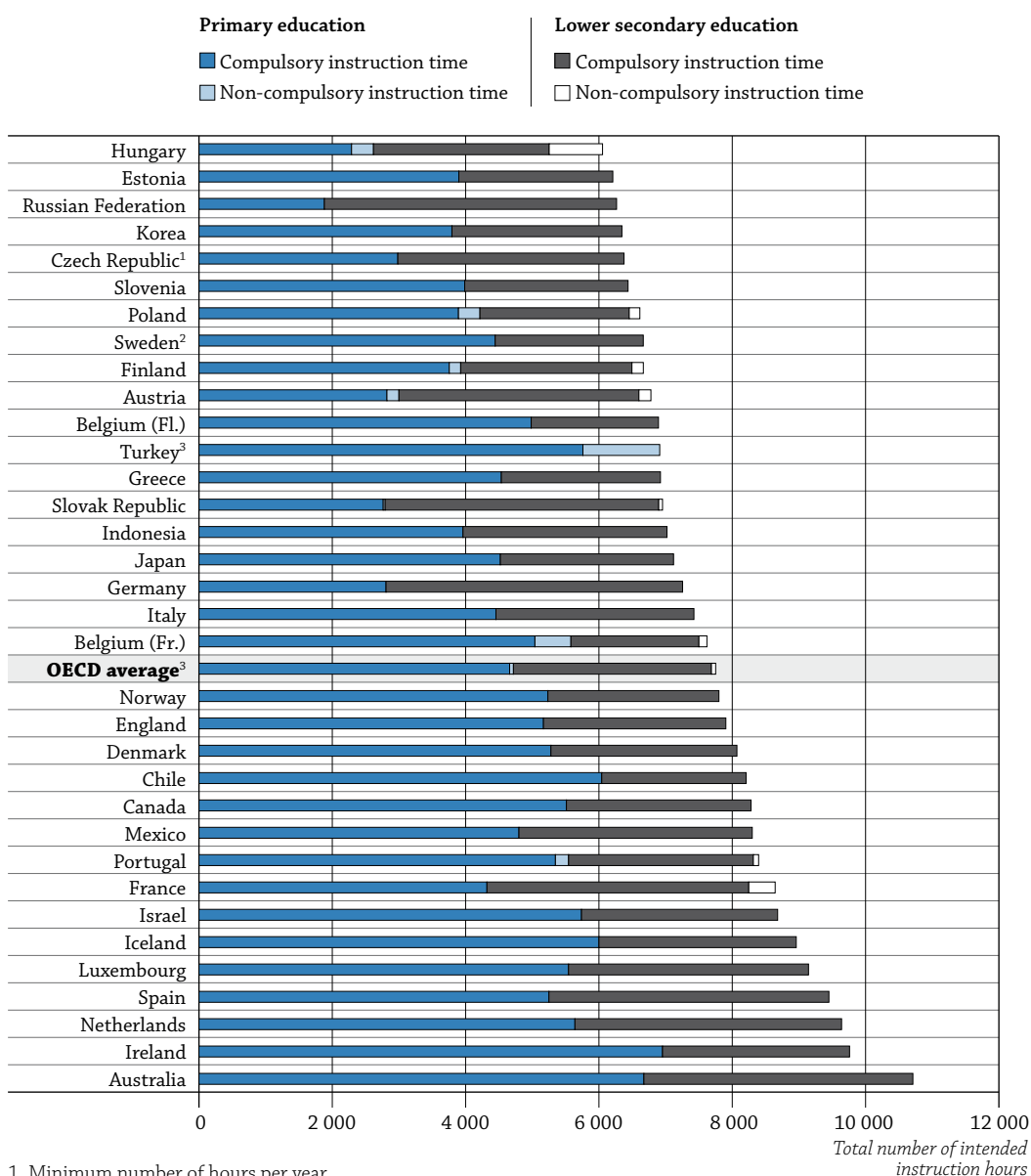


HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

- Students in OECD countries are expected to receive an average of 7 751 hours of instruction during their primary and lower secondary education, and most of that intended instruction time is compulsory.
- On average across OECD countries, instruction in reading, writing and literature, mathematics and science represents 51% of the compulsory instruction time for primary school students and 41% of the compulsory instruction time for lower secondary school students.

INDICATOR D1


Chart D1.1. Number of intended instruction hours in public institutions (2011)



- Minimum number of hours per year.
- Estimated minimum number of hours per year because breakdown by age not available.
- Turkey is not included in the average.

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

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

StatLink  <http://dx.doi.org/10.1787/888932847754>

■ Context

Providing instruction in formal classroom settings accounts for a large portion of public investment in education. Countries make various choices concerning the overall amount of time devoted to instruction and which subjects are compulsory. These choices reflect national and/or regional priorities and preferences concerning what material students should be taught and at what age. Countries usually have statutory or regulatory requirements regarding hours of instruction. These are most often stipulated as the minimum number of hours of instruction a school must offer, and are based on the understanding that sufficient teaching time is required for good learning outcomes. Matching resources with students' needs and making optimal use of time are central to education policy. Teachers' salaries, institutional maintenance and provision of other educational resources constitute the main costs of education. The length of time during which these resources are made available to students (as partly shown in this indicator) is an important factor in determining how funds for education are allocated (see Indicator B7, which shows the factors influencing the salary cost of teachers per student).

■ Other findings

- In OECD countries, **compulsory instruction time for primary students averages 791 hours per year and intended instruction time averages 802 hours per year**. Lower secondary students receive an average of 116 more hours of compulsory education per year, and 122 more hours of intended instruction per year than primary students.
- **The proportion of the compulsory curriculum that is devoted to reading, writing and literature ranges from 15% in Indonesia to 38% in Hungary for primary students; for lower secondary students, it ranges from 11% in Japan and Portugal to 24% in Ireland.**
- **Primary students in all reporting OECD countries spend the largest share of time studying reading, writing and literature; in most of these countries the second largest share of time is spent studying mathematics.** In around one-third of the countries with available data, lower secondary students also spend the largest share of time studying reading, writing and literature; but in 9 countries, students spend the largest proportion of the compulsory core curriculum studying modern foreign languages. In Luxembourg and Denmark, lower secondary students spend more than 20% of compulsory instruction time studying modern foreign languages.
- **In OECD countries, an average of 6% and 7% of compulsory instruction time for primary and lower secondary students, respectively, is devoted to the flexible part of the curriculum.**
- **While the Czech Republic and the Netherlands allow complete flexibility within the compulsory curriculum at the primary and lower secondary levels, in Greece, Hungary, Luxembourg and Mexico, the flexible part of the curriculum is negligible at both levels of education.**

Analysis

Total intended instruction time

Total intended instruction time is an estimate of the number of hours during which students are taught both compulsory and non-compulsory parts of the curriculum as per public regulations. Students in OECD countries are expected to receive an average of 4 717 hours of instruction during primary school and an average of 3 034 hours during lower secondary education. Most of this instruction time is compulsory (Table D1.1).

D1

However, the amount of instruction time for students at the primary and lower secondary levels of education varies, depending on the age of the students. While students in two-thirds of OECD countries start primary education at the age of 6, students in one-fifth of OECD countries do not start until age 7. Only in Australia, England, Ireland, New Zealand and Scotland does primary education start at age 5. In Ireland, students aged 4 are also allowed to start primary education and approximately 40% do so.

There is also substantial variation in the duration of primary education. On average, primary education lasts six years, but ranges from four years in Austria, Germany, Hungary, the Russian Federation and the Slovak Republic, to seven years in Australia, Denmark, Iceland, Norway and Scotland, to eight years in Ireland and Turkey. Lower secondary education averages three years but ranges from two years in Belgium (Flemish and French Communities) and Chile to five years in the Russian Federation and the Slovak Republic (Table D1.1).

While the average total intended instruction time for primary and lower secondary students in OECD countries is 7 751 hours, formal instruction-time requirements range from 6 054 hours in Hungary to 10 710 hours in Australia (Table D1.1). During these hours, schools are obliged to offer instruction in compulsory and, if applicable, non-compulsory subjects.

Annual instruction time should be examined together with the length of compulsory education. In some countries the duration of compulsory education is shorter and students bear a heavier workload; in other countries, the workload is distributed evenly over more years, which ultimately means a larger number of total instruction hours for all. Table D1.3, available on line, shows the age range at which more than 90% of the population is in education (see Indicator C1). Chart D1.1 shows the total amount of intended instruction time students should receive in primary and lower secondary education combined. Intended instruction time does not capture the quality of learning opportunities provided or the level or quality of the human and material resources involved (see Indicator D2, which shows the number of teachers relative to the student population).

In some countries, intended instruction time varies considerably among regions or types of schools. Although in many countries school authorities decide how instruction is organised, central and state authorities make decisions about instruction time. Intended instruction time can also differ from actual instruction time, as it only captures the time spent by students in formal classroom settings. This is only a part of the total time students spend receiving instruction. Instruction also occurs outside the classroom and/or school. In some countries, secondary school students are encouraged to take after-school classes in subjects already taught in school to help them improve their performance. Students can participate in after-school lessons in the form of remedial “catch-up” classes or enrichment courses, with individual tutors or in group lessons provided by school teachers, or in other independent courses. These lessons can be financed through public funds or by students and their families (see Box D1.1 in OECD, 2011).

Compulsory instruction time

Total compulsory instruction time is the estimated number of hours during which students are taught both the compulsory core curriculum and flexible parts of the compulsory curriculum. In OECD countries, students receive an average of 7 631 hours of compulsory instruction during their primary and lower secondary schooling combined (Table D1.1).

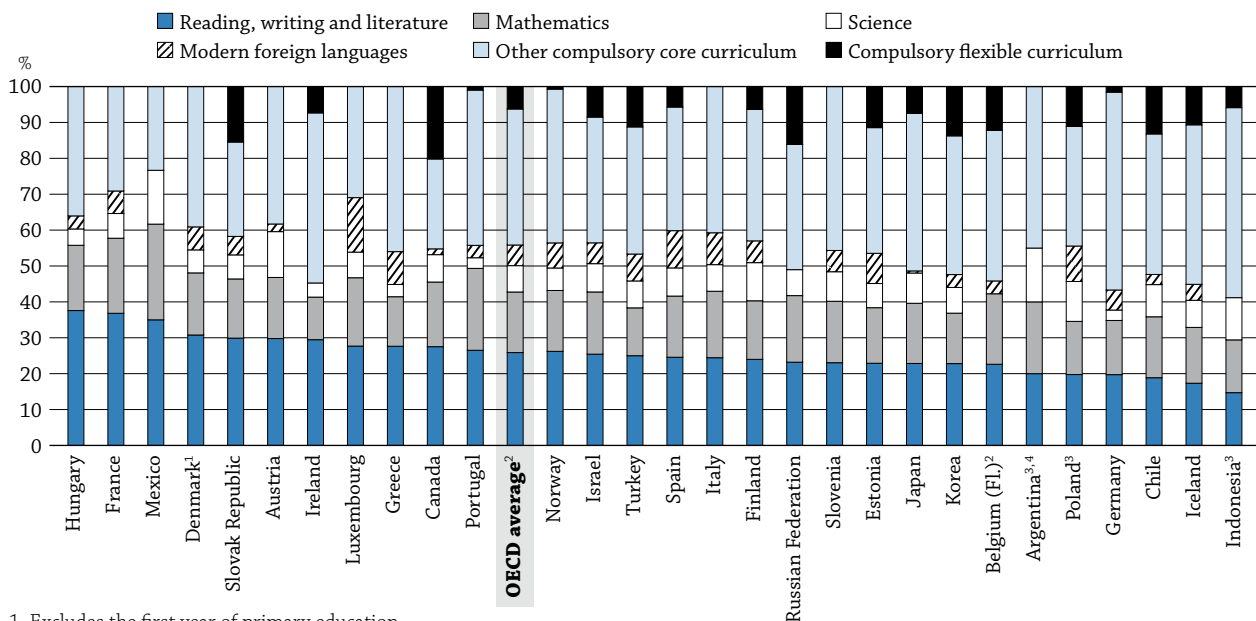
Intended instruction time is fully compulsory for primary and lower secondary students in three-quarters of countries with available data. However in Austria, Belgium (French Community), Finland, Hungary and Poland, the intended instruction time is at least 5% longer than the compulsory instruction time.

The average annual total compulsory instruction time in classroom settings in OECD countries is 791 hours at the primary level and 907 hours at the lower secondary level.

Instruction time per subject

Primary students spend an average of 54% of the compulsory curriculum on three subjects: reading, writing and literature (26%), mathematics (17%) and the arts (11%). Together with physical education (9%), science (7%) and social studies (7%), these six study areas form the major part of the curriculum for this age group in all OECD and other G20 countries with available data. Modern foreign languages, religion, practical and vocational skills, technology and other subjects make up the remainder (17%) of the compulsory core curriculum at the primary level (Table D1.2a and Chart D1.2a).

Chart D1.2a. Instruction time per subject in primary education (2011)
As a percentage of total compulsory instruction time



1. Excludes the first year of primary education.

2. Belgium (Fl.) is not included in the average.

3. Includes the last three years of primary education only.

4. Year of reference 2010.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table D1.2a.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932847773>

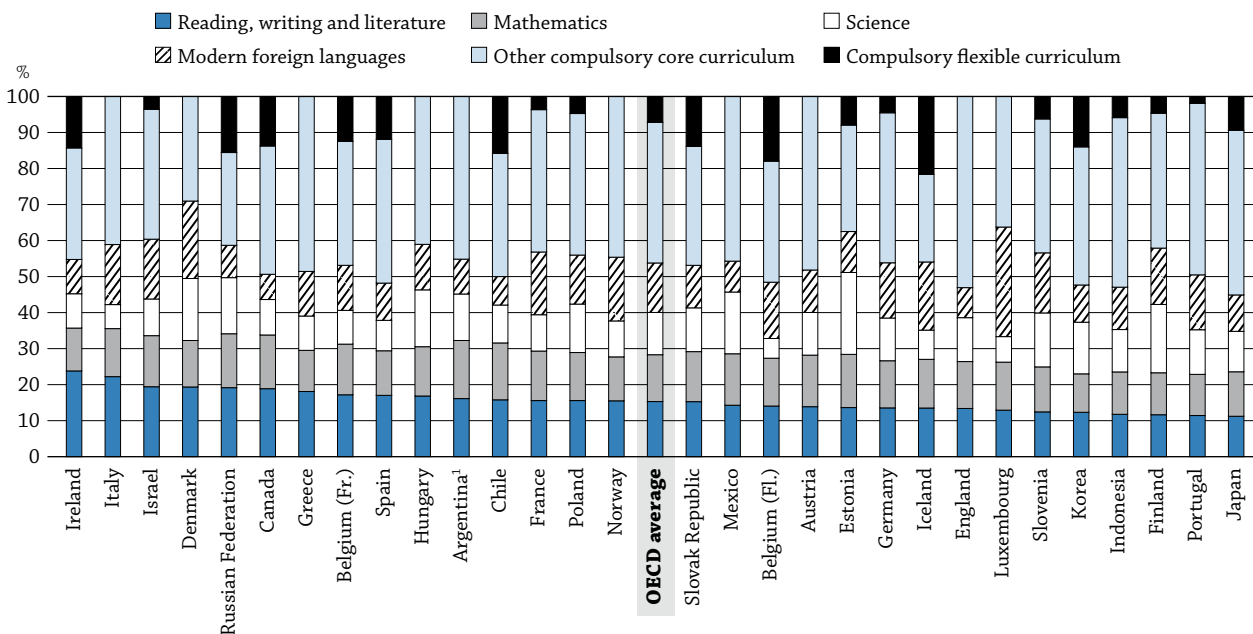
On average, the largest portion of the primary school curriculum is devoted to reading, writing and literature, but the size of that portion differs widely. For example, in Iceland and Indonesia reading, writing and literature accounts for 17% or less of compulsory instruction time while in France, Hungary and Mexico, it accounts for 35% or more of compulsory instruction time. The variations between countries in the time spent learning mathematics and arts are even larger. In Greece, Ireland, Korea and Turkey, mathematics accounts for 14% or less of instruction time; in Argentina, Belgium (Flemish Community), France, Mexico and Portugal, it accounts for 20% or more of instruction time. In Israel, Mexico and Poland, arts education accounts for 5% of instruction time, while in Austria, Denmark, Estonia, Finland, Germany, Italy and Norway, it accounts for 15% or more of compulsory instruction time.

At the lower secondary level, an average of 43% of the compulsory curriculum is composed of three subjects: reading, writing and literature (16%), modern foreign languages (14%) and mathematics (13%). On average, an additional 12% of the compulsory curriculum is devoted to social studies and 12% to science. Together

with the arts (8%) and physical education (8%), these seven study areas form the major part of the curriculum for this age group in all OECD and other G20 countries with available data. Technology, religion, practical and vocational skills, and other subjects make up the remainder (12%) of the compulsory core curriculum for students at this level of education (Table D1.2b and Chart D1.2b).

This is a significant shift in the allocation of time from primary schooling. Instruction in reading, writing and literature drops from 26% of the compulsory curriculum to 16%, yet accounts for the largest share of compulsory instruction time in around one-third of countries. Instruction in mathematics drops from 17% to 13% of compulsory instruction time. Conversely, instruction in both science and social studies climbs from 7% of the compulsory curriculum to 12%, while instruction in modern foreign languages climbs from 6% to 14%. Instruction in modern foreign languages accounts for the largest share of the compulsory core curriculum at the lower secondary level in Belgium (Flemish Community), Denmark, France, Germany, Iceland, Luxembourg, Norway, Portugal (together with other subjects) and Slovenia (Tables D1.2a and b, and Charts D1.2a and b).

Chart D1.2b. Instruction time per subject in lower secondary education (2011)
As a percentage of total compulsory instruction time



1. Year of reference 2010.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table D1.2b.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932847792>

At the lower secondary level, there is substantial variation in how countries allocate time among the different subjects within the compulsory curriculum. For example, reading, writing and literature accounts for 11% of compulsory instruction time in Japan and Portugal, while it accounts for more than 20% of compulsory instruction time in Ireland and Italy. In Argentina, Canada, Chile, England, Ireland, Japan, Korea, Mexico, the Russian Federation and Spain, instruction in modern foreign languages accounts for 10% or less of instruction time; in Belgium (Flemish Community), Finland, France, Germany, Iceland, Israel, Italy, Norway, Portugal and Slovenia, it accounts for between 15% and 19% of compulsory instruction time; and in Denmark and Luxembourg, instruction in modern foreign languages exceeds 20% of compulsory instruction time (Table D1.2b). In Denmark, lower secondary students can opt to spend that time studying another subject; but they will no longer have access to general upper secondary education if they do so.

As seen at the primary and lower secondary levels, there are significant differences in how time is allocated to school subjects as students grow older. On average across OECD countries, 31% of instruction time for 7-year-olds is devoted to reading, writing and literature; for 11-year-olds, 19% of instruction time is devoted to these subjects, while 14% of instruction time for 15-year-olds is devoted to those subjects. By contrast, whereas an average of 2% of instruction time for 7-year-olds is devoted to modern foreign languages, 11% of instruction time for 11-year-olds is spent studying modern foreign languages, and 14% of instruction time for 15-year-olds is devoted to this subject. The share of instruction time dedicated to science increased from 7% (for 7-year-olds) to 9% (for 11-year-olds) to 12% (for 15-year-olds), while instruction time in social studies increased from 6% (for 7-year-olds) to 10% (for 11-year-olds) to 12% (for 15-year-olds). The portion of instruction time dedicated to arts slips from 12% for 7-year-olds to 11% for 11-year-olds, to 4% for 15-year-olds, while time dedicated to physical education remains constant at 9% for both 7 and 11 year-old students, and dropped to 7% for 15-year-old students (Tables D1.4b, f and j, available on line).

Compulsory flexible curriculum

On average across OECD countries, the flexible part of the curriculum accounts for 6% of compulsory instruction time for primary students and 7% of compulsory instruction time for lower secondary students. Within the compulsory part of the curriculum, schools, teachers and/or students have varying degrees of freedom to choose the subjects they want to teach or study. The Czech Republic and the Netherlands allow complete flexibility (100%) within the compulsory curriculum at both the primary and lower secondary levels. In the Czech Republic, the total minimum number of lessons by subject is specified for primary and lower secondary education, but each school decides how to divide these hours across each particular grade. In the Netherlands, attainment targets per subject are specified but schools are free to decide how much time is spent on the various subjects and areas of the curriculum. Australia is next in flexibility, designating 58% of compulsory time at the primary level and 46% of compulsory time at the lower secondary level for the flexible part of the curriculum.

At the primary level, Canada allocates 20% of compulsory time for the flexible part of the curriculum, while the Russian Federation and the Slovak Republic designate 16% and 15% of compulsory time, respectively. Some countries allow complete flexibility at certain grades: in Poland and Indonesia, the first three years of primary education is flexible, while in Denmark, only the first year of primary education is fully flexible.

At the lower secondary level, Iceland allocates 22% of compulsory time for the flexible part of the curriculum, while Belgium (Flemish Community) allocates 18%, and both Chile and the Russian Federation allocate 16% of compulsory time for the flexible part of the curriculum. By contrast, in Greece, Hungary, Luxembourg and Mexico, the flexible part of the curriculum is negligible or nil in both primary and lower secondary education (Tables D1.2a and b).

There are differences in time allocation within countries too. In Canada, for example, the curriculum and instruction time, as well as the number of hours of flexible curriculum, and how those hours may be allocated, are decided by the province or territory. In England, the governing body of each school decides the length of both the school day and individual lessons. In Finland, national regulations determine minimum allocations of time per subject, leaving local authorities the freedom to design the remainder of school schedules. In the Slovak Republic, schools design their own education programmes based on a national framework that includes a range of compulsory and optional lessons (see Box D1.1 in OECD, 2012).

Non-compulsory instruction time

Among OECD countries, the non-compulsory part of the curriculum accounts for an average of 2% of the total compulsory instruction time at the primary level, and 3% at the lower secondary level. Nevertheless, a considerable amount of additional non-compulsory instruction time is provided in some countries. At the primary level, additional non-compulsory time accounts for 20% of the total compulsory instruction time in Turkey, 14% in Hungary and 11% in Belgium (French Community). At the lower secondary level, non-compulsory instruction time accounts for 30% of the total compulsory instruction time in Hungary, 20% in Argentina and 10% in France (Tables D1.2a and b).

Definitions

The **compulsory curriculum** refers to the amount and allocation of instruction time that almost every public school must provide and almost all public-sector students must attend. The measurement of the time devoted to specific subjects focuses on the minimum common core rather than on the average time spent, since the data sources (policy documents) do not allow for more precise measurement. The total compulsory curriculum comprises the compulsory core curriculum and the compulsory flexible curriculum.

D1

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

Instruction time for primary and lower secondary students and for 5-15 year-olds refers to the formal number of 60-minute hours per school year organised by the school for class instruction. For countries with no formal policy on instruction time, the number of hours is estimated from survey data. Hours lost when schools are closed for festivities and celebrations, such as national holidays, are excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

Instruction time for the least demanding programme for 15-year-olds refers to the programme for students who are least likely to continue studying beyond the mandatory school age or beyond lower secondary education. Such a programme for 15-year-olds may or may not exist, depending on a country's streaming and selection policies. In many countries students are offered the same amount of instruction time in all or most programmes, but there is flexibility in the choice of subjects. Often, such choices have to be made early in the student's school career if programmes are long and differ substantially.

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

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

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

Methodology

This indicator captures intended instruction time, as established in public regulations, as a measure of learning in formal classroom settings. It does not show the actual number of hours of instruction that students receive and does not cover learning outside of the formal classroom setting. Differences may exist across countries between the regulatory minimum hours of instruction and the actual hours of instruction received by students. A study conducted by Regioplan Beleidsonderzoek in the Netherlands showed that, given such factors as school timetables, lesson cancellations and teacher absenteeism, schools may not consistently attain the regulatory minimum instruction time (see Box D1.1 in OECD, 2007).

The indicator also illustrates how minimum instruction hours are allocated across different curricular areas. It shows the intended net hours of instruction for those grades in which the majority of students are between 5 (if applying to primary education) and 15 years old. Although the data are difficult to compare among countries because of different curricular policies, they nevertheless provide an indication of how much formal instruction time is considered necessary for students to achieve the desired educational goals.

Data on instruction time are from the 2012 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2010-11.

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

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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<http://dx.doi.org/10.1787/eag-2012-en>

Indicator D1 Tables
















	Table D1.1	Compulsory and intended instruction time in public institutions (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851288
	Table D1.2a	Instruction time per subject in primary education (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851307
	Table D1.2b	Instruction time per subject in lower secondary education (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851326
WEB	Table D1.3	Compulsory and intended instruction time, by age (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851345
WEB	Table D1.4a	Instruction time per subject for 6-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851364
WEB	Table D1.4b	Instruction time per subject for 7-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851383
WEB	Table D1.4c	Instruction time per subject for 8-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851402
WEB	Table D1.4d	Instruction time per subject for 9-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851421
WEB	Table D1.4e	Instruction time per subject for 10-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851440
WEB	Table D1.4f	Instruction time per subject for 11-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851459
WEB	Table D1.4g	Instruction time per subject for 12-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851478
WEB	Table D1.4h	Instruction time per subject for 13-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851497
WEB	Table D1.4i	Instruction time per subject for 14-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851516
WEB	Table D1.4j	Instruction time per subject for 15-year-olds (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851535
WEB	Table D1.4k	Instruction time per subject for 15-year-olds in the least-demanding programme (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851554

Table D1.1. **Compulsory and intended instruction time in public institutions (2011)**

By level of education

	Primary education				Lower secondary education			
	Theoretical starting age	Theoretical duration in years	Average number of hours per year of total compulsory instruction time	Average number of hours per year of total intended instruction time	Theoretical starting age	Theoretical duration in years	Average number of hours per year of total compulsory instruction time	Average number of hours per year of total intended instruction time
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	5	7	953	953	12	4	1 009	1 009
Austria	7	4	705	750	11	4	900	945
Belgium (Fl.)	6	6	831	831	12	2	955	955
Belgium (Fr.)	6	6	840	930	12	2	960	1 020
Canada	6	6	919	919	12	3	923	923
Chile	6	6	1 007	1 007	12	2	1 083	1 083
Czech Republic ¹	6	5	597	597	11	4	848	848
Denmark	6	7	754	754	13	3	930	930
England	5	6	861	861	11	3	912	912
Estonia	7	6	650	650	13	3	770	770
Finland	7	6	626	654	13	3	856	913
France	6	5	864	864	11	4	982	1 081
Germany	7	4	702	702	11	5	890	890
Greece	6	6	756	756	12	3	796	796
Hungary	7	4	572	655	11	4	659	859
Iceland	6	7	857	857	13	3	987	987
Ireland	5	8	869	869	13	3	935	935
Israel	6	6	956	956	12	3	981	981
Italy	6	5	891	891	11	3	990	990
Japan	6	6	754	754	12	3	866	866
Korea	6	6	632	632	12	3	850	850
Luxembourg	6	6	924	924	11	4	900	900
Mexico	6	6	800	800	12	3	1 167	1 167
Netherlands	6	6	940	940	12	4	1 000	1 000
New Zealand	5	6	m	m	11	4	m	m
Norway	6	7	748	748	13	3	855	855
Poland	7	6	649	703	13	3	746	800
Portugal	6	6	891	924	12	3	924	950
Scotland	5	7	a	a	12	4	a	a
Slovak Republic	6	4	691	698	10	5	821	832
Slovenia	6	6	664	664	12	3	817	817
Spain	6	6	875	875	12	4	1 050	1 050
Sweden ²	7	6	741	741	13	3	741	741
Switzerland	m	m	m	m	m	m	m	m
Turkey ³	6	8	720	864	a	a	a	a
United States	6	6	m	m	12	3	m	m
OECD average³	6	6	791	802	12	3	907	924
EU21 average	6	6	768	783	12	3	881	906
Other G20								
Argentina ⁴	6	6	m	m	12	3	744	896
Brazil	6	5	m	m	11	4	m	m
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	7	6	660	660	13	3	1 020	1 020
Russian Federation	7	4	470	470	11	5	877	877
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

1. Minimum number of hours per year.

2. Estimated minimum number of hours per year because breakdown by age not available.

3. Turkey is not included in the average.

4. Year of reference 2010.

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

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


 StatLink  <http://dx.doi.org/10.1787/888932851288>

Table D1.2a. **Instruction time per subject in primary education (2011)**

As a percentage of total compulsory instruction time

	Compulsory core curriculum											Total compulsory core curriculum	Compulsory flexible curriculum	Total compulsory curriculum	Non-compulsory curriculum
	Reading, writing and literature	Mathematics	Science	Social studies	Modern foreign languages	Technology	Arts	Physical education	Religion	Practical and vocational skills	Other				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia ¹	m	m	m	m	m	m	m	m	m	m	m	42	58	100	n
Austria ²	30	17	13	n	2	n	15	11	9	x(12)	4	100	x(12)	100	6
Belgium (Fl.) ¹	23	20	x(11)	x(11)	4	n	10	7	7	n	18	88	12	100	n
Belgium (Fr.) ¹	x(11)	x(11)	x(11)	x(11)	2	x(11)	x(11)	7	7	n	83	100	n	100	11
Canada	27	18	8	7	2	n	7	10	n	n	1	80	20	100	n
Chile	19	17	9	9	3	7	9	8	6	n	1	87	13	100	m
Czech Republic ¹	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	n	n	n	x(13)	100	100	m
Denmark ³	31	17	6	4	6	n	17	9	5	n	3	100	n	100	n
England	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Estonia	23	15	7	6	8	3	15	11	n	n	n	89	11	100	n
Finland	24	16	11	2	6	n	20	9	6	n	n	94	6	100	5
France	37	21	7	7	6	n	9	13	x(4)	n	n	100	n	100	n
Germany	20	15	3	3	6	2	15	12	7	n	16	98	2	100	n
Greece	28	14	3	16	9	n	9	7	5	n	9	100	n	100	n
Hungary	38	18	5	2	4	n	13	13	n	5	3	100	n	100	14
Iceland	17	16	8	10	4	3	12	9	x(4)	8	2	89	11	100	n
Ireland	29	12	4	8	x(13)	n	12	4	11	n	13	93	7	100	n
Israel	25	17	8	9	6	1	5	6	11	n	3	91	9	100	n
Italy	24	19	7	11	9	n	15	7	7	n	n	100	x(12)	100	n
Japan	23	17	8	7	1	n	12	9	n	n	15	92	8	100	m
Korea ⁴	23	14	7	7	4	1	10	7	n	1	12	86	14	100	n
Luxembourg ⁵	28	19	7	2	15	n	11	10	7	n	1	100	n	100	n
Mexico ⁶	35	27	15	13	n	n	5	5	n	n	n	100	n	100	n
Netherlands ¹	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	x(13)	100	100	n
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	26	17	6	7	7	n	15	11	8	n	2	99	1	100	n
Poland ⁷	20	15	11	5	10	5	5	15	n	n	4	89	11	100	7
Portugal ⁸	27	23	3	15	3	x(11)	6	3	n	x(11)	19	99	1	100	4
Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Slovak Republic	30	16	7	2	5	2	9	8	4	1	n	85	15	100	1
Slovenia	23	17	8	8	6	1	14	12	n	2	9	100	n	100	n
Spain	25	17	8	8	10	n	9	9	x(13)	n	9	94	6	100	n
Sweden	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	25	13	8	11	8	3	9	7	4	n	2	89	11	100	20
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD average¹	26	17	7	7	6	1	11	9	4	1	5	94	6	100	2
EU21 average¹	27	17	7	6	7	1	12	9	4	1	6	96	4	100	2
Other G20															
Argentina ^{7,9}	20	20	15	15	n	n	10	10	n	n	10	100	n	100	n
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ⁷	15	15	12	9	n	n	12	12	9	6	6	94	6	100	n
Russian Federation	23	19	7	9	n	7	9	9	n	n	n	84	16	100	n
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

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

2. For the first two years of primary education, "Modern foreign languages" is included in "Total compulsory core curriculum".

3. Excludes the first year of primary education.

4. For the first two years of primary education, "Science", "Social studies", "Technology", "Arts", "Physical education" and "Practical and vocational skills" are included in "Other".

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

6. For the first two years of primary education, "Social studies" is included in "Science".


7. Includes the last three years of primary education only.

8. For the first four years of primary education, "Science" is included in "Social studies", "Arts" is included in "Others", and "Compulsory flexible curriculum" is missing.

9. Year of reference 2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

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