SWE			
Switzerland	CHE				
Turkey	TUR	TUR			
United Kingdom					
United States	USA	USA		USA	
Argentina					
Brazil	BRA	BRA	BRA		
China					
Colombia	COL			COL	
Costa Rica					
India					
Indonesia					
Lithuania					

Russian Federation					
Saudi Arabia					
South Africa					

Methodology

The indicator presents teaching and working time of full-time teachers in public institutions as well as activities and tasks requirements for teachers in these public institutions.

Data refer to statutory teaching and working time of teachers, as well as actual teaching time of teachers. Teaching time is calculated as the net contact time for instruction, i.e. excluding both time allocated for lunch breaks or short morning or afternoon breaks and days that the school is closed for holidays (both individual public holidays and seasonal school holidays/vacations). To have a comparable measure of teaching time, teaching periods must be transformed into 60-minute periods. [Back to main table for this Indicator](#)

Sources

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on teaching and working time of teachers. Sources for these data are displayed in the Table [X3.D4.1](#).

Table X3.D4.1. **Sources and reference period for teaching and working time of teachers**

Country	Source	Reference period
Australia	Enterprise Agreements as negotiated in each jurisdiction. State Submissions	2016/17
Austria	Legal documents (Civil Service Code)	School year: 2016-17
Belgium (Fl.)	Decrees and resolutions	School year: 2016-17
Belgium (Fr.)	<i>Directives officielles sur l'organisation de l'année scolaire : Circulaire n°5796 du 30 juin 2016 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2016-2017.</i> <i>Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement.</i> <i>Circulaire générale n°5795 du 30 juin 2016 relative à l'organisation de l'enseignement secondaire ordinaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2016-2017 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2016-2017.</i> <i>Loi du 19 juillet 1971 relative à la structure générale et à l'organisation de l'enseignement secondaire (article 8)</i> <i>Arrêté de l'Exécutif du 22 mars 1984 fixant le régime des vacances et des congés dans l'enseignement organisé dans la Communauté, et calendrier scolaire 2016-2017 :</i> http://www.enseignement.be/index.php?page=23953	School year: 2016-17
Canada	Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements	School year: 2016/17
Chile	Law: "Teacher Statute" and its supplementary laws.	2017
Czech Republic	Education Act + regulation	School year: 2016/17
Denmark	1) The general regulation of working hours: Agreements with unions 2) Number of teaching hours at primary, lower secondary and upper secondary level: Danish Ministry of Education.	School year: 2016/17

Country	Source	Reference period
England (UK)	Teachers Pay and Conditions document 2016 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/636389/School_teachers_pay_and_conditions_document_2017.pdf Teachers Workload Survey (TWS) 2016 https://www.gov.uk/government/publications/teacher-workload-survey-2016	School year: 2016/17
Estonia	Legislative acts Estonian Education Information System(EHIS)	School year: 2016/17
Finland	General Collective Agreement for the local government sector 2014-2016 and 2017 Collective agreement for teaching personnel 2014-2016 and 2017 National data collection on teachers and principals 2016 carried out by Statistics Finland	2016/17
France	<i>For actual teaching and working time:</i> Base-relais	School year: 2016/17
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany	School year: 2016/17
Greece	National legislation (Laws, Presidential Decrees, Ministerial Decisions and Circular Letters issued mainly by the Ministry of Education). Data on teaching year and festivities derive from Presidential Decree 200 and 201/1998 (Government Gazette 161/A/1998, ISCED 0 & 1), Presidential Decree 126/2016 (Government Gazette 211/A/2016, ISCED 2), Presidential Decree 123/1987 (Government Gazette 68/A/1987), and Presidential Decree 191/1992 (Government Gazette 190/A/1992, ISCED 3). Data about the scheduled working time at school derive from the Act 1566/1985 (Government Gazette 167/A/1985) and Act 4152/2013 (Government Gazette 107/A/2013) that modified the arrangements for secondary education teachers (increase in teaching sessions per week).	School year: 2016/17
Hungary	Number of school days: 47/2013 (VII.4) EMMI rend. Number of working and teaching days: 2011. évi CXCV. A nemzeti köznevelésről. 63.§ (5) (6)	School year: 2016/17
Iceland	The National Curriculum Guidelines, 2011. The reference schedule for school curricula. Current negotiated wage contracts stipulating teachers' working hours. Collective agreements between central and local government and teacher union	School year: 2016/17
Ireland	Department of Education and Skills Circulars as follows: Circular M29/95: Time in School (post-primary) Circular 11/95: Time in School (primary) Circular 29/03: Supervision For Mid-Morning and Lunchtime Breaks (primary) Circular 48/07: Holders of Contracts of Indefinite Duration (post-primary) Circular 08/2011: Croke Park Implementation (primary) Circular 25/2011: Croke Park Implementation (post-primary) Circular 33/2013: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement) Supervision Scheme in Primary Schools Circular 0006/2014: Public Service Stability Agreement 2013-	School year: 2016-17

Country	Source	Reference period
	2016 (Haddington Road Agreement) Supervision and Substitution Scheme Circular 0052/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (primary)) Circular 0043/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (post-primary)) Circular 61/2015 Primary Language Curriculum/ <i>Curaclam Teanga na Bunscoile</i> Circular Circular 0024/2016 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2015/16 and 2016/2017	
Israel	Employment Agreement between teachers unions and the Ministry of Education and its departments and the publications of the Ministry's General Manager	School year: 2016/17
Italy	National teachers' Collective Contract L.106/2011 Ministerial decree n.696 of 8 August 2012 - L.107/2015	School year: 2016/17
Japan	Number of weeks a teacher teaches per year: The Survey on Curriculum Formulation and Implementation in public elementary schools and lower secondary schools, The Survey on Curriculum Formulation and Implementation in public upper secondary schools	School year: 2016/17
Korea	Ministry of Education & Korean Educational Development Institute (2017). Statistical yearbook of education.	School year: 2016/17
Latvia	Regulatory framework State Education Information System	School year: 2016/17
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse/service des statistiques et analyses</i>	School year: 2014/15
Mexico	Secretariat of Public Education (SEP)	School year: 2016/17
Netherlands	Collective labour agreement Primary education 2016-2017, decentralised per school board	School year: 2016-17
New Zealand	Secondary Teachers' Collective Agreements, Primary Teachers' Collective Agreements	As at the end of 2016
Norway	The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions	School year: 2016/17
Poland	<i>The Act of 26 January 1982 – Teachers' Charter with further amendments).</i> <i>Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year.</i> <i>For actual teaching and working time:</i> <i>Education Information System database (SIO) administered by the Ministry of National Education.</i> <i>Act of 26 January 1982 - The Teachers' Charter (with further amendments).</i>	School year: 2016/17
Portugal	Dispatch nr. 8294-A/2016 (School year) Rectification declaration nr. 1125/2016 (School year) Law nr. 80/2013 (Teachers Career Statute) Legislative Order nr. 13-A/2012 Decree-Law nr. 41/2012 Dispatch nr. 5328/2011 Dispatch nr. 5452-B/2011 Regulatory Decree nr. 27/2009	School year: 2016/17

Country	Source	Reference period
Scotland (UK)	Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service Part 2, Section 3. The document is available at: http://www.snct.org.uk/wiki/index.php?title=Main_Page	School year: 2016/17
Slovak Republic	Decree of the government	School year: 2016/17
Slovenia	MINISTRY OF EDUCATION, SCIENCE AND SPORT, regulations regarding pre-school, basic and upper secondary general education. Actual teaching time: Ministry of Education, Science and Sport, database on staff in education for ISCED 1-2.	School year: 2016/17
Spain	Organic Law 2/2006, of Education (consolidated version), Royal Decree-law 14/2012, of urgent measures to rationalise public expenditure on education (consolidated version), Ministry Order of June 29th 1994, by which instructions regulating management and functioning of high school institutes are approved (consolidated version).	School year: 2016/17
Sweden	National level between the teachers' unions and the Swedish Association of Local Authorities	School year: 2016/17
Switzerland	Swiss Conference of Cantonal Ministers of Education EDK, (<i>Berufsauftrag für Lehrpersonen der obligatorischen Schule, Fachbericht Stundentafel d-EDK</i>) Swiss Federal Statistical Office FSO, School stuff statistics SSP	School year: 2016/17
Turkey	Regulation on Pre-Primary Education Institutions Regulation on Primary Education Institutions Regulation on Secondary Education Institutions Law Numbered 657 on Civil Servants MoNE Decision on Salaried Teaching Hours of Teachers and Administrators Working Calendar for School Year 2016-2017	School year: 2016/17
United States	National Teacher and Principal Survey (NTPS) 2015-16 https://nces.ed.gov/surveys/ntps	School year: 2016/17
Brazil	National Education Law n.9394/1996 (Art. 24 - I; Art.31 - II).	2016/17
Colombia	Ministerio de Educación Nacional - SINEB Law 715 / 2001; Law 1850 / 2002; Law 1860 / 1994	School year: 2016/17
Costa Rica	Guidelines on schedules for different cycles, levels, offers and modalities of the Costa Rican education system, 2015, Ministry of Public Education. Curricular Structures all Modalities, III Cycle and Diversified Education. Institutional Planning Directorate, Ministry of Public Education. 2010 Transfer of Agreement 34-97, Higher Education Council. May 1997 School Calendar 2017. Ministry of Public Education.	2017
Lithuania	Orders of the Minister of Education and Science on: 1) General Teaching Plan of the Primary Education Curriculum for the Years 2015-2017; 2) General Teaching Plans of the Basic and Upper Secondary Education Curricula for the Years 2015-2016 and 2016-2017; 3) General Teaching Plan of the Vocational education for the Years 2015-2016 and 2016-2017; 4) Rules of the Payment of the Pedagogical Staff and other Employees in Educational Institutions	School year: 2016/17

Country	Source	Reference period
Russian Federation	Ministry of education	2016/17

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Notes on specific countries

Statutory teaching time: Tables D4.1 and D4.2

Coverage and methodology

For notes on the nature of the reported data on teaching time and working time for the different countries, see Table [X3.D4.2](#).

Professional development, student examination days and conference days should be excluded from statutory teaching time of teachers. For notes on the reporting practice related to professional development, student examination days and conference days in teachers' statutory teaching time, see Table [X3.D4.3](#).

Other comments for each country are listed below. [Back to main table for this Indicator](#)

Australia:

Methodological change compared to Education at a Glance 2017: Average annual teaching time in hours is based on NSW data and may vary from data previously provided. It will not align with teaching days calculated as a weighted average across jurisdictions.

Data are based on a weighted average from reporting jurisdictions.

Data on teachers' teaching time includes time dedicated to student examination days. [Back to main table for this Indicator](#)

Austria:

In Austria, the large majority of pre-primary education takes place at kindergartens. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at primary level. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.). Since the data of those teachers are not representative of pre-primary level and there are no data available for kindergarten teachers "m" is the most appropriate option.

Teaching time: For all the teachers at different ISCED levels the teaching time is defined in legal documents. But it has to be noted that the legal frameworks for teachers at the compulsory school system and for teachers at the medium and advanced schools are different. For the first group the teaching time (but also the total working time) is defined on a yearly basis. The teachers of the other group are employed on the basis of a weekly defined teaching time (but there is no total working time defined). At ISCED 02 and 1 only teachers of the first group can be found. At ISCED 24 and 34 both systems occur. Therefore a weighted mean was calculated on the basis of the distribution of the teachers in the two systems.

Working time at school: In neither of the two systems the working time at school is defined.

Total working time: The total working time is defined for teachers working in the compulsory school system. As this applies to 100% of the teachers at ISCED 02 and 1 the respective figures are given here. At ISCED 24 both systems can be found, whereas more than 70% of the teachers work at compulsory schools (*Neue Mittelschulen*). Therefore also at this level the total working time is given. Also at ISCED 34 the two systems apply. However, only a very small minority of the teachers at this level work according to a legally defined total working time. Thus "a" is the most appropriate option.

The stated working times are related to the "old employment law" for teachers which is applicable for the vast majority of teachers. Therefore no changes in the time series. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Methodological change compared to Education at a Glance 2017: The number of days a teacher teaches per week has been adjusted: it used to be 5 days per week and it is now 4.5 days a week.

At the secondary level (ISCED 24 and 34), teaching time also excludes 30 days per year devoted to student examinations. These 30 days are the maximum established in legislation but are not necessarily applied fully in every school. Comparisons with other countries should take this into account.

Number of hours a teacher teaches per week:

For *ISCED 0*, teaching time consists of minimum 24 and maximum 26 hours (50 minutes) per week.

The school assignment consists of a maximum of 26 hours (60 minutes) per week.

(Besluit van de Vlaamse regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art8 §1 en art 9 (BVL 18-07-2003))

For *ISCED 1*, teaching time consists of a minimum of 24 and a maximum of 27 hours (50 minutes) per week.

The school assignment (all the duties performed within the school context) consists of a maximum of 26 hours (60 minutes) per week.

(Besluit van de Vlaamse regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art8 §1 en art 9)

For *ISCED 2*, teaching time consists of a minimum of 22 and a maximum of 23 hours (50 minutes) per week.

(Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art12,§1, 1°)

For *ISCED 3 general*, teaching time consists of a minimum of 21 and a maximum of 22 hours (50 minutes) per week in the first two years of general upper secondary education (the so-called “second stage”). In the last two years (“third stage”) teaching time consists of a minimum of 20 and a maximum of 21 hours (50 minutes) per week.

The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage.

The teaching time in vocational programmes in upper secondary education corresponds to the teaching time of the practical courses. The teaching time of the general and technical courses in vocational programmes is the same as in general programmes.

(Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art12,§1, 2°(a) en 3° (a)).

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Belgium (French Community):

The number of hours a teacher teaches per week is based on actual time data for *ISCED* levels 0 and 1. For *ISCED* levels 2 and 3, teachers can be asked for two more sessions (1.66 hours) but this seems to be practiced rarely. It is therefore considered here that the typical teaching time is equal to the minimum teaching time. Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may define the number of class days between 181 and 183). From a legal perspective, regulations apply to the weekly hours of teachers and the number of days in the school year; other data are therefore calculated. [Back to main table for this Indicator](#)

Brazil:

The school year is regulated by the National Education Law 9.394/1996, Art 24 for all basic education levels. The National Law establishes a minimum annual school year of 800 hours distributed to a minimum of 200 days in a year per shift. There is no national legislation establishing the school week and period length; states and municipalities have autonomy to decide about this matter. [Back to main table for this Indicator](#)

Canada:

Data on teachers’ teaching time includes student examination days for primary and secondary levels.

All given figures are weighted averages of provincial/territorial figures and the weight used is the number of full-time equivalent educators for 2015/16. This year the methodology for the qualitative information required 100% agreement across provinces and territories.

For the pre-primary data in general, it is unfeasible to provide a national portrait because of the diversity of practices across the country. Jurisdictions estimating teaching and working time used the method below:

Teaching time = mandated instruction time – estimated time for marking and preparation – recess (if recess is included in mandated instruction time).

Working time = mandated instruction time + estimated supervision time, meeting time, professional development. [Back to main table for this Indicator](#)

Chile:

Data on teachers’ teaching time includes time devoted to student examination days. Prior to *Education at a Glance 2017* days devoted to professional development activities were also included.

The number of weeks a teacher teaches per annum corresponds to the full day school curriculum. The weekly teaching hours of teachers with less than 30 years in the educational system, decreased by law: from 33 hours

until 2016 to 28.5 from 2017. This change also led to a decrease in the estimated daily hours a teacher teaches, from 6.3 hours in 2016, to 5.6 hours in 2017. [Back to main table for this Indicator](#)

Colombia:

Data on teachers' teaching time includes time devoted to professional development activities and student examination days. Data are obtained from administrative records.

The school day is the daily time that the educational institution dedicates to its students in the direct provision of the public educational service, in accordance with the norms in force on academic calendar and with the curriculum.

The schedule of the school day should allow students to meet the minimum weekly and annual hours intensity of pedagogical activities related to the compulsory and fundamental areas and to the optional subjects for each of the levels of basic and secondary education, which will be counted in effective hours of sixty (60) minutes: 800 hours in Pre-school, 1000 hours in primary education and 1200 hours in basic secondary education.

The total time for the weekly academic assignment of each teacher in lower secondary and upper secondary shall be 22 effective hours of sixty (60) minutes, which shall be distributed by the principal during class periods in accordance with the study plan.

Institutional development activities are the time devoted by teachers and directors to the formulation, development, evaluation, revision or adjustment of the institutional educational project, the elaboration, vision or adjustments of the institutional educational project, the development, monitoring and evaluation of the curriculum, research and pedagogical updating, annual institutional evaluation, and other co-ordination activities with agencies or institutions that have a direct or indirect impact on the provision of the educational service.

These activities shall be conducted for five weeks of the academic calendar and shall be different from the forty (40) academic weeks of academic work with the students, established in the calendar.

In the country there is no vocational guidance in the programmes of lower secondary education. [Back to main table for this Indicator](#)

Czech Republic:

Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences.

The number of days the school is closed for festivities per school year includes 5 days that the headmaster may declare for serious organisational or technical reasons during one school year. These 5 days are embodied by law but they are not public holidays or school holidays and it is not mandatory to use them during the school year.

Teaching duties are set in terms of the number of lessons per week. The duration of one lesson is 45 minutes, except for pre-primary education, where it is 60 minutes.

For pre-primary education, there are 31 lessons per week.

For primary education there are 22 lessons per week, with the exception of teachers that teach grade 1 (20 to 22 lessons per week). For the computation of teaching time, short breaks are added to this. [Back to main table for this Indicator](#)

Denmark:

There is no formal regulation of the number of teaching hours for teachers at primary, lower secondary and upper secondary levels. The number of hours listed in the table represents the actual number of teaching hours for teachers at primary, lower secondary and upper secondary levels. The number of teaching hours at primary and lower secondary levels is the actual number of hours used by teachers together with the students.

The collective agreements between teacher unions and employers give a framework for the decisions made at institutional level on the number of hours a teacher has to teach. Therefore the number of hours a teacher teaches per annum is the actual number of hours as scheduled by the individual school for 2016/17 and reported to the Ministry of Education.

The data collection from primary and lower secondary school is made in accordance with guidelines from the Ministry of Education, September 2016: Practical guidance to schools regarding the reporting of teachers' working time.

https://statistik.uni-c.dk/Grundskoleindberetning/Vejledninger/2016/1012/Praktisk%20vejledning_Ressourceforbrug_2016.pdf

The total working time of 1680 hours a year is the number for the labour market in general regulated by agreements with the unions. More specifically, the regulations by the collective agreements state that teachers (and employees in general) should work 37 hours a week for 52 weeks; this implies a gross working time of 1 924 hours a year. Deducting holidays and weekday holidays from the 1924 hours the average working time will be around 1 680 hours a year.

The pre-primary level is not a part of the school system and the working time for the staff (pedagogues) is not organised as formal teaching time. There is no data for the number of hours the pedagogues spends with the children, but the formal regulation is 1 417 hours a year. [Back to main table for this Indicator](#)

England:

A number of changes to the survey methodology were made. Data on statutory teaching and working time of teachers by level of education has been reported differently to previous years' responses. Previously we have included actual data from the [Teacher Workload Survey 2016](#) to complete the data on teachers' scheduled teaching time in hours and teachers' scheduled working time at school. However, as the CURR2_Actual survey includes more detail this year, we have chosen to only include actual data in response to those questions. Therefore, teachers' scheduled teaching time and working time at school is not applicable (a) because there are no statutory figures for these beyond the number of days a teacher teaches per annum in teachers' formal schedule of the school year. The data that is presented in this survey response is taken from the [Teachers Pay and Conditions document 2016](#). [Back to main table for this Indicator](#)

Estonia:

Data on teachers' teaching time includes days of attendance to conferences.

The data are sourced from Electronic *Riigi Teataja* (ERT).

Teaching time at the pre-primary level: In Estonia, pre-primary pupils are enrolled in integrated systems combining care and education. The time spent by teachers on these different activities is not regulated. As a consequence, the teaching time reported for pre-primary level refers to the total time that teachers spend with children. [Back to main table for this Indicator](#)

Finland:

Data on teachers' teaching time includes time devoted to student examination days in primary and secondary levels. At the primary level and in vocational upper secondary programmes, there is no national test or examinations. Other tests and examinations part of instruction and their organisation, method and frequency generally decided by the schools and teachers. In general upper secondary programmes, the supervision and preliminary assessment of national matriculation examination is part of the teachers' teaching load.

The difference in teaching hours between 2000 and 2005 is due to a technical change in the collective agreement, rather than a real increase in teaching hours for teachers. Before the change, practically all teachers had one overtime lesson which meant a reasonable increase in their salary. After the change this "overtime" was integrated into the basic salary and minimum teaching load. For following years, the variation in the annual working time required at the school does not result from changes in teachers' contracts or agreements, but the number of national holidays coinciding with weekdays. These are Independence Day, 1st of May and Epiphany.

Data on teachers' teaching time for vocational upper secondary programmes comprises teachers of vocational studies (the majority) in most fields. The working time in some fields is determined differently. [Back to main table for this Indicator](#)

France:

Teachers' formal schedule of the school year: The average number of weeks a teacher teaches per annum is the same for all ISCED levels (36 weeks). School holidays have been excluded (16 weeks), but public holidays cannot be excluded, no more than from Instruction time. The school must be composed of at least 36 weeks of work; the public holidays included in the current school year are not deducted.

Teachers' scheduled time at pre-primary and primary levels: Data on teachers' working time includes time devoted to professional development days in pre-primary and primary levels (ISCED levels 02 and 1)

Statutory time for pre-primary and primary teachers includes 864 hours of net teaching per year for all pupils (24h per week) + 108h per year for :

- 36h for additional pedagogical activities ("*activités pédagogiques complémentaires* (APC)" to limited groups of students identified as needing more hours of teaching (36h per year = 1h per week). Then teaching time is 25h per week (24h + 1h).
- the remaining 24h/year from the previous amount of 60h/year of "assistance courses" are dedicated to

identification of pupils' individual needs (not anymore to teaching).

- 24h for activities within pedagogical teams, work on the continuity between primary and secondary school, relations with parents, projects with disabled pupils (PPS) ;
- 18h for professional development activities;
- 6h for preparation and participation in school councils.

Teachers' scheduled time in general secondary education (ISCED levels 24 and 34): There is a difference in the number of net teaching hours for the two categories of secondary school teachers (*certifiés* and *agrégés*). Here, only the number related to the most prevalent category (*certifiés*) at ISCED levels 24 and 34 is taken into account (18 statutory hours per week + 1h "HSA"). [Back to main table for this Indicator](#)

Germany:

Data on teachers' teaching time includes professional development days for all levels of education and student examination days in primary and secondary levels. Regulations and procedures vary between the Länder and between the types of school. School heads are responsible for internal professional developments measures, the individual teacher is required to participate in professional development measures and then it is not possible to quantify professional development times. With regard to certain examinations, particularly the *Abitur* examination, it is the school head's decision which teachers are to supervise examinations and it is not possible to quantify student examination times.

At the pre-primary level, the number of weeks a teacher teaches per annum has changed from 39 to 46 weeks compared to school year 2014/15. In previous years, data for pre-primary education referred only to *Schulkindergärten* and *Vorklassen*. From *Education at a Glance 2016* year, data refers to pre-primary education (ISCED 02) for children from age 3 to the start of primary education (ISCED 1). Data for *Schulkindergärten* and *Vorklassen* are now excluded. No comparisons with previous years are possible.

Data have been calculated in the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. [Back to main table for this Indicator](#)

Greece:

The number of hours a teacher teaches per day converted into 60 minute periods is based on the typical duration of a teaching session. The Number of hours a teacher teaches per day (excluding breaks AND converted into 60-minute periods) is calculated as follows: (MAX.Teaching Sessions per Week/5 working Days per Week)*(Typical Duration of Teaching Session in Minutes/60 Minutes). Christmas and Easter holidays have not been included in the number of weeks a teacher teaches per annum. In Lower Secondary Education days devoted to remedial teaching for students who failed in one or more subjects (introduced in 2016-17) have been included in the teaching time as MAX time devoted to remedial teaching divided by the number of hours a teacher teaches per day (excluding breaks and converted into 60 minute periods). In Secondary Education hours that involve teacher-student interaction in examination periods of the Secondary (explanations given on the tests, oral examinations and student supervision during written examinations) have been included in teaching time, because, according to national legislation, in-school examinations are part of the instruction/teaching year (which is differentiated from the school year). Secondary teachers' work in the Pan-hellenic examinations for entrance to tertiary education is not included in teaching time. The reported net teaching time for Greece does not include class-preparation time. [Back to main table for this Indicator](#)

Hungary:

The legal regulation specifies that there are 36 net teaching weeks (without breaks and festivities). The regulation yearly stipulates the number of teaching days without festivities and breaks (around 180 depending on the year). The legislation also stipulates the beginning and the ending of the school year: the school year starts on the 1st September and ends on 15th June. This is 38 weeks, excluding the 3 weeks of holidays (one week autumn, winter and summer holiday). The kindergarten year starts on 1st September and ends on 31st August (stipulated by the Public Education Act), that is to say 52 weeks, but Kindergarten teachers have 4+5 weeks holiday, leading to 43 weeks of teaching.

At ISCED 02, the number of days of teaching is computed based on 43 weeks less 10 days of festivities, and the working time if based on the fact that the teacher has to be available 36 hours at kindergarten (of which 32 is teaching time). So, in case of kindergarten teachers, the principle decides about the 4 classes extra to the 32 (max 36).

At ISCED 1, the teacher has 22-26 classes (of 45 minutes) per week and the maximum (set by law) is 32 hours (60 minutes) that he/she may be asked to be at school and have tasks including teaching hours. It is multiplied by the teaching days converted to weeks (36,2 and 36 accordingly).

There was a change in the teachers' total working time reported in *Education at a Glance 2016* when compared respect to previous editions. The reason was a correction of the regulation of working time, which in previous years has been matched with the working time of civil servants in Hungary. In reality, the working time of teachers is different: in addition to the 21 days of holiday for civil servants, teachers have 25 additional days (from these, 15 days can be used for school-related activities like in-service training, but this is rarely the case). Therefore, the working time for teachers should be 1648 hours instead of the previously reported 1864 hours.

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Ireland:

As ISCED 1, 24 and 34, data on teaching time for 2016/17 excludes days for whole-school planning and professional development relating to curriculum reform where each school was permitted to close to facilitate attendance by all teachers in the school. At ISCED 1, one day for such non-teaching activity is excluded from the teaching time data for 2016/17. At ISCED 24 and 34, three days for such non-teaching activity are excluded from the teaching time data for 2016/17. Attendance at additional professional development events or conferences by individual or groups of teachers from schools is not excluded from teaching time data as such attendance did not apply to all teachers and it is not possible to quantify. In such instances, the schools remained open and management made alternative arrangements for the students whose teachers were attending the events. Student examination days i.e. those for the purposes of State certification are not included in the teaching time data. Classroom tests/assessments and in the case of ISCED 24 and ISCED 34, in-house assessments that are corrected by teachers and part of teaching and learning are included. [Back to main table for this Indicator](#)

Italy:

The School year, as a rule, is spread over 33.3 weeks (33 weeks by convention). The number 33.3 is obtained by dividing 200, the least number of school days for students, by 6 (number of days worked per week). As a matter of fact, the school year lasts about 39 weeks (from September to the middle of June) for primary and secondary schools and about 42 weeks for pre-primary schools (until the end of June). [Back to main table for this Indicator](#)

Japan:

Data on teachers' teaching time refers to average planned teaching time in each school at the beginning of the school year. It includes student examination days in primary and secondary levels when examinations take place under the supervision of teachers.

Teaching time per week: Until school year 2006/07, data from the School Teachers Survey was used and teaching time per week was calculated as follows: total number of classes per week divided by total number of teachers. The total number of teachers included teachers who are absent temporarily for maternity leave, suspension of work, etc. Their working hour was calculated as 0 hours. Since school year 2007/08 teachers who are temporarily absent were excluded from the total number of teachers to avoid the impact on teaching time per week.

Number of weeks of instruction: The latest survey shows the estimated number of instruction days per year in public schools. The number of weeks of instruction can be calculated with that number and the number of instruction days per week (calculated based on five instruction days per week).

The same contents and numerical value are indicated for "General programmes" and "Vocational programmes" because data are not available according to the type of at the upper secondary level. For technical reasons, it is not possible to separate data between general and vocational programmes. [Back to main table for this Indicator](#)

Korea:

The teaching time of teachers were calculated based on teachers' weekly actual teaching time. [Back to main table for this Indicator](#)

Latvia:

The number of days a teacher teaches per week is not specified by regulations; the Labour Law says that an employee has 5 working days. A Typical working week is 5 days (the Labour Law) and scheduled teaching hours per week are 30 (ISCED 0) or 21 (ISCED 1-3), therefore teaching hours per day can be calculated by dividing 30 and 21 by 5.

The number of weeks a teacher teaches per annum is not scheduled. The regulation says that the school year 2014/2015 consists of 39 weeks (35 weeks after excluding autumn, Christmas and spring holidays, except ISCED 0 institutions where there are no school holidays, only festive days).

For ISCED levels 1-3, each school can decide on the length of breaks between lessons, taking into account the regulations of the Cabinet of Ministers stating that lunch breaks can be organised from 11 a.m. and must be at least 30 minutes long.

Teachers' scheduled teaching time in hours for pre-school education includes all working time (inclusive of short and long brakes) is included in the 30 hours of teaching load per week. There are no regulations on how teaching time should be organised in pre-school institutions. The teacher's workload was changed in 2016. Before the 1st of September 2016 one workload was 21 hours per week for ISCED 1-3 teachers, but after September 2016 it is 30 hours per week (for ISCED 0 teachers' one workload was 30 hours per week, but after September 2016 it is 40 hours per week).

Data on teachers' teaching time includes professional development days. Teachers' duty includes 36 hours of CPD activities in three years period. CPD activities can be provided in different ways, i.e., CPD activities may be organised during or after pupils/students lessons, or in time of student's holidays, too.

Teachers' scheduled working time at school is based on the requirement for teachers to perform their duties 44 weeks per year and they receive remuneration for this amount of time. There are not regulations on teachers' availability at school.

The total working time per annum is based on maximum value of teachers working time per year as specified in the regulations. If a teacher works 44 weeks 40 hours per week his or her total working time is 1760 hours. It is maximum working time and not all teachers work 40 hours per week. But some groups of pedagogues, including heads of schools, their deputies, general education boarding schools' teachers and some other teachers work 40 hours per week. [Back to main table for this Indicator](#)

Lithuania

At the pre-primary level there is no regulation on how teaching time should be organised because pre-primary programmes are provided in institutions with a very different organisation of their work. The regulation only says that the pre-primary school year consists of not less than 640 hours per year.

For vocational programmes at the secondary level of education, there is no regulation in legal documents or agreements on how teaching time should be organised. The regulation only says that the school year in vocational education consists of not less than 740 hours per year.

There are not regulations on teachers' availability at school. According to the regulation, the maximum number of working hours for the teachers is 36 hours per week. Considering that the duration of the annual vacation for teachers is not less 8 weeks, his or her maximum total working time is 1584 hours per year.

Mexico:

Data on teachers' teaching time includes student examination days.

Data refers to the school year 2016/17 of the Ministry of Education (SEP). [Back to main table for this Indicator](#)

New Zealand:

Teachers' who teach the first two years of *ISCED 2* (years 7 & 8) have the same salary and working time conditions as those who teach the *ISCED 1*, while the teachers' teaching the last two years of *ISCED 2* (years 9 & 10) have the same salary and working time conditions as those who teach *ISCED 3*. The reported figure on the number of days a teacher teaches per annum is the average of these two, but it should be noted that this average does not reflect any real situation in New Zealand.

The years 9 and 10 component of the average of the teachers' working time at school, reflects the maximum timetabled hours per year, rather than the maximum hours required to be at work. The collective agreement does not specify the number of hours beyond the timetables hours, just what duties are expected.

The *ISCED 1* figure of the number of scheduled non-teaching hours at school per annum applies to Years 7 and 8 of *ISCED 2*. The *ISCED 3* figure applies to Years 9 and 10 of *ISCED 2*. The reported *ISCED 2* figure is an average of these two. [Back to main table for this Indicator](#)

Norway:

Figures refer to the central agreement. In some municipalities, there are variations based on local agreements. [Back to main table for this Indicator](#)

Poland:

The data on the number of hours a teacher teaches only includes short breaks in grades 1-3 of primary education (*ISCED 1*). [Back to main table for this Indicator](#)

Portugal:

The calculation of the number of instruction days was based on the intended 168 days in *ISCED 1/2/3* and 187 in *ISCED 0*. As most teachers teach more than one grade, seven exceptions were not considered: 9th, 11th and 12th grades that had 162 instruction days (due to the period of national examinations), and 1st, 2nd, 3rd and 4th

grades that had 173 instruction days. In the 'least demanding 15 years programme', it is compulsory that teachers fulfil the statutory amount of time allocated to each subject.

In ISCED 0 and ISCED 1 (grades 1, 2, 3 and 4), teachers' scheduled teaching time is 25 hours per week, whereas in ISCED 1 (grades 5 and 6), ISCED 2 and 3 they teach 22 hours a week. It was not taken into account the schedules of teachers who have a reduced teaching work load, due to their age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc).

In ISCED 1, teaching time includes time for pedagogical support and curricular enrichment and complement (part of the teaching time).

In ISCED 2 and 3, teaching time includes time for pedagogical support (part of the teaching time).

The total of working hours per annum was calculated on a basis of 225 working days for ISCED 0/1/2/3. [Back to main table for this Indicator](#)

Scotland:

Data on teachers' teaching time includes for professional development activities, student examination days and days of attendance to conferences.

The figures shown are approximations based on the assumption that teachers teach close to the maximum number of hours, as specified in the agreement "A Teaching Profession for the 21st Century". [Back to main table for this Indicator](#)

Slovak Republic:

Data on teachers' teaching time includes professional development days and days of attendance to conferences, at all levels. It also includes student examination days in primary and secondary levels. [Back to main table for this Indicator](#)

Slovenia:

Data on teachers' teaching time includes student examination days at primary and general lower secondary education: at the end of grades 6 and 9, pupils' knowledge in three subjects is evaluated with the mandatory national assessment. The testing of one subject usually takes 45 minutes (it is determined that it should last between 45 to 90 minutes).

The number of weeks a teacher teaches per annum at primary and secondary levels includes two days the schools are closed for festivities. At primary and lower secondary levels, the number of weeks a teacher teaches per annum includes 15 "days of activities", and in upper secondary education the number of weeks a teacher teaches per annum includes the small part of the programme which is pursued in special thematic modules. These activities create cross-curricular links and are often organised in the form of project, field, practical or laboratory work, sport activities; and they can include visits to cultural events and/or institutions. [Back to main table for this Indicator](#)

Spain:

Data on teachers' teaching time includes student examination days at primary and general lower secondary levels. Diagnostic assessments at grades 3 and 6 and at grade 10 (carried out by first time at academic year 2016/2017) are included in the statutory teaching time. The duration of these assessments varies across regions, and usually ranges from 1 to 4 days. These examinations can be administered by teachers themselves; and characteristics and people administering these examinations vary widely across regions.

Teaching time includes mentoring hours with students.

To estimate the hours per week in general programmes of lower and upper secondary levels, it has been taken into account the fact that the minimum is established in 20 hours and the maximum is established in 21 hours (as an exceptional measure), it is difficult to estimate the percentage of teachers teaching 21 hours per week but considering the extra fact that some teachers have some other duties that reduces their number of hours of teaching per week, the number should be nearer to 20 than 21.

Working time at school: the teachers must be 30 hours per week in the school and they also expend a non-class week, so the calculation would be: $38 * 30 = 1140$.

Total working time: it is compulsory to spend 37.5 hours per week of working time. $37.5 * 38 = 1425$.

It is expected that a teacher completes, at least, 250 hours dedicated to professional development every six years for accessing to the training salary complement, what means about 42 hours per year. However (1) it is not compulsory to complete 250 hours of professional development every 6 years; this is only the minimum requirement for those teachers who want to earn the salary complement. (2) Even in case of those teachers who

complete these hours, not pattern is established about how many hours must be completed per annum, so the given figure (42 hours/annum) is only the average of 250 hours/6 years. [Back to main table for this Indicator](#)

Sweden:

Data on teachers' teaching time at the pre-primary level includes time devoted to professional development activities and days of attendance to conferences at all levels of education.

The collective agreement on a national level is universal for public schools and frequently for private schools as well.

The pre-primary level only refers to teachers in pre-school. Teachers in *förskoleklassen* (pre-school class), which is the last year of the pre-primary school, are not included. This is due to the fact that these teachers mostly have the same condition of employment as other teachers, while most of the other teachers in pre-school have a different agreement. [Back to main table for this Indicator](#)

Switzerland:

Figures for the intended teaching and working times per grade are presented as weighted averages of the cantonal requirements. The calculation is based on the school staff statistics of the Swiss Federal Statistical Office (FSO) and is more precise than in previous years.

Data on teachers' teaching time includes some professional development days (most of the development days take place during school holidays but there are a few days which take place during school time). [Back to main table for this Indicator](#)

Turkey:

Information is based on law and regulations. For the number of hours a teacher teaches per day in ISCED 1, the teaching time of classroom teachers is taken. [Back to main table for this Indicator](#)

United States:

Methodological change compared to Education at a Glance 2017:

- 1) The number of weeks of teacher working time increased by 1 week (from 37 to 38 weeks).
- 2) Due to the availability of data from revised survey items on teaching time, the U.S. is now able to report data for Teachers' scheduled teaching time in hours from national sources for all ISCED levels - in previous years only ISCED 2 teaching hours were reported, based on TALIS data.

The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. At the primary, lower, and upper secondary level, school is typically held 5 days a week for full days. Data on teaching and working time are based on the National Teacher and Principal Survey (NTPS) that is administered every 2 years and representative of public school teachers in the United States. The number of total working hours include hours spent before, after, during the school day and on the weekends. These are teacher self-reported hours spent working and are not specified in legal documents. [Back to main table for this Indicator](#)

Interpretation

Australia:

These data are based on a subset of jurisdictions that provided data. Data for vocational programmes was inconsistent across jurisdictions and could not be aligned for the purposes of reporting. . [Back to main table for this Indicator](#)

Austria:

Breaks: The number of hours per day a teacher spends supervising pupils have been calculated and are included in the teachers' scheduled teaching time.

In pre-primary and primary schools teachers have to supervise the pupils: a) during the breaks (not included the break between morning and afternoon - this break is additional working time), b) 15 minutes before the beginning of the actual schooldays, and c) after the schooldays while the pupils are leaving the school building to take care of their corporally and healthy safety and to ward risks.

The supervision can be dropped, if the pupils have the maturity. But this is not the case in pre-primary and primary schools.

In these schools the class teachers supervise their own class during the breaks. The length of the breaks is decided at the school level. Usually breaks last mainly 5 or 10 minutes.

The calculated minutes a teacher spends supervising pupils during these short breaks include only the supervision during the breaks (see above a) and disregard the all-day schools. The amount is dependent on the particular school time per day.

Upper secondary vocational programmes are included in general programmes. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

From the school year 2009/10 onwards, the average of the maximum and the minimum hours of teaching time are reported whereas only the maximum hours were reported in previous years.

The teaching hours are set formally. Additional non-teaching hours in the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking of students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Teaching time consists of a minimum of 24 and a maximum of 26 lessons per week in pre-primary education, a minimum of 24 and a maximum of 27 in primary education, 22 to 23 in lower secondary education, 21 to 22 in the first two years of upper secondary education, and 20 to 21 in the last two years of upper secondary education. In vocational programmes at upper secondary level, teaching time for general and technical courses is the same as for general courses in general programmes at upper secondary level. For practical courses in vocational programmes at upper secondary level it is minimum 29 and maximum 30 lessons. [Back to main table for this Indicator](#)

Belgium (French Community):

The teaching hours are set formally. There are no regulations regarding lesson preparation, correction of tests and marking of students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. At pre-primary and primary level, teaching, student monitoring and co-ordination time all together should not exceed 1 560 minutes (i.e. 26 hours) per week. The total length of teaching, student monitoring and co-ordination time all together should not exceed 962 hours per school year. Teaching time consists of a maximum of 26 teaching periods per week in pre-primary education, a minimum of 22 and a maximum of 24 in primary education, 22 to 24 in lower secondary education, and 20 to 22 in general upper secondary education. In vocational education, teaching time may vary from 30 to 33 teaching periods per week.

Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may define the number of class days between 181 and 183). [Back to main table for this Indicator](#)

Brazil: There is no regulation at the national level that specifies the time teachers should be actually teaching and working. Only the school year for the students is regulated. [Back to main table for this Indicator](#)

Canada:

Each jurisdiction in Canada specifies the number of instruction days or hours per year in legislation or regulations. The figure given for the number of weeks a teacher teaches is developed from the mandated instructional days. The mandated instructional days already excludes days the school is closed for festivities. Data on vocational programmes refer to Quebec data only.

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Chile:

The annual teaching time has decreased significantly in 2017 compared with 2016 as teaching hours in the classroom were reduced by law. Until 2016, 75% of total working time were devoted to teaching purposes, but at the beginning of the 2017 school year instruction time were reduced to 70%.

The total working time at school corresponds to full-time teacher working time. The weekly teaching hours of teachers with less than 30 years of experience in the educational system, decreased by law in 2017: from 33 hours until 2016 to 28.5 from 2017. This change also led to a decrease in the estimated daily hours a teacher teaches, from 6.3 hours in 2016, to 5.6 hours in 2017. [Back to main table for this Indicator](#)

Denmark:

Number of teaching hours: Data collection from all schools made by Danish Ministry of Education. The data collection from primary and lower secondary school is made in accordance with guidelines from the Ministry of Education, September 2016: Practical guidance to schools regarding the reporting of teachers' working time. https://statistik.uni-c.dk/Grundskoleindberetning/Vejledninger/2016/1012/Praktisk%20vejledning_Ressourceforbrug_2016.pdf

Because of new regulations of the teachers working conditions in connection with a reform on the Danish primary and lower secondary school (*Folkeskolen*) implemented from 2014/15 the number of hours registered

as teaching hours for 2016/17 are not fully comparable with figures from the years before 2014/15. The figures for 2016/17 are not in all details following the definition of teaching hours used for this data collection. The figures for 2016/17 are including hours used by teachers for supervision of pupils during breaks and for individual consultation of pupils.

One of the most important changes made by the reform introduced in 2014/15 was to give the students a longer and more varied school day with increased class hours and new and more diversified teaching methods. The intention is to enhance the possibility of strengthening classroom teaching, for students to devote themselves to in-depth study, and simultaneously the opportunity to work with a range of elements in the classroom that are essential to students' academic achievements, learning, motivation and wellbeing. This concerns varied and differentiated ways of learning, challenging strong and weak learners alike.

The law reform introduced a longer and more varied school day with 30 hours a week for form level 0 - 3, 33 hours for form level 4 - 6, and 35 hours for form level 7 - 9. The hours used by teachers for teaching includes the subject-divided lessons and the new and extra time for assisted learning as a supplement to and support of the subject-divided lessons during the remaining part of the school day. This change of the definition of teaching and of the way the teachers are using the hours at school together with students for different learning activities are influencing the definition of and therefore the registration of the number of annual teaching hours used by teachers.

One effect of the reform is an increase in the number of hours spent by the teachers together with the students. Some of the extra lessons are used for extra ordinary subject divided teaching and some of the hours are used for assisted learning and maybe also for homework assistance. Assisted learning can be organised as an integrated part of the normal subject lessons and from 2015/16 homework assistance also can be integrated in the normal lessons. For the school year 2014/15 the reported number of teaching hours for primary and lower secondary level refers to the number of hours a full-time teacher is teaching a group or class of students or maybe individual students as an element of the diversified teaching methods in accordance with the new regulations from 2014. Some of the teaching hours are used together with the students for other learning activities than traditional teaching, and the figures are not directly comparable with the number of lessons reported for the years before 2014/15. [Back to main table for this Indicator](#)

England:

A series of changes to the survey methodology were made. Figures reported for 2013 and 2014 in Table D4.2, derived from the Teachers Workload Diary Survey 2013, cannot be directly compared to figures for previous years. [Back to main table for this Indicator](#)

Estonia:

There are more public holidays in Estonia than shown in the number of days per school year the school is closed for festivities. Most of the days off are in the same period as seasonal school holidays, which is why they are not counted here. According to the Basic Schools and Upper Secondary Schools Act there have to be at least 175 school days in a school year – so the period a teacher teaches in a school is actually half a week or a week longer (the number of weeks a teacher teaches per annum is a bit higher). Vocational Educational Institutions Act states that for pupils an academic year consists of at least 40 weeks of studies and at least eight weeks of holidays. According to Pre-school Child Care Institutions Act an academic year shall start on 1 September, the duration of an academic year is from the start of study in one calendar year until the start of study in the next calendar year. [Back to main table for this Indicator](#)

Finland:

For pre-primary education, ECEC teachers working in kindergartens have a weekly working time of 38 hours and 15 minutes. A minimum of 8% of that must be reserved for duties other than working with the groups of children. ECEC teachers, who work with so-called pre-primary instruction for 6-year-olds, are also entitled to time for developing the curriculum.

In pre-primary education for 6-year-olds provided in schools the teachers' minimum teaching time is twenty-three 45-minute lessons per week. These teachers also have the same 114 hour scheduled non-teaching hours as *ISCED levels 1-3* teachers. Only 20% of pre-primary education for 6-year-olds is provided in schools.

The variations in the number of days a teacher teaches per annum are related to the variations in the number of days the school is closed for festivities which is dependent to the actual school year. [Back to main table for this Indicator](#)

Greece:

From the school year 2016/17, the Presidential Decree 126/2016 (G.G. 211/A/2016) increases the number of weeks devoted to teaching in Lower Secondary Education and introduces remedial teaching for students who have failed at one or more disciplines before sitting a summative examination at the end of June. (In Secondary

Education students who fail to pass one or more disciplines are given the opportunity to sit summative examinations for a second or even a third time in some cases. The second and third opportunity given to students as well as the remedial courses before sitting a second summative examination in lower secondary aim at the reduction of year repetition for students in accordance with "OECD No More Failures: 10 Steps towards Equity in Education", step number 5.) Thus, the teaching days and subsequently teaching time in Lower Secondary Education have increased.

Even though, lesson preparation is required by law, the reported net teaching time and total working time (at school) of teachers in Greece does not include lesson preparation time, as legislation does not specify how much time teachers should spend on lesson preparation and marking. The exclusion of lesson preparation must be taken into consideration when comparisons of teachers' working time in Greece are made with countries that include lesson preparation in teachers' working time. Breaks are not included in net teaching time reported for Primary, Lower Secondary and Upper Secondary teachers.

According to legislation (par. 3 of article 14 of the Presidential Decree 201/1998 and art. 12 of the Presidential Decree 200/1998) school counsellors organise professional development days for teachers before the beginning of the instruction year (2-10 September).

The in-school examination days are part of the instruction year and of the learning procedure (according to the examination results remedial courses are offered to those students who have not achieved the expected learning outcomes). Moreover the assessment methods used demand interaction between teacher and students.

Throughout the instruction year school counsellors can organise workshops or conferences for teachers (G.G. 1340/2002, article 9, par. 2d). According to the regulations they should try not to disturb the teaching schedule. In some cases this is not possible but it is estimated that a very limited number of teaching hours are actually spent in activities of personal development. [Back to main table for this Indicator](#)

Iceland:

In ISCED levels 1 and 2, the number of hours a teacher teaches per day depends on his or her age. The reported value shows the typical number for full-time equivalent teachers under the age of 55 with more than 10 years of experience. Teachers between 55 and 60 years are required to teach 3.2 hours and teachers older than 60 years are required to teach 2.5 hours. [Back to main table for this Indicator](#)

Ireland:

ISCED 0 comprises children aged 3 to 6 years in Early Childhood Care and Education programmes and pupils in Early Start Programmes in primary schools.

Early Childhood Care and Education programmes are most provided by private providers but receive funding under the state sponsored ECCE programme.

The Early Start programme is a one-year preventative intervention scheme offered in selected primary schools in designated disadvantaged areas. The ECCE programme which provides for a universal free pre-school year is administered by the Childcare Directorate of the Department of Children and Youth Affairs, with the local operation of the programme managed by the City and County Childcare Committees (CCCs).

Number of days a teacher teaches per annum:

ISCED 0: The universal free pre-school year is delivered on the basis of three hours per day, five days per week, 38 weeks per year. If the sessional service cannot open for five days a week, the normal pattern for the free pre-school year is three hours and 30 minutes a day, four days a week, over 41 weeks. The Early Start programme is delivered on the basis of 2.5 hours per day, five days per week, and 183 days per year.

ISCED 1: The minimum length of the school year is 183 days.

ISCED 24 and 34: The minimum length of the school year is 167 days.

In actual terms, minimum is equivalent to maximum. However, schools may be permitted to close for whole-school planning and teacher professional development days which are decided on centrally on an annual basis and outlined in Department of Education and Skills circulars. During 2016/17, schools at ISCED 1 were allowed to close for one day and schools at ISCED 24 and 34 were allowed to close for three days to facilitate such whole-school engagement by teachers.

Number of teaching hours:

ISCED 0: The number of teaching hours depends on the service provider with services availing of government funding conforming to the guidelines outlined above.

ISCED 1: In the case of teachers of 1st class to 6th class inclusive (third to eighth year of the primary school cycle, the teaching day is 5 hours (i.e. school day of 5 hours 40 minutes, less 30 minutes for pupil recreation and 10

minute break)). Teachers of Junior Infant and Senior Infant classes (the first and second year of the primary school cycle for 4-6 year-olds) teach for 4 hours. Attendance in the infant classes is not compulsory although the majority of four-year-olds and almost all five olds do so.

ISCED levels 2 and 3: A minimum of 18 hours and a maximum of 22 hours teaching time per week is required of full-time class teachers, which is the equivalent of 4.4 teaching hours on average per day. Typically, teachers are timetabled for 22 hours.

Number of working hours

ISCED 1: For primary teachers, the total expected working time of 1073 hours for 2016/17 includes:

- 910 hours of teaching time (5 hours multiplied by 182 days),
- 121.33 hours of non-teaching work time during school hours (0.66 hours multiplied by 182 days). This includes 43 hours of pupil supervision required of all full-time class teachers during pupil breaks or recreational time during the course of the school day under the Public Service Stability Agreement 2013 – 2016 (Haddington Road Agreement),
- 5.66 hours of whole-school planning/ teacher professional development
- 36 after-school contract hours which full-time class teachers are obliged to provide under the Public Service (Croke Park) Agreement 2010.

ISCED 2: For post-primary teachers, the total expected working time of 810.8 hours includes:

- 721.6 teaching hours (the number of teaching hours per week (typically 22)) multiplied by the number of weeks (32.8), plus
- 13.2 hours of whole-school planning/teacher professional development,
- 33 after-school contract hours which full-time class teachers are obliged to provide under the Public Service (Croke Park) Agreement 2010,
- 43 hours of student supervision required of teachers during student break/recreational time or to cover the absences of other teachers under the Public Service Stability Agreement 2013–2016 (Haddington Road Agreement).

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Israel:

A teacher working full-time teaches five days a week.

The "Number of days per school-year when the school is closed for festivities" refers to the number of days between the beginning of the school-year and the summer holidays during which the school is closed, either for religious festivals or holidays. School holidays for festivities that are at least one week long were added to the holidays and only individual days are reported as festivities. Seven single holy days were counted. A sixth of these days is teachers' weekly day off (working 5 days out of 6), therefore the number was reduced by a sixth (i.e. 5.83 days after reduction).

In pre-primary and primary education, a teacher teaches 36.5 weeks, while in secondary education, a teacher teaches 35.1 weeks. This average is based on year calendar. In secondary education, the school-year ends 10 days before.

An average class session lasts 47 minutes. Some class sessions last 50 minutes, others 45 minutes.

In 2008, the "New Horizon Reform" began to be implemented in the pre-primary, primary and lower secondary education. This reform changes the structure of teachers' working hours and salaries. This year, the New Horizon reform implementation in all levels of education exceeded over 90%. The numbers reported in the table are averages of the FTE teachers concerned by the "New Horizon Reform" and those who are not.

Before the "New Horizon Reform", teachers' working time at school included 5-6 hours per week during which they did not teach (e.g. during breaks between classes). After the full implementation of the "New Horizon Reform", teachers' working time in primary and lower secondary schools will include respectively 11 and 14 non-teaching working hours per week. Today, on average, the number of these non-teaching hours is about 11 hours in primary and 13 hours in lower secondary education.

The calculation of teaching hours for teachers in the "New Horizon Reform" includes group teaching hours, for groups of 1-5 students.

In 2015/16 and in 2016/17, the "Oz LeTmura Reform" continues to be implemented in upper secondary education (concerning about 50% of the FTE teachers in 2015/16 and 70% in 2016/17). According to this

reform, teachers should work more hours and receive a better salary, which can further increase with professional development. The reform stipulates that teachers should teach more hours and stay more hours at school.

Since the education system in Israel is undergoing a period of transition to the reform "Oz Letmura" in upper secondary education, teachers' working hours in this level of education are an average in 2016/17 of 30% (50% in 2015/16) of the teachers who are not included in the reform, (whose working time includes 15 teaching hours and 5 non-teaching working hours at school) and 70% (50% in 2015/16) of teachers totally included in the reform (whose working time includes 18 teaching hours and 20 non-teaching working hours at school).

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Italy:

The number of days of teaching (189 in pre-primary and 174 in the others school levels) is different from the number of school days for students (200). This happens because each school, according to school autonomy legislation, can plan to open five or six days a week. Even when schools operate on a 6-day week, teachers customarily have one day off. However, this arrangement is not mandated by the National Contract (which stipulates that a teacher's teaching hours must be delivered in "not less than 5 days a week") and in some circumstances teachers may teach 6 days a week. Therefore, given the number of hours a teacher teaches per week (provided by the National Contract) the fact that the activities are generally spread over 5 working days implies that the overall weekly teaching hours are concentrated on 5 days (in this case, the number of daily working hours is higher than those spread over 6 days).

Up to 80 hours of scheduled non-teaching collegial work at school per annum are dedicated to *attività funzionali all'insegnamento* (activities related to teaching) and they are compulsory hours as set by the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are dedicated to meetings of the Teachers' Assembly, staff planning meetings and meetings with parents to report on student progress. Up to a further compulsory 40 hours (out of the 80) are dedicated to planned class councils that work according to a timetable and criteria set by the teachers' assembly. Other *attività funzionali all'insegnamento* are related to student and class assessment meetings, the administration of national exams at the end of lower and upper secondary school and to individual activities such as lesson preparation, marking, etc., for which there are no contract work-time specifications.

In addition the primary school will add 66 more hours per annum (2 hours per week for 33 weeks) for planning activities. [Back to main table for this Indicator](#)

Korea

At the primary level, there is a short break of 10 minutes after each class. This break is included in teaching time of classroom teachers who are responsible for their classes during these breaks. [Back to main table for this Indicator](#)

Latvia:

Differences between statutory and actual working time are large in Latvia. These differences partly result from the structure of the regulations, which stipulate of minimum working time only. This is stated as one full-time workload of 21 hours of teaching. However, in reality, teachers are often required to teach more hours and to perform additional tasks (such as preparing lessons, correcting homework, grading tests and participating in meetings) for which additional time is allocated. [Back to main table for this Indicator](#)

Netherlands:

ISCED 0: These data are only based on teachers in the first two years of primary schools (group 1 and 2 *basisonderwijs*); childcare and special education are excluded.

Primary schools are allowed to schedule a four-day school week programme 7 times a year maximum. This is in addition to a four-day school week when the school is closed for festivities for one day. Schools have to report this four-day school week in the school guide and they have to be well distributed throughout the year.

Full-time primary school teachers work about 41.5 weeks a year. They can spend about 1.5 week for other activities.

Since school year 2015/16 primary school teachers have a 40-hour working week. Students in primary schools have 12 weeks of vacation per year. Full-time teachers have 428 hours of vacation per year (Christian holidays included). Teachers in upper secondary vocational programmes have a 40-hour working week. at the pre-primary level, Child care excluded. [Back to main table for this Indicator](#)

New Zealand:

Teachers of the first two years of *ISCED 24* (years 7 & 8) have the same working time conditions as those for *ISCED 1*, while the last two years of *ISCED 24* (years 9 & 10) have the same working time conditions as those for *ISCED 34*. For this reason the *ISCED 1* figure applies to Years 7 and 8 of *ISCED 24*. The *ISCED 34* figure applies to Years 9 and 10 of *ISCED 24*. The reported *ISCED 24* figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand.

Regarding the working time at school, which refers to the number of hours per year for which full-time teachers are required to be available at school for teaching and non-teaching duties, the given figure for upper secondary education reflects the maximum timetabled hours per year, rather than the maximum hours required to be at work. The collective agreement does not specify the number of hours beyond the timetables hours, just what duties are expected. This also applies for the years 9 and 10 component of the average given for lower secondary education. [Back to main table for this Indicator](#)

Norway:

The number of hours a teacher teaches per day, per week and per annum for lower and upper secondary education is an average depending on the subject taught. For primary education the number of hours is regulated. The total working time of hours a teacher teaches per annum for pre-primary programmes is not applicable because total (net) working time is not specified in legal documents and agreements for pre-primary teachers and other public servants. Gross working time is 1950 hours including holidays, etc.

The Norwegian law regulates the pupils school year to 190 days. [Back to main table for this Indicator](#)

Poland:

The statutory data for Poland do not include extra hours (overtime).

A regulation determining the number of days free of teaching that influenced the number of weeks a teacher teaches per annum was introduced in December 2011.

At *ISCED 0*, for the number of hours a teacher teaches per day, teachers of compulsory pre-primary education for six-year old children were not included. The number of hours these teachers teach per day equals 4.4.

The Teachers' Charter states that the overall working time of a teacher is up to 40 hours per week, working time required at school is not specified for teachers in Poland. However, only teaching and education activities are registered and controlled. The remaining working time available for performing statutory duties at school or in a different place specified by the school headmaster is not registered (teachers are obliged for example to hold meetings with parents at school, participate in teachers' meetings or prepare and participate in school events planned in the Educational School Programme). According to the Teachers' Charter, starting from 1 September 2009, within the framework of the weekly working time, teachers are obliged to devote 2 hours to extra activities (either day – care room or educational ones) in primary and lower secondary and 1 hour in upper secondary schools – these hours were not included into the teaching/working time of teachers.

At the beginning of primary school (grades 1-3) one teacher is responsible for both teaching and taking care of children during the breaks, playing the role of the classroom and the form teacher at the same time.

In previous editions of *Education at a Glance*, data were provided for teachers' actual teaching time, which is slightly higher than statutory teaching time. Data published in *Education at a Glance 2017* are not directly comparable to previous editions. [Back to main table for this Indicator](#)

Portugal:

Pre-primary and *ISCED 1* - 1st. cycle teachers (children aged 6-9) have a teaching load of 25 hours per week.

ISCED 0 Teachers have more instruction weeks than others, due to the fact that they don't have evaluation tasks as other teachers have (41 weeks = 205 days minus 18 holidays and inaction days during week days for the current school year).

Teachers who happen to teach grades 9, 11 and 12, have less instruction weeks, due to national examinations that start in mid-June (37 weeks=185 days minus 23 holidays and inaction days during week days for the current school year). Similarly, teachers who happen to teach grades 5, 6, 7, 8 and 10, have less instruction weeks, due to national assessments that start in mid-June (38 weeks=190 days minus 22 holidays and inaction days during week days for the current school year). All other grades have 39 weeks=195 days minus 22 holidays and inaction days for the current school year.

ISCED 2 and *3* teachers who have a reduced teaching time (due to age and number of years in the profession, or those who have a managerial role) have their teaching schedule distributed through 4 days a week, very often.

For the 5th and 6th grade (10 and 11-year-olds), the teaching time is the same as in *ISCED 2*.

The reported working time at school is the maximum number of hours a teacher is required to be at school for teaching and non-teaching duties but is usually lower than that due to the possibility of having working hours' reduction due to their age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc).

During inaction days, before, during and after the (students) school year, teachers have non-teaching duties.

Supervision of pupils during short breaks between classes in ISCED levels 1 and 2 is done by Personnel for pedagogical support.

ISCED level 1: Short breaks between classes range from 15 to 20 minutes. [Back to main table for this Indicator](#)

Slovenia: Working time of teachers is defined by the Organisation and Financing of Education Act and the Collective agreement for the education sector in the Republic of Slovenia. Teachers working time per week is 40 hours. The workload of a teacher includes teaching and other forms of organised work with students, preparation of lessons, assessing and grading of student work, and other work necessary for implementing the education programme. The Article 119 of the Act, as well as other regulations specify tasks mandatory for teachers (if so assigned).

ISCED 0: For pre-school teachers the reported data on teachers' scheduled teaching time in hours is about the same (3) as the actual teaching time.

ISCED levels 1 and 2: Student supervision during short breaks between lessons (not less than 5 minutes of length) is carried out by teachers. Students are also being supervised by teachers during the morning meal break (as a rule 20 to 30 minutes). Schools are autonomous in determining how the supervision is carried out and who supervises students.

The total working time in hours is stipulated as working time in hours per week and not per annum. According to Article 143 of the Employment Relationship Act full working time shall not exceed 40 hours a week (the Act specifies also some possible exceptions for shorter full working time). For teachers it is specified with the Collective Agreement for the Education Sector in the Republic of Slovenia that total working time is the same, namely 40 hours per week. [Back to main table for this Indicator](#)

Spain:

The information provided is based on the general national regulations. The autonomous communities may have adapted these regulations for their teachers. [Back to main table for this Indicator](#)

Sweden:

Local agreements may differ, especially in the *förskoleklassen* (pre-school class), which is the last year of pre-primary school. The usual agreement for *förskoleklassen* is the same as the national agreement for primary schools. [Back to main table for this Indicator](#)

Turkey:

Teaching times are calculated based on the compulsory hours as specified in the related laws and regulations (i.e. 30 class sessions for classroom and 21 class sessions for branch teachers per week).

In pre-primary education, the duration of one class session is 50 minutes and there are no specified short breaks. Breaks are given to students by the teacher based on the flexible programme implemented at this level.

The figures provided for civil servants' working time reflect the working time as specified in Law no 657 on civil servants to which teachers are also subject. In the calculation, teachers' holidays (as specified in the given law) are deducted from the working time of civil servants in general. However, this figure does not directly reflect actual teachers' working hours. [Back to main table for this Indicator](#)

United States:

At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state.

Data on working time are based on the School and Staffing Survey (SASS) that is administered every 4 years and representative of public school teachers in each state in the United States. The number of total working hours include hours spent before, after, during the school day and on the weekends. These are teacher self-reported hours spent working and are not specified in legal documents. Data on teaching time at ISCED 24 come from TALIS 2013. [Back to main table for this Indicator](#)

Table X3.D4.2. Nature the reported data on teaching time and working time (2017)

	Number of days a teacher teaches per school year			Number of hours a teacher teaches per school year			Working time at school: hours per school year		
	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imu m, (MIN)imu m, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5)?	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imu m, (MIN)imu m, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5)?	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imu m, (MIN)imu m, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5)?
OECD Countries									
Australia	R	T	3	R	T	3	M	T	3
Austria	R	T	3	R	T	3	a	a	a
Canada	m	m	m	m	m	m	m	m	m
Chile	M	m	m	M	m	m	R	MAX	4
Czech Republic	R	T		A	MIN	3	a	a	a
Denmark	a	a	a	A	a	a	a	a	a
Estonia	R	T	3	M	T	3	R	T	3
Finland	R	T	m	R	MIN	m	R	MIN	m
France	R	T	m	R	T	3	R	T	3
Germany	m	T	m	M	T	3	m	m	m
Greece	R	T	3	R	MAX	3	R	T	3
Hungary	R	min	m	R	min	c	R	min	c
Iceland	R	T	3	R	T	m	R	T	m
Ireland	R	MIN	3	R	T	3	R	T	3-4
Israel	M	T	3	M	T	3	M	T	3
Italy	M	T	3	M	T	3	a	a	a
Japan	A	a	a	A	a	a	m	m	m
Korea	R	Min	4	M	MIN	4	a	a	a
Latvia	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	R	T	3	R	T	3	R	T	3
Netherlands	A	T	3	M	MAX	3	A	a	a
New Zealand	m	T	m	R	T	3	R	MAX/T	3
Norway	R	MAX	c	R	MAX	c	R	MAX	c
Poland	R	T	c	R	T	4	m	m	m
Portugal	R	MAX	3	R	MAX	3	R	MAX	4
Slovak Republic	R	T	3	R	T	3	m	m	m
Slovenia	M	T	3	R	T	2	a	a	a
Spain	R	T	3	R	T	3	R	T	3
Sweden	M	T	3	M	T	3	M	T	3
Switzerland	M	T	3	M	T	3	a	a	a
Turkey	m	m	m	m	m	m	m	m	m
United States	A	a	a	A	a	a	R	MIN	5
Economies									
Flemish comm. (Belgium)	R	T (pre-primary and primary), MIN (secondary)	3 (pre-primary and primary), 9 (secondary)	M	T (pre-primary and primary), MIN (secondary)	3 (pre-primary and primary), 9 (secondary)	R	Max	3
French comm. (Belgium)	R	T	3	R	T	3	a	a	a
England (UK)	R	T	3	a	a	a	a	a	a
Scotland (UK)	R	Max	c	R	Max	c	R	Max	c
Other G20									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	M	MIN	5	m	m	m	a	a	a
China	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m

Costa Rica	R	m	m	R	T	m	m	m	m
India	m	T	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Lithuania	R	T	3	R	m	m	R	T	3
Russian Federation	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m

Note: See Definitions and Methodology sections for more information.

1. The following rating is used: 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; and, c = Insufficient data/knowledge to make a reliable judgement.

Source: OECD (2018).

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

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Table X3.D4.3. Reporting of professional development, student examination days and conference days in teachers' teaching time (2017)

	Notes	Are the following activities excluded in data reported for teaching time?																	
		Professional development						Student examination days						Days of attendance at conferences					
		Pre-Primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-Primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-Primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes
OECD Countries																			
Australia		Yes	Yes	Yes	m	Yes	m	No	No	No	m	No	m	Yes	Yes	Yes	m	Yes	m
Austria		m	Yes	Yes	a	No	m	m	a	a	a	Yes	m	m	Yes	Yes	a	Yes	m
Canada		m	m	m	No	m	No	m	m	m	No	m	No	m	m	m	No	m	No
Chile		Yes	Yes	Yes	a	Yes	Yes	No	No	No	a	No	No	Yes	Yes	Yes	a	Yes	Yes
Czech Republic		No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Denmark		a	Yes	Yes	a	m	m	a	a	No	a	m	m	a	Yes	Yes	a	m	m
Estonia		Yes	Yes	Yes	a	Yes	a	a	a	No	a	No	a	No	No	No	a	No	a
Finland		Yes	Yes	Yes	a	Yes	Yes	a	No	No	a	No	No	a	a	a	a	a	a
France		Yes	Yes	Yes	Yes	Yes	Yes	a	a	Yes	Yes	Yes	Yes	a	a	a	a	a	a
Germany		No	No	No	a	No	No	a	No	No	a	No	No	a	Yes	Yes	a	Yes	Yes
Greece		Yes	Yes	Yes	a	Yes	Yes	a	a	Yes	a	Yes	Yes	No	No	No	a	No	No
Hungary		Yes	Yes	Yes	Yes	Yes	Yes	a	a	a	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Iceland		a	Yes	Yes	a	Yes	Yes	m	m	m	a	Yes	Yes	m	m	m	a	a	a
Ireland		m	Yes	Yes	a	Yes	m	a	a	Yes	a	Yes	m	m	No	No	a	No	m
Israel		Yes	Yes	Yes	Yes	Yes	Yes	a	a	a	a	Yes	Yes	a	a	a	a	a	a
Italy		Yes	Yes	Yes	a	Yes	Yes	a	a	Yes	a	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes
Japan		m	Yes	Yes	a	Yes	Yes	m	No	No	a	No	No	m	Yes	Yes	a	Yes	Yes
Korea		Yes	Yes	Yes	a	Yes	Yes	a	a	a	a	Yes	a	Yes	Yes	Yes	a	Yes	Yes
Latvia		No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Luxembourg		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico		Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	a	a	a	m	m	m
Netherlands		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
New Zealand		m	Yes	Yes	a	Yes	m	a	a	a	a	Yes	m	m	Yes	Yes	a	Yes	m
Norway		a	Yes	Yes	a	Yes	Yes	a	a	a	a	a	a	a	a	a	a	a	a
Poland		Yes	Yes	Yes	Yes	Yes	Yes	a	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Portugal		Yes	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Slovak Republic		No	No	No	No	No	No	a	No	No	No	No	No	No	No	No	No	No	No
Slovenia		Yes	Yes	Yes	a	Yes	Yes	a	No	No	a	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes

Spain		Yes	Yes	Yes	Yes	Yes	Yes	a	No	No	a	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes
Sweden		No	a	a	a	a	a	a	a	a	a	a	a	No	a	a	a	a	a
Switzerland		No	No	No	a	No	No	Yes	Yes	m	a	m	m	Yes	Yes	Yes	a	Yes	Yes
Turkey		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
United States		No	No	No	a	No	No	m	m	m	a	m	m	m	m	m	a	m	m
Economies																			
Flemish comm. (Belgium)	1	Yes	Yes	Yes	a	Yes	Yes	a	a	Yes	a	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes
French comm. (Belgium)		Yes	Yes	Yes	a	Yes	Yes	a	m	m	a	m	m	m	m	m	a	m	m
England (UK)		Yes	Yes	Yes	a	Yes	a	a	a	a	a	a	a	a	a	a	a	a	a
Scotland (UK)		Yes	Yes	Yes	a	Yes	a	No	No	No	a	No	a	No	No	No	a	No	a
Partners																			
Argentina		m	m	m	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	m	m	m
China		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia		No	No	No	a	No	No	No	No	No	a	No	No	Yes	Yes	Yes	a	Yes	Yes
Costa Rica		No	No	No	No	No	No	a	No	No	No	No	No	No	No	No	No	No	No
India		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: See Definitions and Methodology sections for more information.

1. Days teachers are free to choose are not included in the totals, while those in the legislation are included. These "free-choice" days cannot be excluded.

Source: OECD (2018).

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

Tasks and responsibilities of teachers, by level of education: Table D4.3.

Data from previous edition of *Education at a Glance* referred to teachers' tasks and responsibilities considered as criteria to define their salary, while data for the 2018 edition only refers to tasks and activities required to teachers, with no mention to their influence on salaries.

For information on additional allowances and payments to teachers for the different potential activities of teachers in the different countries, see comments related to Tables D3.7 and D3.8 of Indicator D3. [Back to main table for this Indicator](#)

Brazil

The responsibility for provision of formal public education in Brazil is shared by three administrative levels: Federal (responsible for tertiary level), States (secondary) and Local/Municipal (Pre-primary, primary and lower secondary). According to the National Education Law, these entities shall set up their educational systems in a collaborative way. Therefore, the fact that the different potential activities of teachers are mandatory or voluntary may vary depending on the organisation level. Each one of the more than 5000 municipalities has their own organisation, but there is a general law for the following activities of teachers: teaching, individual planning or preparation of lessons, Communication and co-operation with parents or guardians and Participation in professional development activities. [Back to main table for this Indicator](#)

Chile:

The vocational ISCED 2 level does not apply to the Chilean educational system. [Back to main table for this Indicator](#)

France:

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The first supplementary hour is "mandatory" (a teacher cannot refuse it) and the others are at the discretion of individual teachers.

Participation in professional development activities: whether it is mandatory or voluntary participation depends on the type of educational programme.

See comment on Tables D3.7 and D3.8 or click [here](#). [Back to main table for this Indicator](#)

Greece:

Marking/correcting of student work: Pre-primary teachers use portfolios in order to assess their pupils. They do not give marks, the assessment is based on descriptive comments provided to parents orally or by written reports

Participation in professional development activities: It is mandatory for professional development activities that are designed/offered by School counsellors, the school or the Directorate of Education or the Ministry of Education. However, there are also calls for professional development programmes that teachers are advised to take but they can apply for them on a voluntary basis, and they can participate in them if they are accepted. Usually there are more teachers' applications than places offered in these programmes. [Back to main table for this Indicator](#)

Israel:

Information reported refers to teachers employed in conditions of the "New Horizon" reform in kindergartens, primary and lower secondary schools and in conditions of the "Oz Letmura" reform in the upper secondary education. See comment on Tables D3.7 and D3.8 or click [here](#). [Back to main table for this Indicator](#)

Slovenia:

Working time of teachers is defined by the Organisation and Financing of Education Act and the Collective agreement for the education sector in the Republic of Slovenia. The workload of a teacher includes teaching and other forms of organised work with students, preparation of lessons, assessing and grading of student work, and other work necessary for implementing the education programme. The Article 119 of the Act, as well as other regulations specify mandatory tasks for teachers (if so assigned).

For activities related to teaching and other tasks and responsibilities of teachers, figures are not applicable to ISCED 25.

Other: The task is listed among other tasks included in teachers working obligation, it is the discretion of a school head to allocate this task to specific teacher(s). The Article 119 of the Organisation and Financing of Education Act specifies among other tasks for teachers (Level ISCED 1-3): participation in the school's expert bodies; form

teacher duties and responsibilities; collecting and processing data related to performing educational and other work; maintaining study rooms, collections, school workshops, sports halls, playgrounds, gardens, etc.; organising cultural, sports and other generally beneficial and humanitarian activities to involve students; other duties and responsibilities specified in the annual work plan. [Back to main table for this Indicator](#)

Actual teaching time: Table D4.4 (Annex only)

Table D4.4 (Annex only). Actual teaching time (2016)

Actual average teaching hours, over the school year, in public institutions

	Notes	Pre-primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes
		(1)	(2)	(3)	(4)	(5)	(6)
OECD							
Countries							
Australia		861	861	818	m	818	m
Austria		m	m	m	a	m	m
Canada		m	m	m	m	m	m
Chile		m	m	m	a	m	m
Czech Republic		1 333	617	617	617	589	589
Denmark		m	m	m	a	394	618
Estonia		m	600	611	m	586	m
Finland		m	713	599	a	m	m
France		900	900	649	a	617	676
Germany		m	m	m	a	m	m
Greece		m	m	m	m	m	m
Hungary		m	m	m	a	m	m
Iceland		m	m	m	a	m	m
Ireland		m	m	m	a	m	m
Israel		m	m	m	m	m	m
Italy		m	m	m	m	m	m
Japan		m	742	610	a	511	511
Korea		m	m	m	a	m	m
Latvia		1 439	897	1 047	m	1 139	m
Luxembourg		m	m	m	m	m	m
Mexico		m	m	m	m	m	m
Netherlands		m	m	m	m	m	m
New Zealand		m	m	m	m	m	m
Norway		a	m	m	a	m	m
Poland		1 142	626	548	a	546	551
Portugal		924	705	605	605	585	585
Slovak Republic		m	m	m	m	m	m
Slovenia		m	668	668	a	m	m
Spain		m	m	m	m	m	m
Sweden		m	m	m	a	m	m
Switzerland		779	817	760	a	646	741
Turkey		m	m	m	m	m	m
United States		1 011	1 004	966	a	966	x(5)
Economies							
Flemish comm. (Belgium)		m	m	m	m	m	m
French comm. (Belgium)		m	m	m	a	m	m
England (UK)		942	942	817	a	817	m
Scotland (UK)		m	m	m	a	m	a
Partners							
Argentina		m	m	m	m	m	m
Brazil		m	m	m	m	m	m
China		m	m	m	m	m	m

Colombia		800	1 000	1 600	a	1 600	1 600
Costa Rica		m	m	m	m	m	m
India		m	m	m	m	m	m
Indonesia		m	m	m	m	m	m
Lithuania		640	520	602	735	593	735
Russian Federation		m	m	m	m	m	m
Saudi Arabia		m	m	m	m	m	m
South Africa		m	m	m	m	m	m

Note: See Definitions and Methodology sections for more information.

Source: OECD (2018).

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

[Back to main table for this Indicator](#)

Coverage and methodology

Professional development, student examination days and conference days should be excluded from statutory teaching time of teachers. For notes on the reporting practice related to professional development, student examination days and conference days in teachers' statutory teaching time, see Table [X3.D4.4](#).

Other comments for each country are listed below.

Australia:

Weighted average of data from reporting jurisdictions.. Data on teachers' teaching time does not include time devoted to professional development activities, days of attendance to conferences. However, it includes time dedicated to student examination days. [Back to main table for this Indicator](#)

Colombia:

Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences.

Data obtained from administrative records. [Back to main table for this Indicator](#)

Czech Republic:

Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences. [Back to main table for this Indicator](#)

Denmark:

See the note on statutory teaching time. [Back to main table for this Indicator](#)

England:

The figures for 2015 are derived from the Teacher Workload Survey 2016. Actual teachers' working time is calculated as 39 working weeks. This is 38 teaching weeks (not 39) as there are five training days (1 week).

Primary = 38 teaching weeks x 24.8 = 942.4 Secondary = 38 teaching weeks x 21.5 = 817.0 [Back to main table for this Indicator](#)

Estonia:

The total number of lessons (according to Estonian Education Information System - EHIS) teachers teach in a week is divided with the number of teachers in full-time equivalent separately at all three ISCED levels (general education). The academic lessons are converted into astronomic hours. Since 2013/14, the division of full-time equivalent between different ISCED levels is not available because of the changes in Basic Schools and Upper Secondary Schools Act. Since 2014/15, the number of teachers in full-time equivalent at all three ISCED levels is based on the proportion of lessons teachers teach at all three ISCED levels. [Back to main table for this Indicator](#)

Finland:

Average annual teaching time refers to time reported by teachers on a certain week. This was then multiplied by 38 (38 school weeks per annum). As there are no national examinations, the teachers are free to assess their students the way they choose or they have agreed on within the school. [Back to main table for this Indicator](#)

France:

Data comes from the application called *Base-relais*, which contains a teacher service register for the secondary level teachers. This register does not cover the primary level. Data cover full-time teachers (teachers with at least 90% of the full-time workload of teachers).

For teachers in general secondary education (ISCED levels 24 and 34), the population of teachers covered by actual data is larger than the one covered by statutory data because it takes account of categories like

"professeurs de chaire supérieure", "adjoints et chargés d'enseignement", "professeurs d'enseignement général des collèges".

Teachers were classified in these categories according to their main affiliation (*collège, lycée général* or *Lycée technologique, lycée pro*). For the selected teachers, all teaching hours were taken into account, including those at different ISCED level(s). [Back to main table for this Indicator](#)

Latvia

Differences between statutory and actual working time are large in Latvia. These differences partly result partly from the stipulation of minimum working time only within the regulations, stated as one full-time workload of 21 hours of teaching. However, in reality, teachers are often required to teach more hours and to perform additional tasks (such as preparing lessons, correcting homework, grading tests and participating in meetings) for which additional time is allocated. [Back to main table for this Indicator](#)

Poland:

Data include extra hours that are paid additionally and exclude hours related to the paid temporary substitutions. [Back to main table for this Indicator](#)

Portugal:

Average annual teaching time in hours: It is based on the data reported by public schools and on the admitted number of teaching days. [Back to main table for this Indicator](#)

Slovenia:

ISCED 0: For pre-school teachers the reported data on statutory teaching time is about the same as the actual teaching time.

ISCED levels 1-2: According to the data on teaching time from the electronic data base managed by the Ministry of Education, Science and Sport the average annual teaching time is approximately 6.5% higher than the one reported for the statutory teaching time. [Back to main table for this Indicator](#)

Switzerland:

The calculation is based on the school staff statistics of the Swiss Federal Statistical Office (FSO) and is more precise than in previous years. [Back to main table for this Indicator](#)

United States:

Data on teaching and working time are based on the National Teacher and Principal Survey (NTPS) that is administered every 2 years and representative of public school teachers in the United States. [Back to main table for this Indicator](#)

Interpretation

Australia:

These data are based on a subset of jurisdictions that provided data. Data for vocational programmes was inconsistent across jurisdictions and could not be aligned for the purposes of reporting. [Back to main table for this Indicator](#)

England:

The data includes only 38 teaching weeks not 39 as there are 5 training days. [Back to main table for this Indicator](#)

Estonia:

The average actual teacher's teaching time in hours per annum refer to actual teaching time as of 10 November 2015 (Estonian Education Information System). [Back to main table for this Indicator](#)

France:

The calculations concern only the *certifiés* (teachers with minimum qualification at *ISCED 24 & 34*). The method of calculation is based on full-time equivalents (ETP). [Back to main table for this Indicator](#)

Israel:

Israel has a high percentage of part-time teachers and usually there is no overtime for teachers. As a result, the data for full-time teachers is quite similar to the data for full time equivalents teachers. Therefore, the statutory working time can be regarded as the actual working time. [Back to main table for this Indicator](#)

Japan:

Data on teachers' teaching time refers to average planned teaching time in each school at the beginning of the school year. The average actual teachers' teaching time in hours varies in Japan for the three reported levels of education. [Back to main table for this Indicator](#)

Table X3.D4.4. Reporting of professional development, student examination days and conference days in teachers' actual teaching time (2016)

	Notes	Are the following activities excluded in data reported for teaching time?																	
		Professional development						Student examination days						Days of attendance at conferences					
		Pre-Primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-Primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes	Pre-Primary	Primary	Lower secondary, general programmes	Lower secondary, vocational programmes	Upper secondary, general programmes	Upper secondary, vocational programmes
OECD																			
Countries																			
Australia		Yes	Yes	Yes	m	Yes	m	No	No	No	m	No	m	Yes	Yes	Yes	m	Yes	m
Austria		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Canada		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Czech Republic		No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Denmark		m	m	m	a	Yes	Yes	a	a	m	a	Yes	Yes	m	m	m	a	Yes	Yes
Estonia		m	Yes	Yes	m	Yes	m	a	a	No	m	No	m	m	Yes	Yes	m	Yes	m
Finland		m	Yes	Yes	a	m	m	m	No	No	a	m	m	a	a	a	a	a	a
France		Yes	Yes	Yes	a	Yes	Yes	a	a	Yes	a	Yes	Yes	a	a	a	a	a	a
Germany		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Greece		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary		m	m	m	m	m	m	a	a	a	a	m	m	m	m	m	m	m	m
Iceland		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Ireland		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Israel		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Italy		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Japan		m	Yes	Yes	a	Yes	Yes	m	No	No	a	No	No	m	Yes	Yes	a	Yes	Yes
Korea		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Latvia		No	No	No	m	No	m	No	No	No	m	No	m	No	No	No	m	No	m
Luxembourg		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands		m	m	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	m	m
Norway		a	m	m	a	m	m	a	m	m	a	m	m	a	m	m	a	m	m
Poland		Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes

Portugal		Yes	Yes	Yes	Yes	Yes	Yes	a	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Slovak Republic		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Slovenia		m	Yes	Yes	a	m	m	a	No	No	a	m	m	m	Yes	Yes	a	m	m
Spain		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Sweden		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
Switzerland		No	No	No	a	No	No	Yes	Yes	m	a	m	m	Yes	Yes	Yes	a	Yes	Yes
Turkey		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
United States		No	No	No	a	No	No	m	m	m	a	m	m	m	m	m	a	m	m
Economies																			
Flemish comm. (Belgium)		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
French comm. (Belgium)		m	m	m	a	m	m	m	m	m	a	m	m	m	m	m	a	m	m
England (UK)		Yes	Yes	Yes	a	Yes	a	m	m	m	a	m	m	m	m	m	a	m	m
Scotland (UK)		m	m	m	a	m	a	m	m	m	a	m	a	m	m	m	a	m	a
Partners																			
Argentina		m	m	m	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	m	m	m
China		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia		No	No	No	a	No	No	No	No	No	a	No	No	No	No	No	a	No	No
Costa Rica		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: See Definitions and Methodology sections for more information.

Source: OECD (2018).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations

INDICATOR D5: Who are the teachers? [\(Back to chapter D\)](#)

Please, refer to Indicator D2: What is the student-teacher ratio and how big are classes? for further information regarding Tables D5.1., D5.2. and D5.3.

INDICATOR D6: Who makes key decisions in education systems? [\(Back to chapter D\)](#)

	<u>D6</u>		
	<u>Methodology</u>		
	<u>Decisions-making units</u>	<u>Notes on methodologies</u>	<u>Interpretation</u>
Australia	AUS	AUS	AUS
Austria	AUT	AUT	AUT
Belgium (Fl.)	BFL	BFL	BFL
Belgium (Fr.)	BFR	BFR	
Canada	CAN	CAN	CAN
Chile	CHL	CHL	CHL
Czech Republic		CZE	CZE
Denmark	DNK	DNK	DNK
England	ENG	ENG	ENG
Estonia		EST	EST
Finland	FIN	FIN	FIN
France	FRA	FRA	
Germany	DEU	DEU	DEU
Greece	GRC	GRC	GRC
Hungary	HUN	HUN	HUN
Iceland	ISL	ISL	ISL
Ireland	IRL	IRL	IRL
Israel	ISR	ISR	ISR
Italy	ITA	ITA	ITA
Japan	JPN	JPN	JPN
Korea	KOR	KOR	KOR
Latvia	LVA	LVA	LVA
Luxembourg	LUX	LUX	LUX
Mexico	MEX	MEX	
Netherlands		NLD	NLD
New Zealand	NZD	NZD	NZD
Norway	NOR	NOR	NOR
Poland			
Portugal	PRT	PRT	PRT
Scotland	SCO	SCO	SCO
Slovak Republic	SVK	SVK	
Slovenia	SVN	SVN	SVN
Spain	ESP	ESP	ESP
Sweden	SWE	SWE	SWE
Switzerland	CHE	CHE	CHE
Turkey		TUR	TUR
United States	USA	USA	USA
Brazil		BRA	BRA
Colombia		COL	
Lithuania	LTU	CRI	
Russian Federation	RUS	RUS	

Methodology

The 2017 Survey on Decision-Making encompasses the following key areas in educational statistics:

- Levels of decision making in lower secondary education institutions, by type of authority; and
- Autonomy in decision making in lower secondary education institutions, by type of authority.

Levels of decision making

The questionnaire used to collect the data distinguished between six levels of decision-making:

- **Central government** – The central government consists of all bodies at the national level that make decisions or participate in different aspects of decision-making.
- **State governments** – The state is the first territorial unit below the national level in “federal” countries or countries with similar types of governmental structures. State governments are the governmental units that are the decision-making bodies at this level. For countries other than federal or similar, where the extent of the state is identical with that of the country, this governmental level is non-existent.
- **Provincial/Regional authorities or governments** – The province or region is the first territorial unit below the national level in countries that do not have a “federal” or similar type of governmental structure, and the second territorial unit below the national level in countries with “federal” or similar types of governmental structures. Provincial/regional authorities or governments are the decision-making bodies at this governmental level.
- **Sub-regional or inter-municipal authorities or governments** – The sub-region is the second territorial unit below the nation in countries that do not have a “federal” or similar type of governmental structure. Sub-regional or inter-municipal authorities or governments are the decision-making bodies at this governmental level.
- **Local authorities or governments** – The municipality or community are the smallest territorial unit in the nation with a governing authority. The local authority may be the education department within a general-purpose local government or it may be a special-purpose government whose sole area of authority is education.
- **Schools, school boards or committees** – The school attendance area is the territorial unit in which a school is located. This level applies to the individual school level only and includes school administrators and teachers or a school board or committee established exclusively for that individual school. The decision-making body – or bodies – for this school may be: an external school board, which includes residents of the larger community; an internal school board, which could include headmasters, teachers, other school staff, parents, and students; and both an external and an internal school board. “School networks”, “networks of schools”, “didactic circles”, and “groups of schools” should be considered as schools.
- **Parents and teachers** are considered as one element of the school level, rather than a separate level. The school level also includes any individual employee (e.g. a teacher) in the school who can make decisions.
- **Multiple decision making levels** refer to a combination of two or more of the above mentioned authorities (e.g. the central government and the local authorities). The relevant levels should be clearly identified in the comments section provided.

Domains

A total of 46 items are included in the survey, covering four broad domains, namely:

- **The organisation of instruction:** bodies determining the school attended, decisions affecting school careers, instruction time, choice of textbooks, choice of software/learningware, grouping pupils, assistance to pupils, teaching methods, assessment of pupils’ regular work.
- **Personnel management:** hiring and dismissal of staff, duties and conditions of service of staff, fixing of salary of staff, influence over the career of staff.
- **Planning and structures:** creation or closure of a school, creation or abolition of a grade level, designing programmes of study, selection of subjects taught in a particular school, selection of programmes of study offered in a particular school, setting of qualifying examinations for a certificate or diploma, credentialing.
- **Resource allocation and use:** allocation of resources, use of resources.

Modes of decision making

The most important factor in determining the mode is “who decides”. The questionnaire seeks information on how autonomously decisions are taken. The following categories are provided:

- **Full autonomy** – subject only to any constraints contained in the constitution or in legislation that is of a general nature and not specifically aimed at education.

- *After consultation with – or recommendations from – bodies located at another level* within the education system.
- *Independently, but within a framework set by a higher authority* (e.g. a binding law, a pre-established list of possibilities, a budgetary limit, etc.).
- *Other mode, to be specified.*

Consultations with other bodies located at the same level in the education system were included under “other”. The interpretation of “within the education system” should not be too narrowly interpreted. For example, the central government as a whole is considered part of the education system. If decisions are taken by the Ministry of Finance (e.g. on salaries) or by the parliament, the level of central government should be selected.

Consultations with bodies outside the administrative system (e.g. labour unions) were not be taken into consideration because they are outside the formal administrative levels and are to be seen as corporate organisations. The ministry could consult these organisations, but the ministry makes the decisions.

Data collection procedure

The questionnaire was completed by a panel of national experts on lower secondary education in order to avoid problems with ambiguities and differences of opinion as much as possible. This panel was composed of one member from each of the following three decision-making levels: highest level (central government), middle levels (state governments, provincial/regional authorities or governments, sub-regional or inter-municipal authorities or governments, local authorities or governments), and lowest level (individual school). The group completed the questionnaire and arrived at consensus on all questions. The INES NESLI Representative then reviewed the results of the survey in consultation with the national co-ordinator.

Calculation of the indicators

The indicators were calculated to give equal importance to each of the four domains. Each domain contributes 25% to the results of the indicators. Because there are different numbers of items (i.e. decisions) in each domain, each item is weighted by the inverse of the number of items in its domain. Some items are split up into sub-items. The sum of weights of sub-items is equal to the weight of an item (in the same domain) without sub-items. Missing and not applicable items receive weight zero, causing other weights to change within a domain (see Table X3.D6.1).

Table X3.D6.1. List of items and weights in the calculation of the indicator

(When no items are missing or not applicable)

Items	Descriptions	Weights in the calculation of the indicator
ORGANISATION OF INSTRUCTION		25%
<i>Bodies determining the school attended</i>	Decisions on what school a child should attend.	100/3
<i>Instruction time</i>	Decisions on the number of hours of instructions. Total 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	100/3
<i>Grouping pupils</i>	Decisions concerning the criterion of grouping (for example, ability, gender, age, interest, subjects).	100/3
PERSONNEL MANAGEMENT		25%
<i>Hiring of principals</i>	Decisions on the choice between person A and person B to be appointed to a particular job as principal	100/3)/4
<i>Dismissal of principals</i>	Decisions on the dismissal of a certain person from a job.as principal	100/3)/4
<i>Hiring of teacher</i>	Decisions on the choice between person A and person B to be appointed to a particular job as teacher	100/3)/4
<i>Dismissal of teacher</i>	Decisions on the dismissal of a certain person from a job.as teacher	100/3)/4
<i>Duties of principals</i>	Decisions on the duties of the principal. Duties refer to responsibility and required tasks and activities, for instance, to the responsibility for the school facility, supervising and evaluating teachers, etc.	100/3)/4
<i>Duties of teaching staff</i>	Decisions on the duties of the teacher. Duties refer to responsibility and required tasks and activities, for instance, to the responsibility for the school facility, supervising and evaluating teachers, etc.	100/3)/4

Conditions of service of principals	Decisions on conditions of service of principals. Conditions of service refer to working conditions of the principal, e.g. the minimum number of hours to be worked per week or per year. Salaries and bonuses are not included.	100/3)/4
Conditions of service of teaching staff	Decisions on conditions of service of teaching staff. Conditions of service 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 importance of one subject in the programme of the class, the students' abilities, etc. Salaries and bonuses are not included.	100/3)/4
Fixing of salary levels for principals	Decisions regarding the salary levels for principals. Only salaries are included and not bonuses. If there is no established salary scale, the country should report the school or lowest level of decision-making.	100/3)/2
Fixing of salary levels for teaching staff	Decisions regarding the salary levels for teaching staff. Only salaries are included and not bonuses. If there is no established salary scale, the country should report the school or lowest level of decision-making.	100/3)/2
PLANNING AND STRUCTURES		25%
Designing programmes of study	Decisions on the more specific design of programme of study for a particular school type. the programme of study refers to the set of courses taken by a student in a particular school type (e.g. lower secondary school). Designing programmes of study refers to determining which courses are included, for example, how many courses in maths, mother tongue language, etc., and at what levels these courses must be offered.	100/3
Selection of programmes of study offered in a particular school	Decisions on the selection of programmes of study offered in a particular school. Decisions refer to the overall structure of the programme with respect to duration, age and grade levels, streams or categories within schools or the school's general pedagogical orientation (e.g., the decision that this school is going to be a vocational school that contains grades 6 to 8 and grants certain types of certificates or diplomas for which a student must take "x" years of language, mathematics, etc.).	100/3/2
Selection of subjects taught in a particular school	Decisions on the range of subjects to be taught in a school.	100/3/2
Definition of course content	Decisions on what will be included in a particular course, including topics covered and levels of difficulty that students are expected to master (objectives).	100/3
RESOURCE MANAGEMENT		25%
Allocation of resources to the school for teaching staff	Decisions on the funding for teachers' salaries/benefits or allocation of teachers that are funded at a higher level. This does not refer to instructional materials that teachers may require.	100/4
Use of resources in the school for staff	Decisions refer, for instance, to the question of who decides whether a math or an English teacher is hired.	100/4
Allocation of resources to the school for teachers' professional development	Decisions on the allocation of resources for teachers' professional development	100/4/2
Allocation of resources to the school for principals' professional development	Decisions on the allocation of resources for principals' professional development	100/4/2
Use of resources for teachers' professional development	Decisions on the use of resources for teachers' professional development	100/4/2
Use of resources for principals' professional development	Decisions on the use of resources for principals' professional development	100/4/2

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Notes on specific countries

Decisions-making units by country

Names and number of decision-making units per decision-making level

Australia:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Australia	1
State government	States	6
	Territories	2
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	a	
Schools, school boards or committees	Schools – Government (May 2016) <ul style="list-style-type: none"> • Lower and upper secondary schools • Combined (primary, lower and upper secondary schools) 	1 035 490

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Austria:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>Republik Österreich</i>	1
State government	<i>Bundesländer*</i>	9
Provincial/Regional authorities or governments	<i>Bezirke</i>	91
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments	<i>Gemeinden</i>	2100
Schools, school boards or committees.	<i>Schulen</i> (ISCED2): <i>Neue Mittelschulen, AHS-Unterstufe</i>	approx. 1800

* The provincial educational authorities (*Bildungsdirektionen*) are federal institutions. However, they can be classified as “State” administration as they execute federal administration at the state level. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>België</i>	1
State government	<i>Gemeenschappen</i> <ul style="list-style-type: none"> • <i>Communauté française</i> (French Community) 	3

	<ul style="list-style-type: none"> • <i>Deutschsprachige Gemeinschaft</i> (German-speaking Community) • <i>Vlaamse Gemeenschap</i> (Flemish Community) 	
Provincial/Regional authorities or governments	Provinces	10
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments	Municipalities	589
Schools, school boards or committees	Schools, school boards or committees	720

* The data refer to all schools (in the Flemish Community) organising the first stage of regular secondary education (ISCED 2; special education is excluded). Data by educational network are the following: GO! Education of the Flemish Community: 147 schools, publicly funded, publicly run education ('OGO'): 55 schools and publicly funded, privately run schools ('VGO'): 518 schools. 'OGO' comprises municipal education as well as provincial education. The scope of public education refers to both GO! Education and 'OGO'. Data on state level, provincial authorities and local authorities are the data for Belgium. [Back to main table for this Indicator](#)

Belgium (French Community):

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Belgium	1
State government	Communities: <ul style="list-style-type: none"> • <i>Fédération Wallonie Bruxelles</i> (French Community; FWB) • German-speaking Community • Flemish Community 	3
Provincial/Regional authorities or governments	Provinces	10
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Communes	589
Schools, school boards or committees	Schools, school boards or committees	655

* The data refer to all schools organising secondary education. Public education in the French Community of Belgium is organised either directly by the central government or by the provincial and local authorities. The ordinary secondary official education system organised by the French Community of Belgium includes 119 schools; the ordinary secondary education system organised by the provincial and local authorities includes 83 schools. The ordinary secondary education system subsidised by the French Community (government-dependent private schools) includes 299 schools. The special education system organised by the French community of Belgium includes 31 schools; the special education system organised by the provincial and local authorities includes 38 schools and the special education system organised by associations includes 85 schools. [Back to main table for this Indicator](#)

Brazil:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>República Federativa do Brasil</i>	1
State government	<i>Estados</i>	26
	<i>Distrito Federal</i>	1
Provincial/Regional authorities	a	

or governments		
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	<i>Municipios</i>	5 570
Schools, school boards or committees	Schools	62 748

* About school data:

- 1) The same establishment can offer more than one level/ type of education.
- 2) Establishments in activity.
- 3) The number of school includes public and private. [Back to main table for this Indicator](#)

Canada:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Canada	
State government	Provinces Territories	10 3
Provincial/Regional authorities or governments		
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments	School boards / school districts	
Schools, school boards or committees		

* In Canada, the term "school board" is used in some provinces to refer to an authority with responsibility for a group of schools within a geographic area. Other provinces/territories use terms such as "school district". [Back to main table for this Indicator](#)

Chile:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Chile	
State government	Regions	
Provincial/Regional authorities or governments	Provinces	
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments	<i>Comunas</i>	
Schools, school boards or committees	<i>Establecimientos</i>	

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Denmark:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Denmark	1
State government	NA	
Provincial/Regional authorities	Region	5

or governments		
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	<i>Kommune</i>	98
Schools, school boards or committees	<i>Folkeskole, skolebestyrelse</i>	1276

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England:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Department for Education	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Local Authorities (LA)*	152
Schools, school boards or committees	State maintained schools have their own governing body. Academies can be run by a Single Academy Trust (SAT) or as part of a group of academies within a Multi-Academy Trust (MAT)	3408 state maintained secondary schools in 2016/17, 718 SATs and 680 MATs as of January 2018

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Federation of Russia:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Parliament, Ministry of Education and Science	2
State government	a	
Provincial/Regional authorities or governments	Regional Ministry of Education	85
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Local authorities	22 406
Schools, school boards or committees	School, school board	42 621

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Finland:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Suomi/Finland (Finnish/Swedish)	1
State government		
Provincial/Regional authorities or governments	Regional State Administrative Agency (AVI): <i>Aluehallintovirasto/Regionförvaltningsverket</i> Centre for Economic Development, Transport and the Environment (ELY):	AVI: 6; ELY 15

	<i>Elinkeino-, liikenne- ja ympäristökeskus/ Närings-, trafik- och miljöcentralen</i>	
Sub-regional or inter-municipal authorities or governments	<i>Maakunta/Landskap</i>	18 (+ autonomous Åland)
Local authorities or governments	<i>Kunta/Kommun</i> (municipality)	311 (of which 16 in autonomous Åland)
Schools, school boards or committees	<i>Koulu/Skola</i> (school)	728

* In Finland, the nine-year basic education integrates ISCED 1 (grades 1-6) + ISCED 2 (grades 7-9). The whole nine-year basic education can be provided in the same school, lower and upper grades can be provided in separate schools, or basic education can be provided in the same school with pre-primary or upper secondary education. The number of units refers to schools providing basic education in grades 1-9, grades 7-9 only or both basic and upper secondary education. [Back to main table for this Indicator](#)

France:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Ministry of education	1
State government	a	
Provincial/Regional authorities or governments	<p>Decentralized authority: Academies is the reference entity. Each academy has a rector at his head nominated by the State. He is in charge of all the decisions related to the content and organisation of education and he is a representative of the education minister.</p> <p>Since 2016, academies take part of the 17 regions of the country. Each region elects a rector among the academies of the region. He must guarantee the unity and consistency of the state guidance in the shared decisions taken by regional communities and the regional <i>préfet</i>.</p> <p>Counties: In France, education is a public service and its organisation is regulated by the state. However, since laws on decentralization were passed, some competencies were attributed to regions. Regions take most decisions (investment, transports, etc.) for schools of higher secondary education.</p>	<p>30 academies and 17 “regions académiques”</p> <p>18 regions</p>
Sub-regional or inter-municipal authorities or governments	<i>Autorité déconcentrée : Directions des services départementaux de l'Éducation nationale (DSDEN), dirigées par les Directeurs académique des services de l'éducation nationale (DASEN). Les DASEN sont les délégués du recteur pour appliquer la</i>	154 DASEN and DAASEN (directeur académique adjoint des services de l'éducation nationale) in 2015-2016.

	<p><i>stratégie académique à l'échelon départemental, essentiellement en ISCED 2 et 1, partiellement 3.</i></p> <p><i>Pouvoir décentralisé : Départements. Compétence sur les collèges (ISCED 2) : investissement (construction, reconstruction), et fonctionnement matériel (notamment restauration scolaire) et de gestion des personnels techniciens, ouvriers et de service.</i></p>	101 departments
Local authorities or governments	<p><i>Autorité déconcentrée : Circonscriptions du premier degré (ISCED 02 et 1). Sous la responsabilité des inspecteurs de l'éducation nationale chargés d'une circonscription du premier degré (IEN-CCPD), qui exercent sous l'autorité du directeur académique des services de l'Éducation nationale (DASEN).</i></p> <p><i>Pouvoir décentralisé : Communes (ISCED 02 et 1) : Investissement (construction, reconstruction) et fonctionnement matériel ; acquisition de matériel pédagogique ; Gestion des personnels techniciens, ouvriers et de service (notamment des ATSEM - agent territorial spécialisé des écoles maternelle - apportant une assistance technique et éducative aux enseignants).</i></p>	<p>1 248 districts in 2014-15</p> <p>35 416 municipalities in 2017</p>
Schools, school boards or committees	<i>Collèges publics, qui correspondent en France au niveau « lower secondary education ».</i>	5 295 public high schools in 2016

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Germany:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Deutschland	1
State government	Länder	16
Provincial/Regional authorities or governments	Regierungsbezirke	19
Sub-regional or inter-municipal authorities or governments	Kreise und kreisfreie Städte	402
Local authorities or governments	Gemeinden	11 092
Schools, school boards or committees	Schuleinzugsbereiche	

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Greece:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Greece	1
State government	a	
Provincial/Regional authorities or governments	Regional Directorates of Primary & Secondary Education	13
Sub-regional or inter-municipal authorities or governments	Sub-regional Directorates of Secondary Education	58
Local authorities or governments	Municipalities	325
Schools, school boards or committees	Public Lower Secondary Education Schools	1792

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Hungary:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	National government	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	<i>Klebelsberg</i> Institution Maintenance Centre (1) / school district centres (59)	1/59
Local authorities or governments	See general comments	
Schools, school boards or committees	School	number of schools is 1956

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Iceland:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Iceland	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Municipalities (<i>Sveitarstjórnir</i>)	74
Schools, school boards or committees	Compulsory school, combined primary and lower secondary education (<i>Grunnskóli</i>)	168

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Ireland:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Republic of Ireland	1
State government	a	
Provincial/Regional authorities	a	

or governments		
Sub-regional or inter-municipal authorities or governments	NA	
Local authorities or governments	These take the form of Education and Training Boards (ETBs) which have devolved management roles in a third of second-level schools. The ETBs replaced the thirty-three Vocational Educational Committees that were in place until 2013.	16
Schools, school boards or committees	The vast majority of second-level schools have boards of management with overall decision-making powers. A very small number of schools have unitary (individual) managers instead of boards of management. All second-level schools follow the curricular programmes for lower secondary education as defined centrally. Since 2012, curriculum reform at lower secondary has been introduced and is being implemented in a phased manner. This reform gives schools greater flexibility to design programmes that are suited to the needs of their lower secondary students and to the particular context of the school.	NA

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Israel:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Israel	1
State government	a	
Provincial/Regional authorities or governments	MEHOZOT מחוזות	9
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	RESHUIOT MEKOMIOT רשויות מקומיות	256
Schools, school boards or committees	BEIT SEFER, AMUTOT, BAALUIOT, RESHATOT בית ספר, רשתות, בעלייות, עמותות	1163

* The state is responsible for setting educational policies and standards, allocating budgets, supervising and evaluating Israeli schools. The key distinguishing factor lies between primary and lower secondary education on the one hand, and upper secondary education on the other. In primary and lower secondary education, the state also operated schools, whereas in upper secondary education, schools are operated by local authorities and non-profit networks. [Back to main table for this Indicator](#)

Italy:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Italy	1
State government	a	
Provincial/Regional authorities or governments	<i>Regione</i>	20
	<i>Provincia</i>	110
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	<i>Comuni</i>	7960
Schools, school boards or committees	<i>Istituti comprensivi, scuole medie</i>	5235

* The general Administration of Education is structured in two levels:

- 1) Ministry of Education, university and research at national level
- 2) Regional Education Offices, at regional level

The Regional Education Offices are autonomous centres with administrative responsibility. They have residual state functions that have not been transferred either to the regions or to the schools (for example, determining the number of school staff, recruitment and mobility of school staff). They also have functions related to the relationship with the regions, local authorities, universities and formative agencies. [Back to main table for this Indicator](#)

Japan:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Japan	1
State government	a	
Provincial/Regional authorities or governments	Prefectural board of education	47
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Municipal board of education	1736
Schools, school boards or committees	Lower secondary schools	9608

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Korea:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	The Republic of Korea	1
State government	a	
Provincial/Regional authorities or governments	Metropolis/Province	17
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	District Office of Education	176
Schools, school boards or committees	Lower secondary schools	3 213

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Latvia:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>Latvijas Republika</i>	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Local Governments (<i>Pašvaldības</i>)	119
Schools, school boards or committees	There are 717 schools in Latvia providing ISCED level 2 (lower secondary) education programmes	717

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Lithuania:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Republic of Lithuania	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	County (<i>apskritis</i>)	10
Local authorities or governments	Municipality (<i>savivaldybė</i>)	60
Schools, school boards or committees	School (<i>mokykla</i>)	965 schools providing lower secondary education programmes (full or partly) from total 1122 schools

*Lithuania is divided into 10 counties, and these 10 counties are subdivided into 60 municipalities. But the county administrations were abolished in 2010, and since that date counties remains only as the territorial and statistical units with no authority on educational institutions. [Back to main table for this Indicator](#)

Luxembourg:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>Grand-Duché du Luxembourg</i>	
State government		
Provincial/Regional authorities or governments		
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments		
Schools, school boards or committees.	Secondary high schools - <i>Lycée d'enseignement secondaire</i>	

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Mexico:

Standard territorial Unit	Territorial unit (country name)	Number of units
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Central/National government	México	1
State government	<i>Estados</i>	32
Provincial/Regional authorities or governments		
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments		
Schools, school boards or committees	<i>Escuelas</i>	39 265

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New Zealand:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	New Zealand Government	
State government		
Provincial/Regional authorities or governments	New Zealand has 11 regional councils, 61 territorial authorities (11 city councils and 50 district councils) and 6 unitary councils*	
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments		
Schools, school boards or committees	Schools Public education institutions'*** that include ISCED 2 provision***	2531 1 614

* Provincial/Regional authorities have no involvement in how schools operate, all decisions are centralised through the New Zealand Government.

** Schools regarded as 'public education institutions' include both state and state-integrated schools. State-integrated schools are former private schools which have been integrated into the state system; they have 'special character' which means they may be run by a particular religious faith. As of July 2017 there were 330 state-integrated schools in New Zealand.

*** We have interpreted ISCED 2, 'lower secondary level' as years 7-10. In New Zealand this comprises full primary, intermediate, composite and secondary schools. [Back to main table for this Indicator](#)

Norway:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Norway	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	<i>Kommune</i> (Municipality)	428
Schools, school boards or committees	<i>Skole</i> (school)*	1 243

*Number of schools includes both public and private institutions, and lower secondary schools (497) and combined primary and lower secondary (746) schools. [Back to main table for this Indicator](#)

Portugal:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Portugal (Mainland), Ministry of Education	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Municipalities	278
Schools, school boards or committees	Schools and school clusters *	808

* Non-clustered schools = 95; School clusters = 713. [Back to main table for this Indicator](#)

Scotland:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Scotland	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Local authorities	32
Schools, school boards or committees	School	359

*The numbers of units include local authority secondary schools and exclude independent schools. [Back to main table for this Indicator](#)

Slovak Republic:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	Slovak Republic/ <i>Slovenská republika</i>	1
State government	a	
Provincial/Regional authorities or governments	Region/ <i>Kraj</i>	8
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Municipality/ <i>Obec</i>	915
Schools, school boards or committees	School/ <i>Škola</i>	1 478

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Slovenia:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>Slovenija</i> (Slovenia)	1

State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	<i>Občina</i> (Municipality)	212
Schools, school boards or committees	<i>Osnovna šola</i> (Basic school) - single structure primary and lower secondary education	448

The data on schools refer to the number of public basic schools providing primary and lower secondary education (single education programme). There are also 5 private basic schools. [Back to main table for this Indicator](#)

Spain:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>España</i>	1
State government	<i>Comunidades Autónomas</i>	17
Provincial/Regional authorities or governments	<i>Delegaciones provinciales/Direcciones de área territorial</i>	65*
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments	<i>Municipios</i>	8 125
Schools, school boards or committees.	<i>Centros públicos que imparten Educación Secundaria Obligatoria</i> (public lower secondary schools)	4 157

*50 provincias + 2 Ciudades autónomas

Madrid: 5 DAT

Cataluña: 10 DAT. [Back to main table for this Indicator](#)

Sweden:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	<i>Sverige</i>	1
State government	a	
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	<i>Kommuner</i>	290
Schools, school boards or committees	<i>Skolenheter</i>	4 847

* The provincial/regional authorities or government (*Landsting*) are not involved in decision making concerning lower secondary education. The number of schools includes 4 007 municipal schools, 5 Sami schools, 820 independent schools, 14 international schools and 1 county (*landsting*) school. Data from school year 2016/17. [Back to main table for this Indicator](#)

Switzerland:

Standard territorial Unit	Territorial unit (country name)	Number of units
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Central/National government	<i>Schweizerische Eidgenossenschaft / Confédération Suisse / Confederazione Svizzera</i>	
State government	<i>Kantone / Cantons / Cantoni</i>	
Provincial/Regional authorities or governments		
Sub-regional or inter-municipal authorities or governments		
Local authorities or governments	<i>Gemeinden / Communes / Comuni</i>	
Schools, school boards or committees.	Public schools on level ISCED 2	

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United States:

Standard territorial Unit	Territorial unit (country name)	Number of units
Central/National government	United States	1
State government	States and the District of Columbia	51
Provincial/Regional authorities or governments	a	
Sub-regional or inter-municipal authorities or governments	a	
Local authorities or governments	Local Education Agencies (LEAs)	18 321
	School Districts (at pre-primary, primary, lower and upper secondary level)	13 584
Schools, school boards or committees	Public Schools (at pre-primary, primary, lower and upper secondary level)	98 277

* The number of units is reported for the 2015/16 school year.

Number of districts: https://nces.ed.gov/programs/digest/d17/tables/dt17_214.20.asp

Number of LEAs: https://nces.ed.gov/programs/digest/d17/tables/dt17_214.30.asp

Number of public schools: https://nces.ed.gov/programs/digest/d17/tables/dt17_214.10.asp

The number of LEAs includes the number of operating school districts. Not all LEAs are responsible for educating students. For example, some regional education service agencies and supervisory unions provide administrative, research, or other services to regular school districts but do not enrol students (NCES, CCD First Look):

<http://nces.ed.gov/pubs2011/2011346.pdf>). Generally there is one school board per public school district. [Back to main table for this Indicator](#)

Methodology

Australia: The survey was completed by a panel with legal experts and panel members. [Back to main table for this Indicator](#)

Austria: The survey was completed by members of the Department of Education, Science and Research who updated the data with the new legal framework of the 2017 education reform laws. Experts on the reform agenda were consulted and their responses included. [Back to main table for this Indicator](#)

Belgium (Flemish Community): Panel members of the Education and Training department completed the survey for their specific domain. [Back to main table for this Indicator](#)

Belgium (French Community): A panel with legal experts and panel members was formed to complete this survey. This includes members of the Ministry of Education, of the DGEO, IFC and “*Service général de Co-ordination, de Conception et des Relations sociales*”. [Back to main table for this Indicator](#)

Brazil: Two members of the Inep – Ministry of Education filled the survey. [Back to main table for this Indicator](#)

Canada: A panel with legal experts and panel members was formed to complete the survey. [Back to main table for this Indicator](#)

Chile: The survey was completed by a panel with legal experts and panel members. [Back to main table for this Indicator](#)

Colombia: A panel with legal experts and panel completed the survey. [Back to main table for this Indicator](#)

Costa Rica: The survey was completed by a panel with legal experts and panel members. [Back to main table for this Indicator](#)

Czech Republic: The survey was answered by members of the Ministry of Education, National Institute for Education, of the Education Counselling Centre and Centre for Continuing Education of Teachers and a member of a University. [Back to main table for this Indicator](#)

Denmark: A panel of experts was used for the process. A draft answer made by the head of the panel (the Danish NESLI representative) was discussed and adjusted on a meeting for the panel members. A new draft was sent to the panel members, and a final version was finished after further comments from the panel. The panel includes members of the Danish Ministry of Education, Local Governments and Danish Union of School Leaders. [Back to main table for this Indicator](#)

England: Single people from relevant teams were used to complete the different domains e.g. teacher pay and conditions, curriculum and school organisation policy. [Back to main table for this Indicator](#)

Estonia: The method used to complete the survey included four members of the Estonian Ministry of Education and Research. The process was constituted of an individual analyse of the questionnaires by each members of the panel before organising group discussions and explanations to obtain a consensus. [Back to main table for this Indicator](#)

Federation of Russia: Expert panel from the Federal Institute for Education Development completed the survey. [Back to main table for this Indicator](#)

Finland: A single member completed the survey; he is part of the Finnish National Agency for education. The answers are based on regulations and other official sources. [Back to main table for this Indicator](#)

France: The survey was realised by two members, one from the Ministry of Education and the respondent of the survey: “*Inspectrice générale de l’administration de l’éducation nationale et de la recherche (IGAENR), responsable du groupe territorial Est* ». [Back to main table for this Indicator](#)

Germany: The survey was first answered by one single member before being reviewed by experts from the Laender and the Federal Statistical Office of Germany. The results are based on the one from the previous survey which included the following institutions/persons: The school department and the statistics department of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany. [Back to main table for this Indicator](#)

Greece: A panel with legal experts and panel members was formed to complete this survey. [Back to main table for this Indicator](#)

Hungary: The process to complete the survey included discussions in a panel of experts from different levels. The panel includes officers from the Educational Authority, head of Department EMMI-Ministry responsible for education, Head of Department KLIK- Klebelsberg Maintenance Centre, head of Department Educational Authority and a school head; president of the National Association of Educational Experts. [Back to main table for this Indicator](#)

Iceland: The survey was completed by legal experts and panel members; this includes members of the Ministry of Education, Science and culture and members of the Association of Local Authorities. [Back to main table for this Indicator](#)

- Ireland:** To survey was answered by single person in consultation with heads of relevant sections within the Department of Education and Skills. [Back to main table for this Indicator](#)
- Israel:** Each members of the panel were consulted independently for the subjects related to their field of expertise. The individuals consulted are the Deputy Director-General and Chairperson of the Economics and Budgeting Administration and the Deputy Director-General and Senior and Chairperson of the Division of Teaching Personnel. Then the questionnaires were filled by the Director of Processing and General Analysis Domain of the Economics and Budgeting Administration. [Back to main table for this Indicator](#)
- Italy:** The survey was conducted in December 2017. The questionnaire was sent to the people of the Ministry (at central and regional level) and principals involved in the survey. Once the questionnaire had been completed by each participant, all of them have been called at the Ministry to discuss the results. During the meeting different points of view emerged but a shared consensus was reached after a lengthy consultation. [Back to main table for this Indicator](#)
- Japan:** The survey was completed by members of the Mistry of Education, Culture, Sports, Science and Technology. [Back to main table for this Indicator](#)
- Korea:** The process to conduct the survey included a middle school teacher, a middle school supervisor, educational researchers and professors. Opinions were then obtained from officers in the Ministry of Education. [Back to main table for this Indicator](#)
- Latvia:** Answers to the survey are based on existing regulation. A single person completed the survey. Answers were then reviewed and confirmed by the Deputy Head of Quality Evaluation Department of the State Education Quality Service. [Back to main table for this Indicator](#)
- Lithuania:** Members of the panel first filled the survey individually, [Back to main table for this Indicator](#)
- Luxembourg:** The survey was completed by a panel with legal experts and panel members. A single person from the National Agency for School Evaluation was then in charge of gathering the results for the final version of the survey. The answers were afterwards reviewed again by the members of the panel. [Back to main table for this Indicator](#)
- Mexico:** A single person of the secretarial of public Education answered the survey. [Back to main table for this Indicator](#)
- Netherlands:** The survey was first realised and approved by two members of the Ministry of Education, Culture and Science. Then the survey was then sent to the Council for Secondary schools (VO-raad) which agreed to the answers. [Back to main table for this Indicator](#)
- New Zealand:** The survey was co-ordinated by the INES representative with inputs provided from relevant knowledgeable subject matter experts. Consulting and reviewing where required as well with other relevant persons. [Back to main table for this Indicator](#)
- Norway:** A panel with legal experts and panel members were consulted to complete the survey. This includes members of the Norwegian Directorate for Education and Training, Association School Leaders, Union of Education of Norway and members of the Ministry of Education and Research. [Back to main table for this Indicator](#)
- Portugal:** A panel with members of the Ministry of Education (Directorate-General for Education and Science Statistics; Directorate-General for Education; Directorate-General for Schools; Institute for Education's Financial Management) was contacted to complete the survey. [Back to main table for this Indicator](#)
- Scotland:** One panel member co-ordinated the responses from relevant policy colleagues, panel members were all from the Learning Directorate of the Scottish Government. [Back to main table for this Indicator](#)
- Slovak Republic:** The individuals of the Slovak Centre of Scientific and Technical Information and of The Ministry of Education, Science, Research and Sport of the Slovak Republic were involved in the process to answer the survey. [Back to main table for this Indicator](#)
- Slovenia:** Panel with experts from the Ministry of Education, Science and Sport completed the survey. [Back to main table for this Indicator](#)
- Spain:** An expert panel was formed to answer the survey, including both internal and external personnel. External personnel belong to different units depending of the Regional Government of Madrid. [Back to main table for this Indicator](#)
- Sweden:** A member from Swedish National Agency for Education completed the survey. A person from the the Ministry of Education also reviewed the survey. [Back to main table for this Indicator](#)

Switzerland: A single person from the Swiss Conference of Cantonal Ministers of Education filed the survey. [Back to main table for this Indicator](#)

Turkey: The survey was completed by a panel with legal experts and panel members. [Back to main table for this Indicator](#)

United States: The process used to fill the survey included internal discussions between two members of the National Centre for Education Statistics, U.S. Department of Education in consultation with other education experts. [Back to main table for this Indicator](#)

Interpretation

Australia:

Organisation of instruction:

Bodies determining the school attended: Generally, a student is entitled to attend his/her designated local school but is free to choose to apply to enrol in other schools. However, procedures may differ between states/territories.

In most states/territories, schools manage the enrolment demand, and the decisions about regarding enrolment are made by schools, in line with relevant departmental policies.

Instruction time: Generally, the amount of instruction time is determined by the State/Territory Government through legislation, and the relevant board of studies, in relation to indicative time for specific courses. However, procedures may differ between states/territories.

In some states/territories, any systemic decisions resulting in changes to minimum hours of instruction would occur in consultation with relevant departmental stakeholders.

Grouping pupils: Generally, schools work within a state/territory policy framework that sets class size recommendations but schools have a great deal of flexibility in how they group students to meet their learning needs. However, procedures may differ between states/territories.

Personnel Management:

Hiring and dismissal of principals: In some states/territories, the decision to hire staff above a certain level is made at the school level, but the final approval is made by the state body. In all states/territories, the decisions on dismissal of principals are made by state governments.

Hiring and dismissal of teaching staff: In some states/territories, teachers are assigned to schools through centralised transfer systems. In other states/territories, teachers are assigned by schools based on a merit system.

In many states/territories, appointment is subject to teachers being registered and having passed employment checks. Once these matters are certified by the system, the principal decides who is appointed to their school from a shortlist of applicants.

In most states/territories, the final decision on a dismissal of a teacher is made at the state level. However, school principals experience varying degrees of involvement in the decision to dismiss a teacher.

Duties of service of principals: In all states/territories, the duties of principals are determined by the state governments.

Duties of service of teaching staff: In most states/territories, the levels of teaching duties that staffs perform are determined by the state governments.

Fixing of salary levels for principals: In all states/territories principals' salaries are set using a salary scale established by the state governments.

Fixing of salary levels for teaching staff: In all states/territories salaries of teaching staff are set using a system-wide salary scale created by State governments. [Back to main table for this Indicator](#)

Planning and structure:

Designing programmes of study: The Australian Curriculum for Foundation to Year 10 sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background.

State and territory government and non-government school authorities are responsible for the implementation of the Australian Curriculum in their schools, in line with system and jurisdictional policies and requirements.

They make decisions about the extent and timing of take-up and translation of the intended Australian Curriculum into the curriculum that is experienced by students.

The Australian Curriculum has been designed to be flexible so that it can be adopted or adapted in order to meet the needs of all schools. [Back to main table for this Indicator](#)

Austria:

General comments:

In 2017 a legislative package was passed by the Austrian parliament to strengthen the autonomy of schools in various dimensions and modernise the governance structure of the education system. The reform agenda aims to increase differentiation in schools e.g. by making the time structure at schools more flexible; improve the ability of head teachers to help in selecting new teachers; duty of head teachers to co-operate and provide assistance regarding the further and continuing education of teachers with a view to quality assurance and promoting a sense of responsibility for results.

Resources:

Use of resources for teacher professional development: In Austria, schools generally decide individually in which advanced training their staff is participating. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Organisation of instruction:

Bodies determining the school attended: The constitution guarantees parents' freedom of choice; parents are free to choose the school their child attends. Only in a strictly limited number of cases can a school refuse an enrolment or refer a newly enrolled pupil to another school. The parents have to agree with the school regulations and sign documents, which includes the educational principles and general aims of the school. The entry requirements for secondary education need to be respected and there have to be available places in the school. Some priority rules are implemented, such as priority for siblings of pupils already enrolled in the school and for pupils meeting the equal-opportunities rules.

The state government sets the entry requirements which have to be met by all students. These entry requirements refer to earlier education, age or the decision of the admissions committee

Instruction time: The minimum and maximum instruction time is decided by the state government. Schools may offer more instruction hours than the maximum instruction time, but it will not be financed or subsidised. Decisions are taken in consultation with the teaching unions and umbrella organisations. [Back to main table for this Indicator](#)

Personnel Management:

Fixing of salary levels for principals and teaching staff: Decisions on the salary level are taken in consultation with the teaching unions and the umbrella organisations.

Planning and structure:

Designing programmes of study: The Flemish Community clearly indicates its minimum expectations with regards to nursery, primary and secondary education. Attainment targets are minimum objectives that schools should aim for the majority of pupils and achieve at a particular discipline. Every governing board or school board must include the attainment targets or developmental objectives (used in the first year B of secondary education instead of attainment targets) in the curriculum. The curriculum contains a systematic inventory of the objectives and contents that are to be achieved in a subject or discipline, and describes the educational methods used for this purpose. The number of hours dedicated to a certain course is decided at the school level. The core curriculum for the secondary level is lay down in a table indicating the minimum number of lessons per subject. This minimum needs to be respected by the schools.

Selection of programmes of study offered in a particular school: The initiative to organise courses is taken by the school board. The organisation of the course can be implemented, depending on the training, after approval of the Flemish government.

Resources:

Allocation of resources for the teaching staff: The allocation of resources of the school for teaching staff is formula-bounded financing. The financing and possible changes in the financing are discussed with the school boards and the teachers unions. The allocation of resources to the school for capital and operating expenditure is also discussed with the school boards.

Allocation of resources for teacher professional development: The school boards and umbrella organisations receive an in-service training budget allocated by the Flemish government. The Minister for Education sets every 2 year priority themes to support the policy. A call is launched to interested organisations to translate the chosen

themes into a specific in-service training provision for teachers, school heads, school advisory services and teacher trainers. The minister makes then a selection of the qualitative projects.

The Flemish government allocates the in-service training budget on the basis of parameters set in the regulation.

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Belgium (French Community):

General comments:

In Belgium, decisions about teaching are taken at different levels. The federal government takes decisions about the beginning and the end of the school year as well as the minimum requirements for diplomas (art. 127 of the constitution).

Organisation of instruction:

Bodies determining the school attended: Parents have the freedom to choose the school where they enrol their children. At the lower secondary level (ISCED2), a particular system was implemented to regulate the number of students to be enrolled in each educational institution and to favour social diversity within educational institutions. The system uses a methodology that allows to rank students in case of excess enrolment in the institution.

Personnel Management:

Hiring and dismissal of principals: There are three schools networks (*réseaux d'enseignement*). In each of them, the job of hiring staff, including the principal, is decided by a different entity. In public schools (*enseignement organisé par la Communauté française*), staff is hired by the local government of the French community. In government-dependent private schools, staff is hired by the school board or committee. In provincial or city schools, staff is hired by the province or city authority. Basically, the hiring entity must follow some specific regulations when hiring a principal. The degrees and conditions that a candidate must fulfil are set in the French community law. Beside the degree, the candidate must have a minimum of seven years of experience in his/her school network and have successfully followed some specific training for principal. The dismissal process is similar as the hiring one; it depends of the school network.

Hiring and dismissal of teaching staff: The hiring process is similar to the one used for principals. The French community regulation determines the degrees and diploma a candidate teacher must have in order to be hired. There are three levels: *titres requis*, *suffisants* and *pénurie*. There is a system of priority: a school can hire a "*titre suffisant*" only if they cannot hire a "*titre requis*", and so on. There is a database of candidates called "Primoweb" which a school must check before doing any hiring. French community regulations set the procedure to follow in order to dismiss a teacher.

Duties of service of principals and teaching staff: Decisions depend on the schools' network, but some basic duties are also set in the French community regulations.

Conditions of service of teaching staff: There are some regulations but also autonomy for each school to organise the time and level of group, amount of student per class. The programme is decided by the representative of the school network in agreement with the French community.

Fixing of salary levels for principals and teaching staff: There is no autonomy in fixing salaries. For each school position (teacher, principal), salaries are entirely fixed by the regulation. [Back to main table for this Indicator](#)

Brazil:

Organisation of instruction:

Bodies determining the school attended: The National Educational Law - LDB (Art.4o., X) states that the State should ensure that the child will be enrolled in a school near to the residence. The National Educational Law gives autonomy to the school to define its own criteria for children's admission.

Instruction time: National Educational Law stipulates an annual minimum hour of instruction (800 hours) and a minimum number of school days (200 days).

Grouping pupils: Each school has the autonomy to choose their teaching methodology.

Personnel Management:

Hiring and dismissal of principals and teaching staff: There are several possibilities to hire (and fire) in the Brazilian public educational system (public tender, contract labour, elections, etc.). It is up to each entity of the federation to choose among them or many of them.

Duties and conditions of service of principals and teaching staff: The federative entities have the autonomy to choose the duties and conditions of service of the school staff (principals, teachers, teaching staff, etc.).

Fixing of salary levels for principals and teaching staff: The federative entities have the autonomy to define the salary levels in the schools (principals, teachers, teaching staff, etc.). Which authority level decides on the salary levels for staff depends on the nature of the school. If it is a municipal school municipalities authorities decide, if it is a state school states authorities decide, and if it is a federal school the central government decide.

Planning and structure:

Designing programmes of study: The federative entities have the autonomy to define the design of the programmes of study in the schools.

Definition of course content: Each school has the autonomy to define the content of their subjects.

Resources:

Allocation of resources for the teaching staff: The federative entities transfer funds to states, municipalities and schools through various programs - such as the National Fund for Basic Education (FUNDEB), the Money to Schools Program (PDDE), etc. - to allocate resources for teaching staff and other expenditures on education. For each transfer there are predisposed conditions and allocations.

Use of resources for the staff: Decisions about use of resources for staff are taken at different levels depending on what government level the school is attached: For federal schools it is the Central government; for state schools it is the State government; for municipal schools it is the local authorities or government. [Back to main table for this Indicator](#)

Canada:

Resources:

Allocation of resources for teacher professional development: In some cases these resources may also be governed by collective agreements.

Chile:

Personnel Management:

Hiring and dismissal of principals and teaching staff: The normative frame (Teacher Statute) establishes the causes and procedures for dismissing Principal or Teachers. According to the Chilean law (Teacher Statute), municipalities can provide a position on schools (principals or teachers) only through public tenders.

Resources:

Allocation of resources for the teaching staff and principals: The professional development policy for principals and teachers is co-ordinated by the Chilean Ministry of Education (MINEDUC) itself, and there is a direct relation between MINEDUC, the teachers and principals interested in these programmes. [Back to main table for this Indicator](#)

Czech Republic:

Organisation of instruction:

Bodies determining the school attended: Parents are free to choose the school their child shall attend under the condition that there are places available in the desired school. In the parent's school district the school must accept the pupil. If multi-year gymnasium admission is at stake, there is often an entrance examination to partly determine admission.

Instruction time: Central government sets the framework within which minimum or maximum numbers of instruction hours are established. Based on the national framework, each school develops its own educational programmes.

Personnel Management:

Hiring and dismissal of principals and teaching staff: The local authorities in the case of basic schools, and the regional authorities in the case of multi-year gymnasia, have the authority to take decisions on the hiring and dismissal of principals, within the framework of the law.

Conditions of service of principals: Salary scales are issued by central legislation. There is a range of salary scales for principals determined by the number of working hours, including teaching hours. The local authorities have to define conditions for principals accordingly.

Fixing of salary levels for principals: There are minimum and maximum salary scales for principals. These are established by the central government, and the local/regional authorities decide about salaries within this range. In the case of basic schools, the decision is taken by local authorities; but for multi-year gymnasia, decisions are taken by regional authorities.

Fixing of salary levels for teaching staff: There are minimum and maximum salary scales for principals and fully qualified teachers established by the central government.

Planning and structure:

Designing programmes of study: Each school has its own school educational programme which is based on the Framework educational program.

Selection of programmes of study offered in a particular school: At the lower secondary level there are two main educational programmes: basic school and multi-year gymnasia. The decision on programmes that will be taught in particular schools is taken by regional authorities (basic school) or by central authority (multi-year gymnasia). The selection of particular educational programmes in basic schools or multi-year gymnasia occurs at the school level.

Selection of subjects taught in a particular school: Lower secondary schools have prepared their own "school educational programmes" within the general educational framework. General educational framework defines the minimum number of teaching hours for particular subjects during lower secondary education and the minimum number of compulsory lessons in total. In accordance with the educational programme, the distribution of teaching hours in a given subject at a certain grade level is the responsibility of the school.

Resources:

Allocation of resources for the teaching staff and principals: Local authorities (for basic schools) and regional authorities (for multi-year gymnasia) decide on the allocation of resources to the school for staff (teaching staff and non-teaching staff), capital expenditure, and professional development of staff (teaching staff and principals). [Back to main table for this Indicator](#)

Denmark:

Organisation of instruction:

Bodies determining the school attended: The following are the formal national rules adopted by law by the Danish Parliament: "Each school belongs to a school district that may be larger or smaller for each grade. A child is admitted to the school in the district where it resides. Parents have a claim that their children are admitted to a primary school of their choice in the municipality of residence or in another municipality, provided that it may take place within the limits set by the municipal council." This is also practice. The municipal council decides the school district for the individual school and grade level, and so the municipal council has a strong influence on which school the individual student is admitted and is entitled to be admitted to. However, parents have the right to choose another school if places are available. It can be discussed whether the choice of school is made by the parents, the school or the municipal council. Basically, parents choose a school; the school leader decides whether the parents' choice can be realised. In practice, the school leader's possibilities to decide can be very limited because of the limits laid down by the municipal council.

Instruction time: The total number of hours of instruction is decided by law by the national parliament (*Folketinget*). The hours of instruction include the subject-divided lessons and hours for assisted learning as a supplement to and support of the subject-divided lessons. It's possible for the local authorities to decide a reduction of hours of instruction per day, week and year by reducing the hours for assisted learning if the local authorities decide to have a corresponding increase of the number of lessons with two teachers per lesson for the subject-divided teaching. Even if this reduction is a minor number of hours compared to the total number decided by central government, the total decision-making process on the number of hours is involving multiple levels. In most cases, these decisions are taken by the central government.

In some cases, local authorities also take decisions: 1) deciding - in very special cases - a very modest change in the number of hours decided by the central government or 2) deciding - in most cases - not to change the number of hours of instruction.

Grouping pupils: The framework set by law at central level for how pupils are grouped will often be laid down in more detail by the municipal authorities and in this way the framework is also set by the local authorities. However, the framework set by the central government is still very important.

Personnel Management:

Hiring and dismissal of principals: The formal decision of hiring the person for the job of principal is taken by local, municipal authorities, but after obtaining the opinion of the school board. The opinion of the school board is typically based on recommendations from an ad hoc recruitment committee with representatives from the school board, the school management, school staff and parents. The recommendations of the school board are purely indicative for the municipal authority.

Hiring and dismissal of teaching staff: The school staff/teachers are employed by the municipality. However, the municipal council may delegate this responsibility therefore in practice; the hiring/dismissal of teachers is left to

the head of the individual school. Typically, the actual decision on hiring teacher is made by the school leader, but within a framework set by the local authorities which is itself set within a general framework set by the central government.

The municipal council shall ensure that teachers in the municipality's schools have the right professional teaching competences or equivalent professional competences in the subjects they are going to teach.

Duties of service of teaching staff: The framework for teachers' duties is made up of a combination of regulations set by the central government. Furthermore a collective agreement on teachers' working conditions was reached between the teachers' union and the inter-municipal authority, the Local Government of Denmark, the interest group and member authority of Danish municipalities. Since 2013, the collective agreements have been replaced by a law on extension and renewal of collective agreements decided by the Parliament. Some municipalities have supplemented these frameworks with a local agreement between the municipal council and the local teacher association.

Fixing of salary levels for principals and teaching staff: The salary scale for principals is a part of the collective agreement between the unions and the inter-municipal authority, Local Government of Denmark, the interest group and member authority of Danish municipalities. A part of the salary is decided at local level by the municipal council.

Planning and structure:

Designing programmes of study: The central government and parliament decide by law the compulsory subjects and courses to be offered by all schools as well as the minimum number of hours for essential parts of the curriculum and course, including the subjects Danish, Mathematics and History. In addition, the government and parliament decide on indicative number of hours for the other subjects. Indicative hours are the number of hours recommended by the government for each subjects at each levels. Most municipalities follow the indicative hours in practice. In addition to the compulsory subjects, the municipalities and schools have to offer for a range of elective subjects. The elective subjects can be very important for some students, but they have a marginal position in the curricula.

Definition of course content: Objectives for each subject are decided by the central government. The municipal council must decide the curricula. Which topics and material to use to reach the objectives are decided by local authorities or at the school level.

For the subjects Danish and History the central government decided a national canon that sets compulsory national content elements in the two subjects.

Resources:

Allocation of resources for teacher professional development: The central government and the municipalities have decided a number of general requirements for the teachers' professional development, therefore the framework that organise school's decisions is very detailed.

Use of resources for teacher professional development: The general framework is set in co-operation between the central government, Local Governments of Denmark and the unions for teachers and school leaders

Use of resources for principal professional development: The decisions are typically taken in dialog between the principal and the local authorities or the decisions are made by the school leader within a framework set by the local authorities. Furthermore the agenda for this decision-making process will typically be highly influenced by objectives for the principals' professional development set up by the national government. [Back to main table for this Indicator](#)

England:

Organisation of instruction:

Bodies determining the school attended: Each school has an admission authority which decides the allocation of its school places.

The admission authority for an academy is the academy trust; for a Community or a Voluntary Controlled school it is the local authority; and for a Foundation or Voluntary Aided school it is the governing body of the school.

Each admission authority must determine on what basis it will admit children to its school. The school's admission arrangements must comply with the School Admissions Code, which statutory departmental guidance.

Instruction time: The Department for Education (DfE) makes a recommendation to governing bodies of maintained schools for a minimum weekly lesson time: 24 hours for pupils aged 11-13 years (Key Stage 3). Taught time does not include breaks, registration or acts of collective worship.

Personnel Management:

Duties and conditions of service of principals and teaching staff: Decisions are taken by the school's governing body in full autonomy. However, they must be mindful of a head teacher's professional duties which must be carried out in accordance with and subject to conditions set out in the School Teachers' Pay and Conditions Document (STPCD) and the Teachers Standards.

Fixing of salary levels for principals and teaching staff: This is a decision for the school's Governing Body using the framework set by central government and laid down within the School Teachers' Pay and Conditions Document (STPCD).

Planning and structure:

Designing programmes of study; State-funded schools in England include:

- Maintained Schools which are controlled by local education authorities;
- Academies which are directly funded by central government and autonomous of the local authority.

Maintained schools must follow the programmes of study for the National Curriculum, published by central government which sets out which subjects must be taught but beyond these may determine their own programmes of study.

Selection of subjects taught in a particular school: At ISCED 2 all pupils must study art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary>. [Back to main table for this Indicator](#)

Estonia:

Organisation of instruction:

Bodies determining the school attended: For the 1st grade, decision of which school a children should attend is mainly taken by local governments (owners of schools). The process is very simple in small local governments (1-2 schools with few children): usually the closest school is chosen. However it can get more complicated in larger local governments. Usually schools have catchment areas, but parents have the freedom to express their expectations. The final decision takes into account additional criteria like - which school is the closest, does the family have other children already attending the school. If possible, the special expectations (school close to the parent's workplace etc) are taken into account as well. In cases of other grades, the decision is made by school depending on availabilities.

Planning and structure:

Designing programmes of study: Decisions are based on the National curriculum, schools/teachers draw up a school curriculum taking into account the local conditions.

Resources:

Allocation of resources for the teaching staff: Central government decides the basic financing of schools (teachers' salaries and teacher's professional development) from National budget. Owners (local government or others) draw up the total budget of the school. They can add funds if possible. [Back to main table for this Indicator](#)

Federation of Russia:

Organisation of instruction:

Bodies determining the school attended: The situations are different depending on the regions, but in most cases, local authorities established the area for each school and schools have to enrol children from these areas. In case of advanced schools, the school chooses students based on testing procedures.

Personnel Management:

Duties of service of principals and teachers: Instructive documents set the standard duties. Variations can arise for individual teachers

Fixing of salary levels for principals: Decisions are taken by Regional authorities and/or Local authorities.

Fixing of salary levels for teaching staff: A regional average teacher salary is established by the central government.

Planning and structure:

Designing programmes of study: The main part of the curricula is the same for all schools in accordance with the Federal law. Each school has authority to make decisions on the flexible part of the curricula.

Resources:

Use of resources for teacher professional development: Two options possible: the teacher can decide what kind of courses he or she will attend or the centralised system at the regional level takes the decision. [Back to main table for this Indicator](#)

Finland:

General comments:

Most schools providing basic education (ISCED 1+2) are municipal. Within the national regulations, local authorities as education providers have extensive autonomy in steering and organising education. The basis of municipal autonomy is laid down in the Constitution. The Basic Education Act does not contain any provisions on the administration and management of schools; instead, the administration of schools providing basic education is primarily subject to the general provisions of the Local Government Act concerning municipal administration. Consequently, the administrative bodies of schools may be determined by the administrative regulations and standing orders issued by the local authority in question. Nevertheless, each school is required to have a principal, who is responsible for its operation. Because of this extensive local autonomy, the decision-making structures and practices vary from one municipality to another. Depending on the municipality and on the matter, the actual decision-making may take place in a municipal or school level body.

Organisation of instruction:

Bodies determining the school attended: The local authorities must assign a place in school to each pupil. The legislation governing basic education sets the framework for school choice. It states that every child has the right to go to the nearest school to her/his place of residence. Pupils may also apply to a school other than the one that was assigned to them and they can be admitted at the discretion of the education provider.

Instruction time: Instruction time is stipulated by legislation. The national regulations leave room for local flexibility.

Grouping pupils: Decisions affecting the grouping of pupils are mainly taken at the school level. However, there are certain decisions that have to be made at the local authority level, e.g. the decision to implement studies according to a grade-independent model must be included in the local curriculum drawn up by the education provider. When multi-grade instruction is used, the education provider must define key principles in the local curriculum.

Personnel Management:

Hiring and dismissal of principals: Principals in municipal schools are municipal civil servants and consequently the local authority is the competent authority. Actual practices vary between municipalities. The decision on hiring a principal can also be done in co-operation between municipal level bodies and the governing body of the school concerned. The qualifications requirements of a principal are laid down in legislation.

The education provider decides about the dismissal of principal and must comply with general employment legislation.

Hiring and dismissal of teaching staff: In Finland, education providers are responsible for employing the teaching staff. Each local authority decides which of their bodies is responsible for appointing new teachers. It may be the education committee or another equivalent committee, the municipal board, the school board or – especially in the case of temporary and short-term substitute teachers – the principal. The recruitment is an open process. The recruiting body sets the criteria to be observed as part of each selection procedure. No selection criteria are imposed on local authorities other than the legislation that determines the formal qualification requirements.

The education provider decides about the dismissal of teaching staff and must comply with general employment legislation.

Conditions of service of principals: The conditions of service for education personnel are agreed on in a collective bargaining process and in the relevant legislation. The collective bargaining is conducted between the Trade Union of Education (OAJ) and the employers' organisations. The local authority as the employer determines the duties in detail.

Most principals follow overall working hours. Overall working hours primarily refer to the public administration office hours (8.00–16.15). These are stipulated according to the stipulations in the national collective agreements. Thus, the overall working hours are followed where applicable, bearing in mind the special nature of the principals' work.

Conditions of service of teaching staff: The conditions of service for teachers are agreed on in a collective bargaining process and in the relevant legislation. The collective bargaining is conducted between the Trade Union of Education (OAJ) and the employers' organisations. Most teachers' working hours are based on teaching duties but they also include tasks related to planning, development, co-operation etc. Tasks are agreed on in detail at the school level.

Fixing of salary levels for principals: Principals' salaries are agreed nationally as part of collective agreements for state and municipal civil servants in the educational sector. There is also room for local flexibility.

Fixing of salary levels for teaching staff: Teachers' salaries are agreed nationally as part of collective agreements for state and municipal civil servants in the educational sector. There is also room for local flexibility.

Planning and structure:

Designing programmes of study: The range of compulsory subjects and the minimum time allocation for each compulsory subject are defined in the legislation. Within the national framework there is room for local flexibility and adaptation.

Selection of programmes of study offered in a particular school: The range of compulsory subjects is defined in the national legislation governing basic education. The local curriculum may also include other subjects which may be partly or totally free-choice or optional. The local authority may also delegate part of the decision-making to the school level so that the school-level bodies can influence the range of foreign languages or optional studies offered.

Definition of course content: Based on the legislation governing basic education, the Finnish National Agency issues the national core curriculum which determines the objectives and core contents of different subjects. The core curriculum is a national regulation on the basis of which municipalities as education providers prepare the local curricula. The education provider may decide to delegate decisions associated with the curriculum to schools and to prepare school-specific curricula. Within the framework of written documents teachers have considerable amount of autonomy to decide on the content of courses, working methods, teaching and learning materials etc.

Resources:

Allocation of resources for the teaching staff: School education in Finland is entirely publicly funded. The major share of funding comes from municipal sources but municipalities also receive central government subsidies. Municipalities as education providers are responsible for employing their teaching staff. They also determine the types and number of posts needed.

Allocation of resources for teacher professional development: There is no specific legislation on teacher continuing education and training. The responsibility of teachers to participate annually in professional development activities is based on the national collective agreement. The primary responsibility for professional development activities lies with the education providers but the State also organises and allocates funds for professional development activities. Each local authority may decide which of their bodies, at municipal or school level, is responsible for deciding on the allocation of resources for professional development activities.

Use of resources for teacher professional development: Local authorities are responsible for providing basic education. They can autonomously decide whether they delegate the budgetary responsibilities to the schools or not and to which extent. This concerns also teacher's professional development activities. [Back to main table for this Indicator](#)

France:

Organisation of instruction:

Bodies determining the school attended: Parents can decide with full autonomy only for private schools. <http://www.education.gouv.fr/cid5509/le-fonctionnement-de-la-carte-scolaire.html#tout-savoir-dans-votre-academie>

Personnel Management:

Hiring and dismissal of principals: Candidates who passed the recruitment tests are nominated and assigned to an academy by the education ministry. The rector then assigns them to a specific school within the academy, which means that they have the obligation to perform first 12 months of statutory training (while exercising responsibility on the school they are assigned to). At the end of the training year, the Rector issues an opinion on the tenure of each trainee teacher. This opinion is based on the reports from the academy Inspector (Regional Inspector, (IA-IPR EVS) the academic director (IA-DASEN) of the assignment department, and the academic delegate responsible for the training of supervisory staff (Dafpe). See: <http://www.education.gouv.fr/cid5349/concours-des-personnels-d-encadrement.html>; http://www.education.gouv.fr/pid285/bulletin-officiel.html?cid_bo=85435

Tenure may be refused but dismissals are very rare: dismissal for misconduct (disciplinary liability) or dismissal for professional incompetence.

Hiring and dismissal of teaching staff: Candidates for the teaching career pass competitions for the recruitment of secondary teachers, including CAPES, for certified teachers (86% of public college teachers). The laureates are then assigned as trainee civil servants through 2 procedures. The first one, conducted at the ministerial level (DGRH), involves all academies and consists in appointing these trainee-teachers in an academy; the second, within each academy, consists in assigning trainee-teachers to a post, and is the responsibility of the rectors and vice-rectors. Finally, an academic jury appointed by the Rector evaluates the year of the internship and decides on the tenure.

Dismissal of teachers is made on the basis of reports (from the principal of the college, the regional inspector). The dismissal is requested by the rector and the minister pronounces the dismissal by decree. See ESEN file: http://www.esen.education.fr/fileadmin/user_upload/Modules/Ressources/Outils/cas_juridiques/cas_licenciement/diapo_cas_licenciement.pdf

Duties of service of principals: Ref: Code of Education, article L-401-1: the school project defines the specific methods for implementing national objectives and programmes, specifies the school and extracurricular activities that contribute to it, and also determines the methods for evaluating the results achieved. The project can provide for the realisation of experiments, including on the pedagogical organisation of the class. These provisions, however, remain little used to date.

Planning and structure;

Designing programmes of study;

Selection of programmes of study offered in a particular school: A law in 1975 (the "single college") put an end to the organisation of schooling in sectors. A Law in 2005 ("Guidance and Curriculum for the Future of Schools") reinforces the idea of giving middle school pupils the same educational background. It established a "common set of knowledge and skills" (*socle commun de connaissances et de compétences*) that every pupil must know and master at the end of compulsory schooling. This common base was redefined in 2013 and renamed "Common Core of Knowledge, Skills and Culture" (*socle commun de connaissances, de compétences et de culture*).

Definition of course content: Teachers have autonomy of decision in the way to implement the defined content of programmes of study.

Resources:

Allocation of resources for teachers' and principals' professional development: Academic training plans are elaborated at the local level, with the objective to follow/accompany closely all the staff. National priorities for training are broken down according to the specificities of each academy. In addition, a National Training Plan (PNF) specifies guidelines for the training of educational and administrative staff in national education. [Back to main table for this Indicator](#)

Germany:

Organisation of instruction:

Bodies determining the school attended: Parents are free to choose the school their child attends with certain conditions, except for primary schools in some *Länder*. [Back to main table for this Indicator](#)

Greece:

Organisation of instruction:

Bodies determining the school attended: Children attend the school designated for their neighbourhood/community. The only exception concerns the musical, artistic and experimental or model schools for which parents can apply and following a variety of procedures the schools choose their students. However the number of those schools is very limited (47 musical schools, 5 artistic schools and 14 experimental or model schools)

Instruction time: Decision on the number of hours of instruction are taken after consultation with the Institute of Educational Policy.

Grouping pupils: The grouping is mainly based on the alphabetical order of the pupils' surnames. Exceptions are made if the alphabetical order produces not balanced groups.

Personnel Management:

Hiring and dismissal of teaching staff: The Ministry of Education proposes the draft-law setting the procedure of hiring and the parliament votes. Sub-regional authorities state the number of teachers they need and the

Ministry of Finance decides on the final number of teachers to be hired. ASEP (the Supreme Council Of Civil Personnel Selection), which is an independent authority, implements the procedure of selection.

Duties of service of teaching staff: The duties of the principal are based on what is described in the ministerial decree on job description (Government Gazette 1340/B/2002). However, some duties can be decided by the Provincial/Regional or the Sub-Regional authorities.

Planning and structure:

Designing programmes of study: Decisions on the designing of programmes of study taken after recommendation from the Institute of Educational Policy.

Selection of subjects taught in a particular school: The Ministry of Education, after consulting with the Institution of Education Policy, decides the curriculum which includes both compulsory and optional subjects. The schools, taking into consideration the students' applications and the staff availability, decide the optional subjects offered to each grade. The schools also decide the content of the Thematic Week (one week per school year the "normal" timetable is left aside and the school designs the activities that will take place) and the optional projects offered after classes (cultural, environmental, health issues, career options, entrepreneurship).

Definition of course content: Decisions on the definition of course content taken after consultation with the Institute of Educational Policy.

Resources:

Allocation of resources for the teaching staff: There are projects of professional development designed centrally (by the Ministry of Education Research and Religious Affairs in collaboration with the Institute of Education Policy or the Computer Technology Institute) and others that are designed locally by the Provincial Centres of Professional Development (Government Gazette 167/A/1985). [Back to main table for this Indicator](#)

Hungary:

General comments:

In January 2013, the maintenance of public education institutions (with the exception of kindergartens) was taken over by the state from local governments. The Government established the *Klebelsberg* Institution Maintenance Centre for the maintenance of these institutions. It is a central authority of the ministry responsible for education and it has country-wide competences through district-level units. In January 2017, the *Klebelsberg* Institution set up 59 school district centres to ensure management closer to schools. After centralising the system in 2013, this initiative made decentralized many central responsibilities from the sub-national level to lower, school district centre level.

Organisation of instruction:

Bodies determining the school attended: Schools are obliged to admit pupils from their catchment area. However, parents are free to choose/ apply to the schools of their choice. At first stage the school head has the right to decide what school a child should attend, at second stage there is co-decision with the school district centre for maintenance.

Instruction time: Instruction time is regulated centrally (90%) but schools have 10 percent autonomy in consultation with parents.

Grouping pupils: The school head has the right to form groups. If there is a bigger amount of students than stipulated by regulation, the school head needs the approval of the maintainer (school district centre). The regulated number can be exceeded by 20 percent with the approval.

Personnel Management:

Hiring and dismissal of principals: The Minister responsible for education has full autonomy of decision. The decision-making can be delegating if wished by the ministry.

The head of the school district centre may initiate dismissal:

- If the school head agrees, the procedure ends.
- If he/she doesn't agree, a procedure is started by the school district centre in order to have a decision from the head of the *Klebelsberg* Institute first and then from the minister responsible for education.

Hiring and dismissal of teaching staff: The head of the school district centre is responsible for the decision after consultation with the school head

Duties of service of principals: The head of the school district centre decides in accordance with the regulation.

Duties of service of teaching staff: Decisions are made in full autonomy within a framework set by binding law.

Conditions of service of principals: The head of the school district centre decides in accordance with binding law

Conditions of service of teaching staff: The school head decides in accordance with binding law

Fixing of salary levels for principals and teaching staff: Decision are mainly the results of the binding law (85%), there is a minor part upon which the head of the school district centre decides.

Planning and structure:

Designing programmes of study: The school develops the programme on the basis of a strict curricular regulation.

Selection of programmes of study offered in a particular school: The school decides on the basis of binding regulation and with the approval of the head of the school district.

Resources:

Allocation of resources for the teaching staff: Decisions are made at the school district centre.

Use of resources for the staff: The head of the school district centre takes the decision jointly with the school head.

Allocation of resources for teacher professional development: The school head decides with the approval of the head of the school district centre.

Allocation of resources for principal professional development: The head of the school district centre decides

Use of resources for teacher professional development: The teaching staffs decide. [Back to main table for this Indicator](#)

Iceland:

Organisation of instruction:

Bodies determining the school attended: Municipalities (local government) are responsible for providing for schooling to children living in the municipality. If the parents want the child to attend a school in another municipality the local municipality can arrange for the child to attend school in another municipality

Instruction time: The total number of minimal instruction time is outlined in law, regulations and the National Curriculum Guidelines for compulsory school level. Firstly, they state how much time are required for each subject within a certain grade span, 1st - 4th, 5th - 7th, 8th - 10th (lower secondary). Secondly, the guidelines allocate a certain number of hours within each span of grades for free time for schools to offer elective courses and for extra time for core subjects. Local authorities and each school can take further decisions on instruction time beyond that, e.g. by increasing temporary instruction time in different subjects.

Personnel Management:

Hiring and dismissal of principals: The principal is hired after consultation with other educational bodies at the local level (school committee)

Duties of service of principals: The duties of principals are stipulated in general terms in law. In practice the specifics of the principal's duties are set by school boards.

Duties of service of teaching staff: The duties of teachers are outlined in wage contracts made between the association of municipalities and the teacher union, such as working hours and how they are divided between different duties. The wage contracts in turn have to comply with the Compulsory School Act.

Fixing of salary levels for principals: Salaries and wage scales are determined by wage contracts between the association of municipalities and the union of head teachers. The salary level of each principal is decided by the municipality.

Fixing of salary levels for teaching staff: Salaries and wage scales are determined by wage contracts between the association of municipalities and the union of teachers.

Planning and structure:

Designing programmes of study: Schools are required to define their own school curriculum, outlining the structure of study, subjects etc. The school curriculum is expected to comply with the standards and outlines set in the National Curriculum Guidelines.

Selection of programmes of study offered in a particular school: The National Curriculum Guidelines do not define specific programmes of study from which the schools can choose. The schools themselves define their programmes, but the general structure of programmes in lower secondary schools is not divided into separate streams, such as general and vocational, but they are free to emphasise certain subjects, thus orienting their school curriculum more towards general or vocational study. [Back to main table for this Indicator](#)

Ireland:

General comments:

In Ireland, the system of administration of the educational system is largely centralised. The overall responsibility for education in Ireland lies with the Minister for Education and Skills who is a member of the Irish Government and responsible to the National Parliament. In practice, the administration of education in Ireland is conducted from the Department of Education and Skills. The Secretary General of the Department has overall responsibility for managing the Department, implementing and monitoring policy, delivering outputs, and providing advice to the Minister and the Government. Historically, the only regional education structure has been the thirty-three Vocational Education Committees (VECs) which were dissolved in 2013 and replaced by sixteen Education and Training Boards (ETBs). Despite the centralised nature of the educational system, many decisions are taken at school level but in accordance with frameworks and guidelines provided centrally. For example, the recruitment of teachers, the admission's policy of the school, the second-level subjects and programmes to be offered, the budgetary priorities for the school within the centrally allocated grant etc are all determined locally.

Organisation of Instruction:

Bodies determining the school attended: Choice of school by parents is dependent on the availability of places in a particular school. Recent legislation (Education (Admission to Schools) Bill 2016) aims to make it easier for parents to enrol their children in a school that suits their needs.

Grouping pupils: Department of Education and Skills guidelines, reports commissioned by educational agencies under the aegis of the Department, and the advice of Department inspectors are all influential in guiding the manner in which the grouping of students is organised in schools. In general, Department policy promotes mixed ability and mixed gender groupings.

Personnel Management:

Hiring and dismissal of principals and teaching staff: Decision making on recruitment of the principal and teaching staff occurs at the level of the school board of management for the majority of post-primary schools. However, decision-making for the vocational school and community college sector occurs at the level of the local authority in the form of the Education and Training Boards. Decision making on recruitment of the principal occurs at the level of the school board of management for the majority of post-primary schools. However, decision-making for the vocational school and community college sector occurs at the level of the local authority in the form of the Education and Training Boards. All decisions on dismissal of principals by school authorities are informed by disciplinary procedures that have been developed centrally in accordance with Section 24 of the Education Act 1998.

Duties of service of principals: The duties of the principal are decided at the level of individual schools within the parameters of the role as specified in educational legislation. The functions of the principal are enshrined in the Education Act 1998. For example, principals have responsibility for the day-to-day management of the school, for setting objectives for the school and monitoring the achievement of those objectives.

Duties of service of teaching staff: The duties and responsibilities of teachers are determined by school management in individual schools in accordance with the conditions pertaining to the allocation of such resources by the Department of Education and Skills and the functions of teachers as outlined in the Education Act, 1998

Conditions of service of principals: Overarching conditions are laid down centrally although there may be localised arrangements.

Fixing of salary levels for principals and teaching staff: The salary scale of principals and teachers is determined within the National Pay Agreements for public servants generally. The main process to establish salaries is collective bargaining as part of National Pay Agreements that is signed off on by the Government and social partners. Benchmarking has also been used on occasion.

Planning and structure:

Designing programmes of study: Revisions to content of programmes of study or new subjects are subject to approval at Ministerial level.

Selection of programmes of study offered in a particular school: The programmes of study offered in an individual school are contingent on factors such as the number of teachers allocated to the school which in turn is determined centrally by factors as budgets and teacher-pupil ratio. Factors such as school ethos, parental wishes, and the type of school may also influence the range of subjects offered.

Selection of subjects taught in a particular school: Overall school curricula, including some compulsory subjects, are set centrally. However, schools have a degree of flexibility in relation to the range of subjects that are taught

in accordance with the context of the school and the needs of the students. This is particularly so in the light of curriculum reform that is being implemented on a phased basis since 2014.

Definition of course content: Revisions to content of programmes of study or new subjects are subject to approval at Ministerial level. The curriculum reform at lower secondary affords greater flexibility from 2014 to schools in the decisions taken in relation to the content of their programmes of learning for students.

Resources:

Use of resources for the staff: Schools are guided in their use of resources for staff by circulars that are issued centrally.

Allocation of resources for teacher and principal professional development: The Department of Education and Skills makes provision for free access by teachers to professional development in certain areas of national priority. The Department spends up to €45 million per annum on Continuous Professional Development for principals and teachers. However, schools also have considerable flexibility in how their own funding is to be spent, what the professional development needs of their teaching staff are, etc.

The Department of Education and Skills is autonomous in making decisions on resources allocated for priority continuous professional development (CPD) at a national level. It makes evidence based decisions following consideration of relevant research, review of existing practice, and advice from and consultation with educational stakeholders.

Use of resources for teacher and principal professional development: Schools do not receive specific funding for teachers' professional development but can avail of support for their teachers from professional support services that are funded centrally. It is left to the management of schools to decide how they will avail of the supports provided or whether they will provide additional supports from within their own budget. Individual teachers can also apply to the Department for funding to support their engagement in accredited postgraduate courses. Schools have a statutory responsibility (Education Act 1998) for creating an environment that will support the professional development of teachers. [Back to main table for this Indicator](#)

Israel:

Organisation of instruction:

Bodies determining the school attended: In the Lower Secondary Education, there is almost no possibility for parents to choose their children's school. In the past few years, there are attempts to change this situation. Actually, there are some pilot tests to allow to parents to choose their child's school. Israel practice zones registrations. The zoning area is determined by the local authority. There are controlled experiments in the creating and opening of registration zones under the supervision of the Ministry of Education. The local authority decides according with the rules and regulation of the Ministry of Education. The final decision for the placement of a student is decided by the local authority and, in particular cases only, by the regional authority.

Instruction time: Core studies are obligatory with a basic number of hours, the rest of the hours are given by a social-economic index and are flexible with their distribution. There also is a supplement of hours paid by the local authorities and hours from the TALAN program ("Tochniot Limudim Nosafot" - "Additional Educational Programs").

Grouping pupils: The placement of pupils in schools is under the authority of the local authority. Creating the grouping of pupils is under the schools authority; however it is also subject to the director-general note dating March 2000, which prohibits labelling students. In state-religious education, the schools have a broader autonomy in the making of separate class for boys and girls.

Personnel Management:

Hiring and dismissal of principals: The selection of a school principal in the official education system is carried out in accordance with the detailed instructions in the Ministry of Education Director-General's circular that determine the threshold conditions and the selection process. The selection process is carried out by a committee of district advisors in which representatives of the supervisory authority, the local authority and the teachers' organisations participate. The Committee recommends a candidate for approval by the Director-General. Without the Director-General's approval, the appointment to the management position is not authorised.

Hiring and dismissal of teaching staff: The principal is the one who decides on the recruiting of a teacher and requests approval of his appointment from the regional authority (Ministry of Education district). A review of the qualifications and standards is carried out by the Ministry. In the process of hiring a new teacher the representing organisations don't interfere. The process of dismissal of a teacher in the official education system is based on a procedure determined with the syndicates. It is done within a year or two (depending on the teacher's seniority). The procedure is initiated by the school principal and is conducted by the district

supervisor, in co-ordination with the teachers' organisations. Finally it needs to be approved by the Ministry of Education General Director.

Duties of service of principals: The principal has autonomy and a certain flexibility in some of the tasks, such as choosing the educational pedagogic influences, choosing and placing teachers, teachers continuing education programs, etc.

Fixing of salary levels for principals and teaching staff: The principals and teachers salary is set according with wages agreement negotiated and signed by the central government and the representing organisations.

Planning and structure:

Selection of programmes of study offered in a particular school: In lower secondary schools, the staff can choose selective subjects in addition to the core study. The flexibility in choosing these subjects taught can be wide, but all the schools must teach the core study.

Resources:

Allocation of resources for the teaching staff: The local authority is the main factor that budgets and run the schools. This is done with according to the rules and resources given by the Ministry of Education.

Use of resources for the staff: The school has to use its resources according to rules and regulation given to him on the one hand by the Ministry of Education (like using private funds from parents) and on the other hand by the local authority (such as: choosing suppliers, they need to have permission for purchasing and so forth). Each placement of teachers needs to have the authorisation from the school's inspector. [Back to main table for this Indicator](#)

Italy:

Organisation of instruction:

Bodies determining the school attended: Parents are free to choose the school their child attends but sometimes this choice depends on the availability of space in buildings and school staff assigned to each school by the School Administration. If the reception capacity of the school is lower than the requests for enrolments, the school establishes its own criteria to accept applications.

Grouping pupils: For particular types of students (immigrants, disabled students) in normal classes, schools have to respect some regulations, set by the Ministry, in forming class cohorts.

Personnel Management:

Hiring and dismissal of principals and teaching staff: The provincial/regional authorities decide on hiring and dismissal of principals and teachers. However, these provincial/regional authorities act as regional units of the Ministry of Education (regional educational offices) and not as administrative territorial structures below the national level.

Duties of service of principals and teaching staff: Duties for principals and teachers are decided at the central level after consultation and agreement with Trade Unions (part of the employment contract).

Conditions of service of principals: There is no regulation on the minimum number of hours principals must serve but quality service and results must be delivered. The conditions of service are decided at the central level after consultation and agreement with Trade Unions (part of the employment contract).

Conditions of service of teaching staff: The decision is taken at the school level, except for working hours, which is defined at the central level, in consultation with the trade unions.

Fixing of salary levels for principals and teaching staff: Decisions on principals and teachers' salary levels are taken at the central level after consultation and agreement with Trade Unions (part of the employment contract).

Planning and structure:

Designing programmes of study: According to the school autonomy legislation, 20% of the compulsory timetable is left to the discretion of the school and regional authorities. This time can be used to confirm the national programmes of study set by the Ministry, to balance subjects and activities provided by current programmes or to introduce new subjects, on the condition that the number of teaching staff in the school does not increase.

Selection of subjects taught in a particular school: In designing programmes of study, 20% of the compulsory timetable is left to the discretion of the school and the regional authorities, according to school autonomy legislation. This time can be used to confirm the national programmes of study set by the Ministry, to balance subjects and activities provided by current programmes or to introduce new subjects, on the condition that the number of teaching staff in the school does not increase and that all the compulsory subjects are taught notwithstanding.

Resources:

Use of resources for the staff: The school manager can hire temporary teachers for a period that depends on the length of the absence of the teacher to be replaced; it is based on the school candidate list.

Furthermore, the central government has established a fund for the valorisation of the merit of the teaching staff. This fund is assigned to each school on the basis of some parameters. Each school head decides how to allocate the fund to the teachers on the basis of motivated evaluation. The assignment criteria are established by an evaluation committee.

Use of resources for teacher professional development: Decisions are taken at the school level respecting priorities set by the Ministry annually.

Use of resources for principal professional development: Decisions are taken by provincial/regional authorities who act as regional units of the Ministry of Education (regional educational offices) rather than administrative territorial structures below the national level. The decisions are taken in consultation with trade unions at the school level respecting priorities set by the Ministry. [Back to main table for this Indicator](#)

Japan:**Organisation of instruction:**

Bodies determining the school attended: Municipal boards of education makes decisions on which school a child should attend. However, parents may request that their child attend a school different from the one allocated by the board, which may be accepted if it is considered appropriate, taking account of the school's admission capacity, distance of the school from their home (whether it is close and safe enough, compared to the one allocated by the board), etc.

The conditions on the acceptance of the request of attending a different school are decided by the boards.

Instruction time: The central government establishes minimum standards for schools to formulate their education curricula. In accordance with this, each school can make decision above the minimum national standard and organises and implements its own curricula.

Personnel Management:

Duties and conditions of service of principals: The decisions are made by different levels depending on the matters, in accordance with national law. The minimum working hours are decided at prefectural level, the responsibility for maintenance of schools, supervising and evaluating teachers are decided at municipal level, and part of the administration of school equipment/facilities is decided at school level.

Duties and conditions of service of teaching staff: Basic contents of teachers' duties are decided by national law. However, the prefectural or municipal levels, which have rights for their personnel management and the creation/closure of the schools, make final decisions over specific matters such as working hours and job description. More specific matters like allocating duties are decided by the principal. The prefectural level, which has the jurisdiction over the personnel management of teachers in municipal schools of compulsory education, decides the framework of the teachers' working conditions such as working hours and days off from work, according to its ordinances. Within the framework, the details of the working conditions are decided by the municipals and the principals under their ultimate responsibilities

Planning and structure:

Designing programmes of study:

Selection of programmes of study offered in a particular school: In Japan, the lower secondary schools only offer general education, in which the national curriculum is provided.

Selection of subjects taught in a particular school: The central government establishes fundamental standards for schools to formulate their education curricula. In accordance with this, each school organises and implements its own curricula.

The curriculum of lower secondary school includes compulsory subjects, optional subjects, moral education, special activities and the period for integrated study. Compulsory subjects include Japanese language, social studies, mathematics, science, music, art, health and physical education, technology and home economics and foreign languages. Optional subjects are decided at individual schools, in accordance with the standards, taking account of areas, schools and characteristics of students, etc.

Resources:

Allocation of resources for teacher and principal professional development: Basically provincial governments have the decision-making authority. However, in cities whose population is 0.2 million or above, local governments have the decision-making authority. [Back to main table for this Indicator](#)

Korea:**Organisation of instruction:**

Instruction time: Under the national curriculum, the central government stipulates a minimum instruction time per group of grades, allowing for vertical flexibility. Each school level allocates the instruction time in each grade and is also allowed to increase or decrease the instruction time within 20% of the standard instruction hours.

Personnel Management:

Conditions of service of teaching staff: In Korea, teachers, as educational public service employees, are subject to the Civil Service Act, which regulates the number of hours to be worked each day. The conditions of service regarding time schedule as well as the size and level of the groups to teach, and the students' abilities are determined at the school level.

Planning and structure:

Designing programmes of study: The national curriculum offers an overall programme of study, determining which courses are included and the time allocation for the subjects. The programs of study for particular schools under the jurisdiction of provincial superintendents of education (e.g. Innovation Schools, secondary schools in the Special District for Educational Internationalization) are determined at the provincial level. Specific lesson designs are determined at the school level.

Selection of programmes of study offered in a particular school: The national curriculum stipulates the overall structure of lower secondary school programs. Provincial governments may implement the national curriculum in their schools with specialised programs for each subject. Additionally, programs of study for particular schools under the jurisdiction of provincial superintendents of education (e.g. Innovation Schools, secondary schools in the Special District for Educational Internationalization) are determined at the provincial level. Schools can decide the time allocation of programs in each grade and elective subjects, and so forth.

Selection of subjects taught in a particular school: The compulsory subjects to be taught in lower secondary schools are determined by the central government. Provincial governments may implement the national curriculum in their schools with specialised programs for each subject. Regarding electives at the secondary level, schools can determine (i) whether to open electives and (ii) specific subjects, in case they decide to open them.

Resources:

Allocation of resources for teacher and principal professional development: Resources for teacher professional development (e.g. school budgets and professional development programs) are determined by Central government and Provincial governments. [Back to main table for this Indicator](#)

Latvia:**General comments:**

The Central government responsible for the decision-making in education is composed of the Cabinet of Ministers of the Republic of Latvia, the Ministry of Education and Science of the Republic of Latvia and some other line ministries and national level institutions. Local governments in Latvia comprise 9 City and 110 Municipality governments.

Organisation of instruction:

Bodies determining the school attended: Parents (guardians) notify the school that they want their child to attend. The school decides and notifies to the parents whether or not the child is admitted. If it is not possible to admit the child (limited number of places), the school head sends a motivated reply to parents and the copy of this document to the Board of Education of the Local Government, which further notifies parents about free places in other schools. This is regulated by the Procedures for Enrolling Students in and Discharging from General Educational Institutions and Special Pre-school Educational Groups, and also for Moving Them up into the Next Grade (2015). [Back to main table for this Indicator](#)

Lithuania:**General comments:**

General education schools providing lower secondary education programmes in Lithuania could be divided into three groups by their ownership:

- 1) Municipal school – the school owner is the municipality;
- 2) State school – the school owner or one of stakeholders is the State;
- 3) Private school – the school owner is a private capital or religious organisations.

Because only slightly more than three percent of all pupils attend state or private schools all answers in this questionnaire only apply to the municipal schools. [Back to main table for this Indicator](#)

Luxembourg:

Resources:

Allocation of resources for teacher and principal professional development: Schools have their own decision-making processes on teacher professional development. [Back to main table for this Indicator](#)

Netherlands:

Organisation of instruction:

Bodies determining the school attended: Parents are free to choose the school for their children with certain conditions. The restriction is that application for lower secondary education must be based on the scores of the primary school assessment and the recommendation from the primary school about the type of secondary education.

Instruction time: The total number of hours of instruction time is also the minimum.

Personnel Management:

Hiring and dismissal of principals and teaching staff: Decision on hiring/dismissal the person for the job of principal/teacher is taken within a framework which is part of the collective labour agreements. [Back to main table for this Indicator](#)

New Zealand:

Organisation of instruction:

Bodies determining the school attended: Enrolment schemes are a tool used by school boards to avoid overcrowding or the likelihood of overcrowding in state and state-integrated schools.

In state schools, enrolment schemes : (i) depends of a home zone defined by specific geographic boundaries; (ii) set out pre-enrolment procedures for students who live outside of home zones; (iii) identify any special programmes offered by the school and related criteria for student acceptance to these programmes (Education Act 1989, part 2, section 11c).

Enrolment schemes for state-integrated schools must comply with the same requirements outlined above but may prioritise enrolments from students of a particular religious faith to preserve the school's 'special character'. In some cases, where schools do not have overcrowding issues, enrolment schemes are not required. In this situation the school may enrol students from any area. Schools boards are tasked with implementing and defining their own enrolment schemes and home zones.

Zones must determine that: schools are reasonably convenient for students to attend; may exclude any area for which another school is also a reasonably convenient school for a student living in that area to attend; may exclude any area to make best use of the existing network of state schools in the area (Education Act 1989, part 2, section 11e). The Secretary of the Ministry of Education may instruct a state school to develop an enrolment scheme if there is, or is likely to be overcrowding.

The Secretary may intervene when enrolment schemes and zones do not meet requirements, are not completed within a reasonable time frame, or when specific instructions or guidelines are required (Education Act 1989, part 2, sections 11g, 11i, 11ia).

Instruction time: The length of the school year and term dates generally follow the same pattern from year to year. The Minister of Education may prescribe specific school term dates one year in advance, where this does not occur the same weekly pattern from the previous year is used (Education Act 1989, part 7, sections 65a, 65b).

Grouping pupils: School boards of trustees, principals and teachers decide how pupils are grouped. Pupils are generally organised into year groups but can be organised based on other criteria such as gender and ability. Students from two consecutive year groups are often taught in the same class.

There are some requirements regarding when students can start primary and secondary school. Other than these school boards, principals and teachers have autonomy over how pupils are grouped

Personnel Management:

Hiring and dismissal of principals and teaching staff: The central government sets the framework, through legislation such as the Education Act 1989 and the State Sector Act 1988. School Boards of Trustees (Boards of Trustees) make the decision on who to hire for the job of principal within their school or *kura*. Principals and

senior staff in a school make decisions on who to hire as a teacher. Boards of Trustees ensure that hiring processes meet the standards required.

Boards of Trustees, including principals and senior staff, make this decision within a framework set by a higher authority. Boards of Trustees must be consistent with legislative requirements around:

- Respecting confidentiality of applicant information (Privacy Act 1993)
- Not discriminating on protected grounds such as gender, race, etc. (Human Rights Act 1993)
- Being a good employer (State Sector Act 1988)
- Safety checking (Vulnerable Children Act 2014)
- Acting in good faith: being open and honest (Employment Relations Act 2000)
- The relevant teacher collective employment agreements

Boards of Trustees with significant challenges may submit an expression of interest to the Ministry of Education to be considered for eligibility for a Principal Recruitment Allowance, as part of the recruitment process. Boards of Trustees may also involve school community in parts of the recruitment process; however they are not expected to be involved in the actual recruitment decision.

As for dismissals, they must be reported to the Education Council New Zealand / *Matatū Aotearoa* (the Council), the independent statutory body who service as the professional organisation for teachers in New Zealand.

Duties of service of principals: The central government sets the framework through legislation such as the Education Act 1989. Boards of Trustees make decisions around what are the duties of a principal for their school or *kura*.

Duties of service of teaching staff: The central government sets the framework, through the collective employment agreement process and other employment legislation. Boards of Trustees provide governance; principals and senior teachers make decisions about what are the duties of teaching staff in their respective schools or *kura*.

The collective employment agreements outline expectations around professional standards for primary and secondary teachers.

Conditions of service of principals: The central government sets the framework, through the collective employment agreement process and other relevant employment legislation. The Board of Trustees makes decisions around what the conditions of service are.

Conditions of service of teaching staff: The central government sets the framework, through the collective employment agreement process. The Board of Trustees provides governance over and principals and senior leadership make decisions around what the conditions of service are. The primary and secondary collective agreements state the number of hours that may be assigned to a teacher, the number of classes required as well as the factors susceptible to influence them.

Fixing of salary levels for principals: Decisions are made within a framework set by the central governments. The rates of the various remuneration elements are set out in the principal collective agreements. There is an established range/scale of salaries for principals, depending on the school roll size or the number of teachers the school is entitled to employ. Individual schools may also be entitled to extra centrally funded support to find and retain a principal.

Fixing of salary levels for teaching staff: The collective agreements provide for a base scale for trained teachers (teachers granted full, subject to confirmation or provisional certification by the Education Council of *Aotearoa* New Zealand) and a base scale for untrained teachers (teachers granted a Limited Authority to Teach by the Education Council of *Aotearoa* New Zealand).

The Ministry of Education establishes teachers' starting salary based on the level (on the NZ Qualifications Framework) of any qualification(s) held and the credit of relevant work experience. The Ministry relies on information provided by the New Zealand Qualifications Authority, Education Council of *Aotearoa* New Zealand and NZ Tertiary providers.

School boards of trustees also have a role in allocating management allowances and salary units that provide additional salary to individual teachers. The number that each board can allocate is restricted by centrally-determined formulae.

Planning and structure:

Designing programmes of study: The New Zealand curriculum consists of a three-stage process, the national curriculum, the school curriculum, and the classroom curriculum. All stages are focused on students meeting prescribed achievement objectives.

The national curriculum provides a framework and common direction for schools. Each school designs its own school curriculum so that teaching and learning is relevant to their particular communities of students.

The design of school curricula are the responsibility of school trustees and boards. Each school curriculum should allow teachers the scope to design their own individual classroom curriculum catering to the particular needs of their students.

The requirements of the national curriculum are specified by the Ministry of Education in the national curriculum statements.

Selection of programmes of study offered in a particular school: Decisions are made both at central government, school board/ principal and teacher level.

All school decisions about selection of programmes are taken within the wider context of the national curriculum and its prescribed achievement objectives. Each school decides the overall structure of their programmes based on these requirements.

Selection of subjects taught in a particular school: Schools are not free to choose the subjects that they teach. The New Zealand curriculum prescribes that from years 1-10 each school must provide effectively taught programmes of learning across all of the following learning areas: English, the arts, health and physical education, mathematics and statistics, science, social sciences and technology.

Definition of course content: As stated before, in years 1-10 schools must teach across all learning areas in the curriculum. They do however have the ability to decide how their local school and classroom curricula are delivered and assessed within the guidelines of the national curriculum and achievement objectives.

Resources:

Allocation of resources for the teaching staff: The central government sets the framework, through the central funding for teacher staffing entitlements and teacher employment agreements. The Secretary for Education, under delegation from the State Services Commissioner negotiates the collective agreements with teacher unions and promulgates individual employment agreements. These employment agreements contain the salary scales for teachers employed by Boards of Trustees of state and state-integrated schools. Teachers are either employed from government funded teacher staffing entitlements, whereby all applicable salary and other benefits contained in their employment agreement are funded by the Crown; or teachers can also be employed 'above entitlement' and all applicable salary and other benefits contained in their employment agreement are funded from funds raised by the Board of Trustees (the employer).

School boards of trustees also have a role in allocating management allowances and salary units to teachers, and may choose to employ teachers above their staffing entitlement from other funding sources.

Schools also have the flexibility to employ additional teaching staff from centrally provided cash operational funding and from locally raised funds.

Use of resources for the staff: The central government sets the teacher resourcing framework, through the central funding for teacher staffing entitlements, and the Secretary for Education, under delegation from the State Services Commissioner negotiates the collective agreements with teacher unions and promulgates individual employment agreements.

Boards of Trustees make governance decisions within parameters set by a higher authority: central government. Boards of Trustees (the employer) and the Principal, under delegation from their employer, determine how to allocate the school or *kura's* teacher staffing entitlement and/or additional teaching staff that the Board may determine from other funding sources i.e. to different learning areas or subjects and for resources and professional learning and development.

Allocation of resources for teacher and principal professional development: Boards of Trustees and Principals make decisions, both within a framework set by a higher authority and independently.

The majority of Professional Learning and Development (PLD) in New Zealand is centrally funded. Boards of Trustees, usually through the principal or leadership team, must go through an application process to access centrally funded PLD. Applications are assessed against a number of criteria by Allocation Panels which are regionally based and composed of sector representatives.

Use of resources for teacher and principle professional development: Boards of Trustees and Principals / senior leaders decide how to use resources for teachers' professional development. [Back to main table for this Indicator](#)

Norway:

Organisation of instruction:

Bodies determining the school attended: By national law (*Opplæringsloven*), the Central government regulates that every Child has the right to attend the school closest to home or the school that serves the area/neighbourhood in which the child lives. It is the local authorities (municipalities) that regulate which areas/neighbourhoods are served by each school. The local authorities (municipality) may therefore decide that an area/neighbourhood is served by a different school than the closest one.

Parents are not free to choose which school their children attend. However they may apply for a different school than the designated one, but the Municipality are free to decide whether to accept or refuse such an application. Parents are free to apply for their child to attend a private school, but there might be a fee therefore it is not considered a free choice.

Instruction time: By national law (*Opplæringsloven*), the Central government regulates the minimum number of instruction hours. The distribution of teaching hours per subject for the 10-year compulsory school is mainly established for primary schooling (ISCED1) as a whole (grades 1-7), and for lower secondary schooling (ISCED2) as a whole (grades 8-10). The local authorities (municipality) have some autonomy in the distribution of teaching hours at each grade.

Grouping pupils: Criteria for grouping (classes) are determined by national law (it is illegal to group by ability or gender). National law states that each group should not be bigger than a maximum to ensure a safe and pedagogically atmosphere. It is, however, the schools that determine what is a reasonable organisation of its' pupils, including the size of the groups.

Personnel Management:

Hiring and dismissal of principals: Formally local authorities have full autonomy in decision. However, local authorities might contact schools or employers' organisation to qualify their decision, depending on how they are organised.

Hiring and dismissal of teaching staff: By national law, the Central government regulates the qualifications needed to be hired for a position as teacher. Within this framework, local authorities have full autonomy in deciding who is hired as teacher. However, local authorities often delegate the responsibility to schools, especially in large municipalities.

Duties and conditions of service of teaching staff: Several duties of teaching staff are stated in the collective agreement between the employer (local authorities) and employees (teachers). Additional duties might be decided at school level.

Duties and conditions of service of principals: Conditions of service of principals are partly decided by local authorities partly regulated by collective agreement between employer (local authorities) and employees (principals).

Fixing of salary levels for principals: Salary levels are partly decided by the collective agreement between employer (local authorities) and employees (principals), and partly by local negotiations between principals and school owners. Local negotiations decisions by local authorities are taken in full autonomy.

Fixing of salary levels for teaching staff: Salary levels are partly decided by the collective agreement between employers' organisation (local authorities) and employees (teacher unions), and partly by local negotiations between principals and school owners. The collective agreement sets a system of minimum wage for teachers depending on the number of years of experience. There are local negotiations on top of the central collective wage negotiations. In local negotiations, decisions by local authorities to increase salaries are taken in full autonomy.

Planning and structure:

Designing programmes of study: The programme is unique and is set by the central government

Selection of subjects taught in a particular school: Local authorities are responsible for decisions concerning a few optional subjects and foreign languages.

Definition of course content: Objectives are set by the national curriculum. Local government have more autonomy to decide on topics.

Resources:

Allocation of resources for the teaching staff: Local authorities decide but may delegate to the school level (Principal).

Central authorities determine block funding for municipalities. Wage rates are negotiated between employers (municipalities) and trade unions. Education act and local government act provide framework for resource requirements (implicit) and budgeting.

Use of resources for the staff: Decisions are usually and increasingly delegated to school level (Principal). In small municipalities, decisions are usually taken by local authorities. Central authority sets educational requirements for hiring staff and subject syllabuses (law).

Allocation of resources for teacher and principal professional development: Local authorities (municipalities) have main responsibility for allocating resources to teachers' professional development. Central authority also provides supplementary resources for competence development and provides funding for teachers'/principal's participation in some professional development programmes.

Use of resources for teacher and principal professional development: Decision level on the use of resources vary considerably as local authorities have formal responsibility for the use of allocated resources, but may delegate all or part of the responsibility to the school level (Principal), or hand out a pot that the schools allocate themselves.

Local authorities are responsible for the use of supplementary resources provided by, and for allowing teachers to participate in professional development programmes funded by the central government. [Back to main table for this Indicator](#)

Portugal:

Organisation of instruction:

Bodies determining the school attended: Parents are entitled to choose their children school, within the geographical area of residence or place of work. The criteria are defined by central government.

The School Head decides what school of the School Cluster a child should attend, observing the criteria.

If there is no vacancy in the requested school, the student's parents/guardian indicates 5 other schools by order of preference; the decision goes to the regional service of the Directorate-General of School Establishments. In cases of municipalities with inter-administrative provision contracts, the municipalities decide over this matter.

Instruction time: The schools have autonomy to decide between a minimum and a maximum number of minutes defined at a central level.

A process of revision of the curricula structure is currently undergoing and a wide consultation is underway, involving schools, teacher associations, experts and scientific societies.

Grouping pupils: Some of the criteria for creating classes are defined at school-level.

Personnel Management:

Hiring and dismissal of teaching staff: Access to permanent positions for teachers is determined centrally through a public competition at the national level. After this public competition, the schools may proceed the hiring process.

Duties of service of principals: A teacher that is in the teaching career can only be exonerated after a disciplinary procedure conducted by the Inspectorate-General of Education and Science. The contracted teacher can see the contract terminated in accordance with the provisions of the law.

Planning and structure:

Designing programmes of study: The decision is taken by the Central government. There is a general public consultation, but there is no compulsory consultation with any entity. A process of revision of the curricula structure is currently undergoing and a wide consultation is underway, involving schools, teacher associations, experts and scientific societies. In exceptional cases, schools have the possibility to create new disciplines. In these cases, the school itself creates its own programmes of study.

Selection of subjects taught in a particular school: Changes to the normative which regulates the national curriculum requires consultations with a set of various entities, e.g.: National Education Board, Trade Unions... Although a small percentage of subjects may be chosen by schools

Definition of course content: The setting of course content and goals is done through the national curricula. The schools are responsible for the definition of the evaluation criteria, which will have an impact on the required difficulty levels. [Back to main table for this Indicator](#)

Scotland:

Organisation of instruction:

Bodies determining the school attended: The local authority sets admissions policies based on national legislation, they operate within a legislative framework.

Grouping pupils: Decisions are made by professionals within schools.

Personnel Management:

Hiring and dismissal of principals: The local authority is the employer, but head teachers and parent councils are normally involved in the selection process.

Hiring and dismissal of teaching staff: The decision on dismissal of a teacher is taken after consultation with the General Teaching Council of Scotland.

Duties and conditions of service of principals: There are national conditions of service that local authorities and schools must operate within. These are determined by the Scottish Negotiating Committee for Teachers, which comprises membership from Scottish Government, Local authority employers and teacher unions

Duties and conditions of service of teaching staff: Main duties of teachers are set by the Scottish Negotiating Committee for Teachers (SNCT). Individual remits are set by the Head teacher

Fixing of salary levels for principals: The salary scales are set nationally by the Scottish Negotiating Committee for Teachers. Specific salaries for head teachers (principals) are determined by the local authority employers.

Fixing of salary levels for teaching staff: Teachers' salaries in Scotland are based on a national scale, determined by the Scottish Negotiating Committee for Teachers.

Planning and structure:

Designing programmes of study: Head teachers make decisions in consultation with, and whilst considering guidance from, local authorities and others. The degree of guidance provided will vary across local authorities. The Scottish Government's current education reforms are seeking to ensure the autonomy of head teachers is embedded across the system.

Resources:

Allocation of resources for teacher professional development: These decisions are taken after consultation with the staff, individually and collectively, of a school.

Allocation of resources for principal professional development: Local authorities consult with head teacher representatives on this matter. [Back to main table for this Indicator](#)

Slovak Republic:

Personnel Management:

Duties and conditions of service of principals: Principals' duties and conditions of service are stated by the law.

Planning and structure:

Designing programmes of study: Programmes are designed by the state educational programme and the school educational programmes.

Selection of subjects taught in a particular school: decisions are taken at the central government level as well as at the school level.

Resources:

Allocation of resources for the teaching staff: Allocation of resources decisions are taken in accordance with the law. [Back to main table for this Indicator](#)

Slovenia:

General comments:

Basic schools are founded by municipalities: Basic education is financed by municipal and state funding, as well as from other sources. The ministry responsible for basic education is the Ministry of Education, science and sports.

The Government establishes several councils of experts to support the Ministry in taking decision on expert matters in specific areas of education, including the development of national programmes. The council responsible for basic education is the Councils of experts of the Republic of Slovenia for General Education.

Collective bargaining plays a prominent role in the system of decision making with regard to determining conditions of service.

The governance body of public kindergartens and schools is the council, and the management body is the head teacher. Kindergarten and basic school councils are composed of representatives of the municipality, employees and parents.

Personnel Management:

Hiring and dismissal of principals: According to the Article 53a of the Organisation and Financing of Education Act:

1. Prior to selecting a candidate head teacher, the School Council seeks opinion for all eligible applicants at: (i) School level: the assembly of teachers and the council of parents (ii) Local authorities: the local community where the public basic school has its registered office.

2. Upon the selection of the candidate head teacher from the applicants, the School Council communicates the reasoned proposal for the appointment to the Minister and seeks the Minister's opinion (Central government).

Planning and structure:

Selection of programmes of study offered in a particular school: There is only one type of school and one public basic school programme at ISCED 1 and 2 provided by public basic schools. The education programme includes timetable and all subject curricula which determine scope, content and outcomes of instruction of all compulsory subjects that pupils have to attend, as well as the non-compulsory part of the programme (determined by the Organisation and Financing of Education Act and Basic school act).

According to the Article 12 and 15 of the Organisation and Financing of Education Act the Council of experts for general education recommends the general part (including name, goals, duration, assessment, admission requirements, progression and completion) and decide on the special part (including timetable, subject curricula, teachers' skills and knowledge) of the education programme.

Selection of subjects taught in a particular school: Within the framework set by central government and described above (adopted basic school programme) basic school chooses from the list determined by the programme which foreign language will be taught as compulsory foreign language, as well as compulsory options that will be offered to pupils. Pupils then autonomously decide which of offered compulsory options they will take. The same process is applied to non-compulsory options and interest activities. [Back to main table for this Indicator](#)

Spain:

General comments:

The Ministry of Education establishes the general educational framework at national level through a national Education Act (LOMCE), but its actual implementation is carried out at State Government level (*Comunidades Autónomas*); they usually have delegations at provincial or Regional level and inspection bodies that can take some decisions and give advice on many aspects.

Local authorities are not very relevant for decision making although they are represented by one local council member in school boards and have some competences related to school buildings construction and keeping specially at primary education level.

Many decisions are taken by different committees (school board, teacher's assembly, didactic departments etc.) at school level, especially in relation with the student enrolment, grouping and promotion, the offer of optional subjects and the distribution and expenditure of school budget.

Organisation of instruction:

Bodies determining the school attended: State governments develop the framework that establishes the criteria in the process of student admission and their importance. Nevertheless, the main criteria are defined at the national level in the Organic Law of Education, and are based on proximity to residence or job, schooling of other members of the family, family income and special education needs.

Pupils can attend the schools chosen by their families: however when problems arise based usually in short availability of places, decisions are taken by schooling committees at provincial level.

Instruction time: The minimum number of instruction hours for compulsory subjects is established by the Central Government in the Organic Law of Education although the maximum number is fixed by State governments. For optional or specific state subjects, the number of hours is defined by State governments.

Compulsory subjects cannot be less than 50% of total hours during an academic year.

Personnel Management:

Hiring and dismissal of principals: Principals are usually chosen among the school teachers by a selection committee in which the provincial authorities, the school council and the teachers' assembly are represented. At

least 50% of this committee is chosen by provincial authorities. Candidates must produce a management project that will be valued according to standards established at the State level.

The Organic Law of Education establishes a general framework followed by the different Autonomous Communities.

Principals are chosen for a 4 year period and they always complete their term except in unusual cases of disciplinary process or self-resignation for medical or justified personal reasons; in these cases dismissal takes place at provincial level.

Hiring and dismissal of teaching staff: Most teachers are civil servants and get the position through a competitive exam and merit system administered at State level. However, the system follows regulations established at the National level.

A limited number of temporary teachers are appointed on a yearly or shorter period basis (e.g. as substitute teachers in cases of illnesses) following strict regulations issued at State level.

As civil servants teachers are very rarely dismissed. Dismissal must follow a disciplinary process established at the National and State level. The process is usually started by the inspection services in agreement with school authorities only in cases of serious failure in their duties.

Duties of service of principals: They are established at the State level in the ROC (Organic Regulations on Educational Institutions) following general regulations at the National level and in the Organic Law of Education (article 132)

Fixing of salary levels for principals: Base salary is the salary of a teacher and is established at the National level. However the State government decides on other parts of the salary such as the "*trienios*" (three year teaching periods); "*sexenios*" (six-year periods linked to in service teacher training) or special positions inside de school such as school principal.

Fixing of salary levels for teaching staff: Base salary is established at National level for all the teachers. However the State government decides on other parts of the salary such as the "*trienios*" (three year teaching periods); "*sexenios*" (six-year periods linked to in service teacher training), special positions inside de school such as head of didactic departments etc.

Planning and structure:

Designing programmes of study: Specific subject courses (courses in maths, mother tongue etc.) are included in the National curriculum. (*Real Decreto* 1105/2014 that stablish basic curriculum for lower and upper secondary education)

Selection of programmes of study offered in a particular school: Provincial authorities decide on the orientation and programmes offered in a particular school. However the overall structure of the programmes is established at the National level in relation to duration, age, grade levels etc. Schools are also relatively autonomous in developing their own programmes and even their own subjects, after being supported by the inspection services.

Selection of subjects taught in a particular school: Central government establishes the range of compulsory subjects to be taught for lower secondary education and the set of non-compulsory subject among which students will have to choose. However regional specific subjects that complete the range of subjects taught in a particular school are defined at the State level. (*Real Decrecro* 1105/2014 that stablish basic curriculum for lower and upper secondary education).

Resources:

Use of resources for the staff: The number of teachers assigned to a school is decided at the State Government level based on enrolment and study programmes; however the type of teachers (Maths, English etc.) is usually decided at the school level but it has to be approved by the inspection services at provincial level. [Back to main table for this Indicator](#)

Sweden:

General comments:

The compulsory school is part of a goal steered system with a high degree of local responsibility. The Swedish *Riksdag* and Government decide on the framework in laws and ordinances. The municipality or the organiser of the independent school (owner) and head teacher have primary responsibility for daily operations.

There are different steering documents to regulate different activities, such as the following:

- The Education Act

- The Education Act, decided on by the *Riksdag*, contains the fundamental regulations concerning the compulsory school and other school forms.

The Education Act applies to both independent and municipal schools.

Ordinances: An ordinance contains regulations and is decided on by the government. There are a number of ordinances for the compulsory school, such as the school ordinance, and the ordinance on the child's and pupil's participation in the work of establishing a plan for equal treatment.

Curriculum: All the curricula are also ordinances. The curriculum contains fundamental goals and guidelines for the school. This describes, among other things, Norms and values, Knowledge goals and Pupils' Responsibility and Influence. These parts of the curricula are determined by the government. The curricula also include syllabuses which set up the goals for teaching in each specific subject. The syllabuses should show how a subject can contribute to the pupil's development in accordance with the knowledge goals set out in the curriculum. The syllabuses are supplemented by knowledge requirements describing the knowledge required for acceptable knowledge in school years 3 and 6, and for different grades in the 9th year.

The main rule is that the government decides on the syllabuses for the compulsory school.

Organisation of instruction:

Bodies determining the school attended: Most children attend a municipal school close to their home. However, pupils and their parents have the right to choose another municipal school or a privately run (independent) school. The school, or sometimes the municipality, in the end decide which school a child attends.

The regulation at the central level is often complemented with guidelines decided at the local level.

Instruction time: The minimum number of guaranteed teacher-directed instruction hours for subjects in compulsory school is given in a general timetable decided by the government. Within this framework, municipalities and schools are free to adapt content, organisation and working methods to local conditions. The overall number of hours for compulsory education is 6,890. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20% to accommodate school options. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language.

Personnel Management:

Hiring and dismissal of principals: The decision to hire is taken at local level, although there are overall competence requirements decided at the central level.

Hiring and dismissal of teaching staff: Hiring and dismissal of staff is regulated through legislation and trade unions/employee agreements. The local authority is responsible for hiring a person for the job of teacher. In practice the decision is taken either at the local level or at the school level. Overall competence requirements decided at the central level.

Duties of service of principals: The municipality decides the extent of the duties of the principal, the size of the school and what duties it wants to delegate to the principal.

Conditions of service of teaching staff: The school decides on the number of working hours per week, while the number of working hours per year is decided through collective agreements between teacher trade unions and employees. Decisions are generally taken at school level, but the labour unions have a strong influence on the process.

Fixing of salary levels for principals and teaching staff: According to the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities salaries should be individual, differentiated and reflect achieved goals and results by the individual. Staff and employer agree on the salary to be paid. The labour unions play an active role in the Swedish system.

Planning and structure:

Designing programmes of study: Programmes of study are approved by the central government. Within this framework, some decisions may be taken at school level.

Selection of programmes of study offered in a particular school: The municipalities generally decide on local needs of schooling, but are obliged to provide compulsory education to all inhabitants.

Selection of subjects taught in a particular school: The main subjects of study are decided by the central government. The school decides on its general pedagogical orientation.

Definition of course content: The central government formulates the goals, the school decides on course content.

Resources:

Allocation of resources for the teaching staff: Government subsidies to the local authorities (municipalities) in combination with local taxes provide resources, which municipalities then allocate into different areas; education among others. Sweden has a municipal equalization system. The purpose of the municipal equalization system is to provide municipalities and county councils with equal economic conditions in order to give their inhabitants equal services, regardless of municipal income and other structural conditions.

Allocation and use of resources for teacher professional development: Decisions on the allocation and use of resources for teachers' professional development can be taken both at school level and at local level. Large investments are often decided by the municipality.

Allocation and use of resources for principal professional development: Decisions on the allocation and use of resources for principals' professional development are mainly taken at local level.

It is mandatory for newly employed principals to participate in the National School Leadership Training Programme. [Back to main table for this Indicator](#)

Switzerland:

Organisation of instruction:

Instruction time: The number of hours for physical education is regulated at the central level.

Grouping pupils: The state government sets a framework for the grouping by ability

Personnel Management:

Duties of service of teaching staff: State government decides on the general duties of staff (teaching, administration, teamwork, CPD, etc). The daily tasks and activities are decided at school level.

Conditions of service of teaching staff: Conditions regarding number of hours to be worked per week or year, maximum/minimum number of students per class are defined at state level. The time schedule, number of classes, grouping by students' abilities etc. are defined at school level.

Resources:

Allocation of resources for the teaching staff: In most cases, the local authority (community) decides on the allocation of resources for teaching staff, but the state government co-finances, e.g. 50% of resources.

Allocation of resources for teacher professional development: Resources for teacher CPD are defined at several levels depending on the type of CPD:

- Individual CPD: school level
- CPD at school level (all staff): local authority
- CPD at state level (all staff in state): state level. [Back to main table for this Indicator](#)

Turkey:

Organisation of instruction:

Bodies determining the school attended: Based on practice, this decision is given by central government, provincial/regional authorities and school board.

Personnel Management:

Hiring and dismissal of principals: The hiring is made by governors of provinces.

Hiring and dismissal of teaching staff: The number of permanent staff is determined by the ministry according to budget law and hiring conditions are determined by central government.

Decisions for dismissals are taken at the central government in accordance with the Provincial/Regional authorities or governments' decision.

Conditions of service of teaching staff: Decisions are shared between central government, provincial/regional authorities, and school administration.

Resources:

Use of resources for the staff: Decisions are shared between central government, provincial/regional authorities, and school administration. However, lessons are administered by school, whereas decision of hiring a teacher belongs to central government.

Use of resources for teacher and principal professional development: Decisions are shared between Provincial/Regional authorities or governments and Central government. [Back to main table for this Indicator](#)

United States:**General comments:**

Due to the federal nature of the United States, states and local education agencies are the primary decision makers, while individual schools have joint or independent decision making authority for some decisions.

Organisation of instruction:

Bodies determining the school attended: In many districts, particularly in urban and suburban areas, parents may request placement at an alternate school to the one assigned. This may not be practical in some cases and is rarely exercised. For more information, please see this Digest table: https://nces.ed.gov/programs/digest/d16/tables/dt16_206.30.asp. In 2012, 14% of students in grades 1-12 choose their local public school.

Instruction time: The minimum required time is set by the state as the higher authority; schools have some control over additional hours.

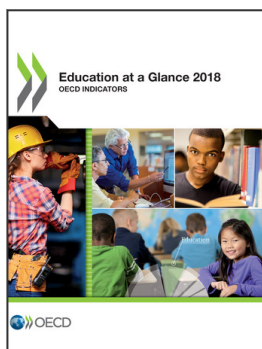
Grouping pupils: Decisions about grouping pupils are taken within a framework set by the state government and local authorities.

Personnel Management:

Hiring and dismissal of teaching staff: Contracts are usually made at the district level. Dismissals can happen at the school or district level, however, in practice, it is very difficult to terminate teachers due to teacher contracts and teachers unions. As an alternative to dismissal, teachers are often placed in another school in the same district.

Conditions of service of teaching staff: Decisions on conditions of service are negotiated between teachers unions, LEAs and states.

Fixing of salary levels for principals and teaching staff: States often determine a minimum salary schedule, which may be supplemented by local districts. [Back to main table for this Indicator](#)



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