

Education at a Glance 2020

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 A5: What are the incentives to invest in education?](#)

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

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 linkage 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
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD											
Australia	x(2)	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)
Colombia	x(4)	x(4)	a	200	302	304	x(6)	x(9)	600	x(9)	x(9)
Czech Republic	020	100	a	244	a	300	x(6)	554	645/655	740	844
Denmark	x(2)	100	a	243/244/254	342	344/351/353/354	454	540/550/554	640/641/644/650/655/660	740/747/750/760	840/844/860
Estonia	010	100	a	244/253/254	a	344/353	454	550	660	760	860
Finland	x(2)	100	a	243	a	344/354	454	550	660	760	860
France	010	100	a	244/253/254	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	352	344/353/354	453/454	550	640/650	740/760	860
Hungary	x(2)	100	a	242/244	a	344/353/354	454	550	660	760	860
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	303/304	400	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	344/353/354/359	453	550	660	760	860
Japan	x(6)	x(6)	a	x(6)	a	200	x(8)	400	600	x(9)	x(9)

	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
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Korea	x(2)	100	a	244	a	344	a	550	640	740	x(8)
Latvia	010	100	a	244/254	352	344/354	454	550	660	760	860
Lithuania	020	100	252	244/254	352	344/354	454	a	640/650	740	840
Luxembourg	010	100	242	243	342	343	444	540	640	740	840
Mexico	010	100	242	244	342	344/354	443	550	650	750	850
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_253	244	352	344/353/354	454	550	650_660	760	860
Slovenia	020	100	a	244	a	344/353/354	a	550	640/650	740/750/760	840
Spain	020	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	540	640	740	840
United Kingdom	010	100	a	244/254	342/352	343/344/354	a	550	640/650	740	840
United States	010/030	100	a	244	a	344	x(6)	540/550	660	750/760	860
Partners											
Argentina	000	100	252	244	352	344	a	544	660	750	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)
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	400	500	600	700	800
Russian Federation	x(2)	100	a	243	a	343	453	550	650	750	850
Saudi Arabia	000	100	a	200	a	300	a	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, India: UNESCO Institute for Statistics. [Back to main table for this indicator](#)

Figure A1.5: Distribution of 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary education as their highest attainment by type of work experience while studying (2016)

Year of reference for the share of 25-34 year-olds who attained vocational upper secondary or post-secondary non-tertiary education is 2018 for the Czech Republic, and 2017 for Ireland.

Figure A1.7: Percentage of 15-year-old students who expect to attain tertiary education (2009 and 2018) and percentage of 25-34 year-olds with a tertiary degree (2019)

The data on students' expected level of educational attainment may slightly differ from the data published in Table II.B1.6.4 (OECD, 2019). This is due to a different treatment of missing data. There are about 9000 cases where

students have not checked any of the boxes on educational attainment expectation. These cases were kept in the denominator in Table II.B1.6.4 while they were excluded in this Indicator. [Back to main table for this indicator](#)

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 from the national Labour Force Surveys (LFS) are compiled by the LSO Network (OECD Labour Market, Economic and Social Outcomes of Learning).

- The European Union LFS (EU-LFS) provided data for Slovenia for year of reference 2018. For tables with trend data, EU-LFS has also been used for Denmark, Estonia 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 7 June 2019).
- Data on educational attainment and labour force status for Indonesia and Saudi Arabia are taken from the ILO database (accessed on 24 June 2019).

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. A minimum threshold of 30 respondents for unweighted data have been applied to the denominator.
- Data may be omitted due to confidentiality reasons. The respective confidentiality threshold has been applied to the numerator of the indicator. A minimum threshold of 3 respondents for unweighted data have been applied to the denominator.

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

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

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 2019	Households	41 781 individuals	8.5%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 10 respondents in the numerator have been omitted due to confidentiality reasons.	
Austria	Statistics Austria	Mikrozensus-Arbeitskräfteerhebung/ Labour Force Survey	1st January 2019 (Monday) to 30th Decembre 2019 (Sunday)	Household	98 260 individuals	6,1% (Non-response rate of all households 2019)	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.	
Belgium	Statistics Belgium	Enquête naar de Arbeidskrachten/ Enquête sur les forces de travail/ Labour Force Survey	2019	Statistical sections	82 477 individuals	15.5% of gross sample (total survey, household level)	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. Weighted estimates on yearly results lower than 5000 persons in the denominator should be used with caution.	
Canada	Statistics Canada	Labour Force Survey (LFS)	2019	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 institutionalized population.
Chile	Ministerio de Desarrollo Social (Ministry of Social Development)	Encuesta de Caracterización Socioeconómica Nacional 2017 (CASEN 2017)	2017	Households	110 565 individuals	25.3%	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.	
Colombia	Departamento Administrativo Nacional de Estadística - DANE	Gran Encuesta Integrada de Hogares - GEIH/ Great Integrated Household Survey	2019	Household	378 979 individuals	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.	

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	1 January 2019 - 30 December 2019	Household	103 466 individuals	29.95%	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 A2 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	2019	Individual	94 040 individuals	46%	Data below 4 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 4 000-7 000 persons in the denominator 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	2019	Individual	15 968 individuals	30%	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.	
Finland	Statistics Finland	European Labour Force Survey	2019	Individual	60 911 individuals	38%	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 5 respondents in the numerator have been omitted due to confidentiality reasons.	
France	Institut national de la statistique et des études économiques (INSEE)	Enquête Emploi/ Labour Force Survey	2019	Dwelling	About 250 000 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.	Value 200 to apply to the denominator for figures to be published and flagged with "r", indicating that caution should be taken in interpreting the data. Threshold value to apply to the numerator for confidentiality purposes: 5.
Germany	Statistisches Bundesamt	Mikrozensus/ Labour Force Survey	2018	Household	406 302 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	1st January to 31 December 2019	Local unit (one or more building squares)	111 074 individuals	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.	

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
Hungary	Hungarian Central Statistical Office	Labour Force Survey	1 January 2019 to 30 December 2019	Dwelling	104 469 individuals	35.26%	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	1st January 2019 to 31st December 2019	Individual	14 148 individuals	39,8%	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.	
Ireland	Central Statistics Office	European Labour Force Survey	2019	Households	Not reported	Not reported	Data below 30 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 30-50 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Israel	Israel Central Bureau of Statistics	סקר כח אדם /Labour Force Survey	2019	Households	225 378 individuals	25.3%	Data below 450 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 450-900 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Italy	ISTAT - Istituto Nazionale di Statistica	Rilevazione sulle Forze di Lavoro /Labour Force Survey	2018	Municipality – Households (two-stage sampling)	288 896 individuals	9.6%	Data below 1 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 500-8 500 persons in the denominator should be used with caution. 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	2018	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.	
Korea	National Statistical Office	Monthly economically active population survey (MEACS)	2019	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.

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
Latvia	Central Statistical Bureau of Latvia	Darbspēka apsekojums/ Labour Force Survey	From 1 January 2019 to 31 December 2019	Counting area	19 869 individuals	Not reported	Weighted data below 2000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2000-3000 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 A2 the following reliability thresholds have been applied: Weighted data below 3800 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 3800-6100 persons in the denominator 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	2019	Household	About 35 000 individuals	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.	
Luxembourg	STATEC	Labour Force Survey	2019	Reference person	6 257 individuals	38%	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 Statistic and Geography (INEGI)	Encuesta Nacional de Ocupación y Empleo (ENOE)/ National Survey of Occupation and Employment	2019	Household	787 026	15%	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)	2019	Household	237 000 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.	
New Zealand	Statistics New Zealand	Household Labour Force Survey	Annual average of March to December 2019 quarters	Household	18 600 individuals	Not available	Data below 1 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 persons in the numerator have been omitted due to confidentiality reasons.	
Norway	Statistics Norway	Labour Force Survey	Q1 - Q4 2019	Households	69 123	17.8%	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 1 000 persons in the numerator have been omitted due to confidentiality reasons.	
Poland	Statistics Poland	Badanie Aktywności Ekonomicznej Ludności/ Labour Force Survey	From 31th December 2018 to 29 th December 2019	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	2019	Census cluster	Not applicable. The sample unit in the Portuguese LFS survey is the dwelling.	Not reported	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 km ² 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)	2018	Household	12 012 individuals	17.6%	Data below 2 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 500-4 000 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 A2 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 km ² of area, also aiming to have at least near 300 private dwellings of usual residence in each one of them.
Slovenia	Eurostat	European Labour Force Survey	2019	Households	33 123 individuals	22.3%	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 5 respondents in the numerator have been omitted due to confidentiality reasons.	In the case of data used in Indicator A2 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	Annual average of the four quarters of the year 2019	Enumeration area	348 765 individuals	0.4%	Data below 5 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 5 000-10 000 persons should be used with caution. Data below 5 000 persons in the numerator have been omitted due to confidentiality reasons.	
Sweden	Statistiska Centralbyran	Arbetskraftsundersökningarna /Labour Force Survey	1 January to 30 December 2019	Individual	138 520 individuals	47.7%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Estimates of 30-40 persons 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
Switzerland	Office fédéral de la statistique	Enquête suisse sur la population active (ESPA) /Schweizerische Arbeitskräfteerhebung (SAKE) /Swiss Labour Force Survey (SLFS)	2019	Household	70 019 individuals	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.	
Turkey	Turkish Statistical Institute	Hanehalkı İşgücü İstatistikleri Anketi / Household Labour Force Survey	2019	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	2019	Household	43 218 individuals	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 States	(NCES) National Center for Education Statistics	Current Population Survey (CPS) March Annual Social and Economic Supplement	March 2018 Reference period for employment status is the week prior to the survey date	Household	Including the basic CPS sample, approximately 94 600 housing units were in sample for the CPS ASEC. About 81 900 housing units were determined to be eligible for interview, and about 68 300 interviews were obtained.	The effect of nonresponse cannot be measured directly, but one indication of its potential effect is the nonresponse rate. For the cases eligible for the 2019 ASEC, the basic CPS household-level nonresponse rate was 16.6%. The household-level nonresponse rate for the ASEC was an additional 18.9%. These two non-response rates lead to a combined supplement nonresponse rate of 32.4%.	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 U.S. NEAC survey 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.

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
Argentina	INDEC	Permanent Household Survey	From 1 January to 31 March 2018	Households	28 161	Not reported	Not reported	
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	2018	Conventional dwellings	238 772 individuals	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		2010	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.	
Costa Rica	Instituto Nacional de Estadística y Censos (INEC)	Encuesta Continua de Empleo (ECE)/ Continuous Employment Survey	2019	Household	12 788 individuals	7.9%	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.	The Encuesta Continua de Empleo (ECE) is a rotating sample survey and continuous (quarterly).
India	UNESCO Institute of Statistics (UIS) database		2011	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		2017	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)	Obsledovanie rabocheysily / Labour Force Survey	2018	The census area	51 524 individuals	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		2014	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		2018	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.	

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

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 2019 the weighting scheme was changed in the Danish LFS as the Employees Statistics, information on transfer income from the eIncome register and information on ownership of sole proprietorships and partnership enterprises from Statistics Denmark's business register had become sufficiently up-to-date to be applied in LFS's raising model. Altogether, over 90 per cent of the respondents in the LFS are registered in one or more of the mentioned relevant registers. By ensuring that the number of persons in employment – as well as other labour market statuses in the LFS – better match the number they represent in the population, different response rates of these different groups are adjusted for. Thereby bias is reduced.

The Employees Statistics goes back to 2008, so implementing this new raising model has created a break in time series between 2007 and 2008. [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 2020

Annex 3 includes an Excel file with Table X3.A1.a that present estimates and their associated standard errors for data published in EAG 2020:

Precise standard errors - Indicator A1

Table X3.A1.a. Precise standard errors for educational attainment of 25-64 year-olds, by gender and age group (2019)

StatLink: <https://doi.org/10.1787/888934166365>

An asterisk in the column for the standard error (SE) indicates that the value is not statistically significant different from the OECD average.

For EAG 2019, for most countries, the standard errors were computed under the assumption of a simple random sample. For Belgium, Colombia, Costa Rica, Slovenia, Spain and New Zealand, country representatives provided standard errors incorporating adjustments for the complex sample designs used in their countries.

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, 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 2020 it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the value reported in EAG 2020 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 2020, 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.

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 2020 taking into account the complex survey design with the respective standard errors released in EAG 2020 computed under the simple random sample assumption in the Education at a Glance database (http://stats.oecd.org/wbos/default.aspx?datasetcode=EAG_NEAC). [Back to main table for this indicator](#)

RÉFÉRENCE

OECD (2019), *PISA 2018 Results (Volume II): Where All Students Can Succeed*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/b5fd1b8f-en>.

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

	<u>A2</u>
	<u>Methodology</u>
	<u>Source</u>
	<u>Standard Errors</u>
Australia	AUS
Austria	
Belgium	BEL
Canada	CAN
Chile	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	FRA
Germany	
Greece	
Hungary	
Iceland	ISL
Ireland	IRL
Israel	ISR
Italy	
Japan	JPN
Korea	
Latvia	
Lithuania	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Slovak Republic	
Slovenia	
Spain	ESP
Sweden	SWE
Switzerland	
Turkey	TUR
United Kingdom	UKM
United States	
Argentina	ARG
Brazil	
China	
Costa Rica	
India	
Indonesia	
Russian Federation	
Saudi Arabia	
South Africa	

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 (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.

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

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>.

From January 2018, SBJ started to release the figures related to labour underutilization such as “unemployed person (ILO 2013) (defined as the person 1) not in employment, 2) did any job seeking activity within one month and 3) ready to work if work is available.”. According to the revision, “Not Labour force (Inactive)” is defined as those who are not classified as “Employed person” or “Unemployed person (ILO 2013)” from 2018. Hence, new

series of “Not in Labour force” cannot be compared with series previously released. “Unemployed person” which the SBJ has released heretofore is defined as the person 1) with no job, 2) did any job seeking activity within one week and 3) ready to work if work is available. Before 2018, “Not Labour force (Inactive)” was defined as those who are not classified as “Employed person” or “Unemployed person”. [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 2020

Annex 3 includes an Excel file with Table X3.A2.a that present estimates and their associated standard errors for data published in EAG 2020:

Precise standard errors - Indicator A2 in EAG 2020

Table X3.A2.a. Precise standard errors for percentage of 18-24 and 15-29 year-olds in education/not in education, by work status, gender and age group (2019)

StatLink: <https://doi.org/10.1787/888934166365>

For more information see section above on Standard errors for EAG 2020 in Indicator A1. [Back to main table for this indicator](#)

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

A3

[Methodology](#)

[Source](#)

[Standard Errors](#)

Notes on specific countries

Please refer to indicator [A1](#)

United States

USA

Methodology

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

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

Source

The sources for data in this indicator are the same as for Indicator A1, with the exception of the data for fields of study for some countries listed below.

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

United States: The employment rate for the field of study submission is based on ACS and is a different value than the employment rate submitted in the main submission based on CPS. The table A3.4 uses the CPS total even though the rest of the table is ACS.

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

Standard errors for EAG 2020

Annex 3 includes an Excel file with Tables X3.A3.a and X3.A3.b, that present estimates and their associated standard errors for data published in EAG 2020:

Precise standard errors - Indicator A3 in EAG 2020

Table X3.A3.a. Precise standard errors for employment rates of 25-64 year-olds, by educational attainment, age group and gender (2019)

Table X3.A3.b. Precise standard errors for unemployment rates of 25-64 year-olds, by educational attainment, age group and gender (2019)

StatLink: <https://doi.org/10.1787/888934166365>.

For more information see section above on Standard errors for EAG 2020 in Indicator A1.

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

INDICATOR A4: What are the earnings advantages from education?

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

Methodology

Indicator A4 provides data on earning advantages from education. Data is collected by national questionnaires and compiled by the INES network on Labour Market, Economic and Social outcomes of learning (INES-LSO). Earning advantages are based on educational attainment (ISCED classification).

Relative earnings of employed compared to employed with upper secondary education are calculated as follows:

$$\frac{Earnings_{Age,Gender,EducLevel}}{Earnings_{Age,Gender,UpperSec}} \times 100$$

$Earnings_{Age,Gender,EducLevel}$ is the mean earnings of individuals within an age group and gender with a certain educational attainment level compared to $Earnings_{Age,Gender,UpperSec}$ where the mean earnings of individuals of the same age group is upper secondary education as highest level of educational attainment.

Women's earnings relative to men's earnings are calculated as follows:

$$\frac{Earnings_{Age,EducLevel,Women}}{Earnings_{Age,EducLevel,Men}} \times 100$$

$Earnings_{Age,EducLevel,Women}$ is the annual mean earnings of women of a particular age group and highest educational attainment level and $Earnings_{Age,EducLevel,Men}$ is the annual mean earnings of men of the same age group and level of educational attainment.

Level of earnings relative to median earnings:

The level of earnings relative to median earnings is defined as the ratio of the number of people with earnings within an earnings level relative to the median and all individuals with earnings from employment. The distribution is calculated for all earners (including full-time, full-year earners and part-time earners). These relative earnings are broken down into the following earning levels:

- At or below half of the median
- More than half of the median but at or below the median
- More than the median but at or below 1.5 times the median
- More than 1.5 times the median but at or below twice the median
- More than twice the median

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

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

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	2018	Week	Weekly earnings times X without any adjustments, where X is the typical number of paid weeks per year	Household	52 138 individuals	9%	3
Austria	Wage tax data (administrative data), micro census (LFS)	2017	Calendar year	Not reported	Household	Not reported	5.5%	6 000
Belgium (Earnings)	Data on all and FTFY earners: European Union Statistics on Income and Living Conditions (EU-SILC)	2017	Calendar year	Not reported	Municipalities and then households	5 941 households	38.3%	50
Belgium (Dispersion of earnings & student earnings)	Data on dispersion of earnings and Earnings of students and non-students: Labour Force Survey	2018	Month	Not reported	Household	37 154 households	17,4%	5 000
Canada	Canadian Income Survey	2017	Calendar year	Not reported	Household	41 706 respondents (individual level - persons aged 16 to 64)	20,7%	5 000

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)	2017	Month	Monthly earning times 12, with adjustments for typical additional payments/reductions	Household	216 439 individuals	25,3%	20
Colombia	Great Integrated Household Survey	2018	Month	Not reported	Household	Not reported	Not reported	Threshold applies if the coefficient of variation (c.v) is higher at 15%
Czech Republic	Average Earnings Information System	2018	Calendar year	Not reported	Establishment	19 100 establishments, 2 450 321 employees	18,9%	31 employees in 3 establishments
Denmark	Personal Income Statistics, The attainment Register	2018	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Estonia	Estonian Labour Force Survey	2018	Month	Not reported	Individual	About 16 000 households	31%	20
Finland	Työssäkäyntitilasto / Palkkarakenne tilasto. Employment registers / Structure of Earnings survey	2017	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Enterprise	1 400 000 employees	30%	30 employees
France	European Union Statistics on Income and Living Conditions (EU-SILC)	2016	Calendar year	Not reported	Household	About 16 000 aged 15-64 year olds	21%	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)	2018	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Individual	About 31 000 individuals	Not reported	30
Greece	European Union Statistics on Income and Living Conditions (EU-SILC)	2018	Calendar year	Not reported	Household	Not reported	Not reported	40
Hungary	Hungarian Structure of Earnings Survey (SES)	2018	Month	Not reported	Individual	Not reported	Not reported	100
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)	2018	Other 12-month period	Not reported	Individual and household	5 029 households and 12 612 individuals	44%	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	2017	Month	Source has data for month and monthly data are reported	Household	About 9 000 individuals	26%	20

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)	2016	Calendar year	Source has both data for the whole year and monthly data depending on the source of income	Counties (two-stage sample: Counties/Households)	22 226 households, 48 819 individuals	24,9%	Minimum number of sample units below which data are not to be published: 10 the number of people without earnings doesn't need to be subject to thresholds, since no further data are provided for these individuals
Japan	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Korea	Labour Force Survey	2018	Month	Monthly earnings times 12 without any adjustments	Household	Not reported	Not reported	Not reported
Latvia	Labour Force Survey	2018	Month	Monthly earnings times 12 without any adjustments	Households within stratified population census areas	30 thousand dwellings per year	Not reported	1 300
Lithuania	Education management information system (SVIS); State Enterprise Centre of Registers; The State Social Insurance Fund Board under the Ministry of Social Security and Labour (SODRA);	2018	The calendar year	Not reported	local unit/enterprise	Not reported	Not reported	3

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Luxembourg	Labour Force Survey	2016	Calendar year	Source has data for month and monthly data are reported	Individual	About 15 000 individuals	44.4%	30
Mexico	Socio-economical conditions module 2015 - enigh 2015	2018	Quarterly	Source has data for month and monthly data are reported	Individual	About 98 000 individuals	1.6%	30
Netherlands	Structure of Earnings Survey	2018	Calendar year	Not reported	Individuals	About 150 000 individuals	Not available	100
New Zealand	Labour Market Statistics (Income)	2018	Week	No estimation is made	Household	About 20 000 individuals	29.1%	1 000 weighted people
Norway	Income Statistics for Households	2018	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Poland	Structure of earnings survey (SES) by occupations in October 2014	2018	Month	Information presenting gross monthly wages and salaries for October 2014	Individual	About 20%	45.7%	3
Portugal	Lists of personnel	2018	Month	Not reported	Not reported	Not reported	Not reported	Not reported
Slovak Republic	Information System of Labour Price	2018	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Slovenia	Tax Register, Statistical Register of Employment	2018	Calendar year	Not reported	Not reported	Not reported	Not reported	10

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Spain	European Union Statistics on Income and Living Conditions (EU-SILC)	2017	Calendar year	Not reported	Household	18 513 households	28%	51 respondents for reliability threshold and 21 respondents for confidentiality threshold
Sweden	Total population register, Income and tax register, Swedish register of education, Register of persons in education, Structure of earnings survey (SES)	2018	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported
Switzerland	Swiss Labour Force Survey	2018	Other 12-month period	Monthly earning times 12, with adjustments for typical additional payments/reductions	Individual	64 727 individuals	75%	Reliability rules are based on the number of observations: below 5: results must not be published due to data protection; below 50: results can be published but must be interpreted with great caution
Turkey	Income and Living Conditions Survey	2018	Not reported	Not reported	Household	Household: 24 068 , Total household member aged 15 and over: 61 372	19%	Not reported
United Kingdom	Labour Force Survey	2018	Week	Not reported	Household	Approximately 60 000 households / 130 000 persons	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
United States	Annual Social and Economic Supplement (ASEC) of the Current Population Survey (CPS) — March 2019	2018	Calendar year	Not reported	Household	About 68 300 households and 180 101 persons who represent the civilian noninstitutional population in the United States.	About 32.4 percent of the 2019 CPS ASEC sample of 95 000 households.	denominator: 30 respondents numerator: 3 respondents
Argentina	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Brazil	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
China	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Costa Rica	Continuous Employment Survey	2018	Month	Source has data for month and monthly data are reported	Household	794 Primary Sampling Units	8%	Not reported
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

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

Table X3.A4.2: Coverage of earnings

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Australia	2018	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	Not reported
Austria	2018	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)	2017	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
Belgium (Dispersion of earnings & student earnings)	2018	Not reported	Not reported	Overtime not included	Bonuses not 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
Canada	2017	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	2017	44 hours for public sector employees and 45 hours for private sector employees	Working full-time at the time of the survey	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)
Colombia	2018	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
Czech Republic	2018	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	2017	37 hours per week	Working hours during the whole year are min. 1724 hours	Overtime included	Bonuses included	Before income tax	Student enrolled 2017.10.01
Estonia	2018	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

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Finland	2016	90 percent of contractual working hours	Working full-time the whole reference period	Overtime 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
France	2016	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 are taken into account, as far as possible, during the reference period of earnings: most students participated in education in 2017 and never had any year break during their education (all of them were students in 2016) and few individuals left education in 2016; both subpopulations include earners during the civil year 2016. 2017).
Germany	2018	Working hours recognised as full-time by respondent (self-designated) and 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)
Greece	2018	30 hours per week	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
Hungary	2018	Working hours recognized as full-time by respondent (self-designated)	Working full-time the whole reference period	Overtime not included	Bonuses not included	Before income tax	Not reported
Iceland	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Ireland	2018	Minimum of 30 hours per week	Not reported	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	2018	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Not reported	Not reported
Italy	2016	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	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
Korea	2018	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, 2016). There is no information about the status after the end of the reference period.
Latvia	2018	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	2018	35 and more hours per week	employees working full-time 45 weeks and more	Overtime included	Bonuses included	Before income tax	Not reported
Luxembourg	2018	Working hours recognized as full-time by respondent (self-designated)	Working full-time at the time of the survey	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
Mexico	2018	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	2018	Not reported	Working full-time the whole reference period	Overtime included	Bonuses not included	Before income tax	Not reported
New Zealand	2018	30 hours a week or more	Working full-time at the time of the survey	Overtime not included	Bonuses not included	Before income tax	Is a student in the reference week
Norway	2018	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	2018	>=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	2018	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	2018	36 hours per week	Not reporyed	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
Slovenia	2018	36 hours per week	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
Spain	2017	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	2018	The employers decide if it is full time or not, based on the employee contract. Full time can vary between 38 and 40 hours	Full year for the whole reference period, full time in november each year, which is the reference period of the survey	Overtime included	Bonuses included	Before income tax	A 'student' is studying during at least one of the two semesters (spring or autumn 2018)
Switzerland	2018	30 hours per week	Working full-time at the time of the survey and 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
Turkey	2018	30 and upper hours per week is treated as full-time work	We ask working full-time for only main job at the time of the survey. We have full year status of working household member. (e.g. household member is working full-time, part-time as wage and salary and casula income earner in January/February..etc)	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	2018	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	2018	35 hours per week	Working full-time the whole reference period	Overtime included	Bonuses included	Before income tax	The question asks individuals ages 16-54, "Last week was X attending or enrolled in a high school, college, or university?"
Argentina	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Brazil	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Country	Reference period	Full-time definition	Full-time method	Inclusion of overtime payment	Inclusion of bonuses	Tax treatment	Student status definition
China	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Costa Rica	2018	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)
India	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
Russian Federation	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
South Africa	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

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Actual earnings data for EAG 2020

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 (2018)

Table X3.A4.b

Actual earnings of full-time workers, by educational attainment, age group and gender (2018)

StatLink: <https://doi.org/10.1787/888934166365>

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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 is the Structure of Earnings Survey, which is conducted every 5 years. The latest reference year is 2014 and new data will be available in September, 2020. [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](#)

Sweden: Data from total registers for year 2017 while previous years data was from EU Statistics on Income and Living Conditions (EU-SILC), therefore there is a break in time series. [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](#)

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

	A5
	Methodology
	Source
Australia	AUS
Austria	AUT
Belgium	
Canada	CAN
Chile	
Colombia	
Czech Republic	
Denmark	DNK
Estonia	EST
Finland	
France	
Germany	DEU
Greece	
Hungary	HUN
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Lithuania	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Slovak Republic	
Slovenia	SVN
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	UKM
United States	
Argentina	
Brazil	
China	
Costa Rica	
India	
Indonesia	
Russian Federation	
Saudi Arabia	
South Africa	

Methodology

Table X3.A5.1. Formula for benefits in EAG 2020

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

	Formula in EAG 2020
Gross earnings benefits	$EP_{z,j,s} = (E_{z,j,s} * ER_{z,j,s}) - (E_{z-1,j,s} * ER_{z-1,j,s})$
Income tax effect	$TE_{z,j,s} = (T_{z,j,s} * ER_{z,j,s}) - (T_{z-1,j,s} * ER_{z-1,j,s})$
Social contribution effect	$SCE_{z,j,s} = (SC_{z,j,s} * ER_{z,j,s}) - (SC_{z-1,j,s} * ER_{z-1,j,s})$
Total benefits	TB= EP+TE+SCE

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 (2018), *Taxing Wages 2018*, OECD Publishing, Paris, https://www.oecd-ilibrary.org/taxation/taxing-wages-2018_tax_wages-2018-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 (2018), *Taxing Wages 2017*, OECD Publishing, Paris, https://www.oecd-ilibrary.org/taxation/taxing-wages-2018_tax_wages-2018-en.

Share of students with earnings: OECD Network on Labour Market and Social Outcomes earnings data collection. If not available, the employment rate of students is taken from the 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

Australia: ISCED 3 includes Year 12 and Certificate III programs in Australia. These programs have significant differences in employment rates, earnings and costs. However, they are combined in this indicator.

Household expenditure on education, used to calculate private direct costs, does not include payments for private tutoring. Average private costs for ISCED 3 general programs combine fees for public and private schools in Australia, which are significantly different. Private costs for VET programs in Australia are underestimated due to the lack of data on expenditure by private VET institutions. This affects the results for ISCED 3 and ISCED 5 programs. Private costs also include international student fees in Australia which are generally substantially higher than fees for national students. Finally, the average private costs do not take into account the effect of income contingent loans that allow most national tertiary students to defer paying tuition fees until they are earning a significant income.

Employment, earnings and tax figures are for all residents in Australia. They include residents who obtained their qualification outside Australia, which may have had a significantly different private cost and no Australian public cost. [Back to main table for this indicator](#)

Austria: Household expenditure on education, used to calculate private direct costs, does not include payments outside educational institutions for goods (required or not required for participation). [Back to main table for this indicator](#)

Canada: Household expenditure on upper secondary education, used to calculate private direct costs, does not include payments outside educational institutions. [Back to main table for this indicator](#)

Denmark: The reference year for the financial data used to calculate the public and private direct costs is 2014 instead of 2017. [Back to main table for this indicator](#)

Estonia: Household expenditure on education, used to calculate private direct costs, does not include payments outside educational institutions for goods not required for participation or for private tutoring. [Back to main table for this indicator](#)

Germany: Household expenditure on education, used to calculate private direct costs, includes payments by other non-educational private entities. [Back to main table for this indicator](#)

Hungary: Household expenditure on education, used to calculate private direct costs, includes payments by other non-educational private entities. [Back to main table for this indicator](#)

Slovenia: Household expenditure on education, used to calculate private direct costs, does not include payments outside educational institutions for goods not required for participation or for private tutoring. [Back to main table for this indicator](#)

United Kingdom: Household expenditure on upper secondary and short-cycle tertiary education, used to calculate private direct costs, does not include payments outside educational institutions. Household expenditure on bachelor's, master's and doctoral programmes does not include payments for private tutoring. [Back to main table for this indicator](#)

INDICATOR A6: How are social outcomes related to education?

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

Methodology

Table A6.1. Percentage of 15-year-old students who reported being exposed to different forms of bullying at least a few times a month, by parents' educational attainment (2018)

Variables included in this table are based on the Programme for International Student Assessment (PISA) and reflect the share of 15 year-old students surveyed who answered “a few times a month” or “once a week or more” to the following six questions:

ST038 During the past 12 months, how often have you had the following experiences in school?

(Some experiences can also happen in social media.)

(Please select one response in each row.)

		<i>Never or almost never</i>	<i>A few times a year</i>	<i>A few times a month</i>	<i>Once a week or more</i>
ST038Q03NA	Other students left me out of things on purpose.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q04NA	Other students made fun of me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q05NA	I was threatened by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q06NA	Other students took away or destroyed things that belonged to me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q07NA	I got hit or pushed around by other students.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄
ST038Q08NA	Other students spread nasty rumours about me.	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂	<input type="checkbox"/> ₀₃	<input type="checkbox"/> ₀₄

The data on “Exposure to any type of bullying act” refers to students who answered “a few times a month” or “once a week or more” to one of the six questions on experience of bullying.

Parents' educational attainment corresponds to the highest educational attainment reached by either parents and is based ISCED-97. **Below upper secondary** means that both parents have attained ISCED-97 level 0, 1, 2 or 3C short programmes. **Upper secondary or post-secondary non-tertiary** means that at least one parent (whether mother or father) has attained ISCED-97 level 3A, 3B, 3C long programmes, or ISCED level 4. **Tertiary** means that at least one parent (whether mother or father) has attained ISCED-97 level 5A, 5B or 6. The following questions are used for parents' educational attainment:

ST005 What is the <highest level of schooling> completed by your mother?

If you are not sure which response to choose, please ask the <test administrator> for help.

(Please select one response.)

ST005Q01TA	<ISCED level 3A>	<input type="checkbox"/> ₀₁
ST005Q01TA	<ISCED level 3B, 3C>	<input type="checkbox"/> ₀₂
ST005Q01TA	<ISCED level 2>	<input type="checkbox"/> ₀₃
ST005Q01TA	<ISCED level 1>	<input type="checkbox"/> ₀₄
ST005Q01TA	She did not complete <ISCED level 1>	<input type="checkbox"/> ₀₅

ST006	Does your mother have any of the following qualifications?		
	<i>If you are not sure how to answer this question, please ask the <test administrator> for help.</i>		
	<i>(Please select one response in each row.)</i>		
		<i>Yes</i>	<i>No</i>
ST006Q01TA	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q02TA	<ISCED level 5A>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q03TA	<ISCED level 5B>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST006Q04TA	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST007	What is the <highest level of schooling> completed by your father?		
	<i>If you are not sure which response to choose, please ask the <test administrator> for help.</i>		
	<i>(Please select one response.)</i>		
ST007Q01TA	<ISCED level 3A>		<input type="checkbox"/> ₀₁
ST007Q01TA	<ISCED level 3B, 3C>		<input type="checkbox"/> ₀₂
ST007Q01TA	<ISCED level 2>		<input type="checkbox"/> ₀₃
ST007Q01TA	<ISCED level 1>		<input type="checkbox"/> ₀₄
ST007Q01TA	He did not complete <ISCED level 1>		<input type="checkbox"/> ₀₅
ST008	Does your father have any of the following qualifications?		
	<i>If you are not sure how to answer this question, please ask the <test administrator> for help.</i>		
	<i>(Please select one response in each row.)</i>		
		<i>Yes</i>	<i>No</i>
ST008Q01TA	<ISCED level 6>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q02TA	<ISCED level 5A>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q03TA	<ISCED level 5B>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂
ST008Q04TA	<ISCED level 4>	<input type="checkbox"/> ₀₁	<input type="checkbox"/> ₀₂

Table A6.2. Percentage of 15-year-old students who agreed or strongly agreed with statements about bullying, by parents' educational attainment (2018)

Variables included in this table are based on the Programme for International Student Assessment (PISA) and reflect the share of 15 year-old students surveyed who answered "agreed" or "strongly agreed" to the following questions:

ST207 **To what extent do you agree with the following statements?**
(Please select one response in each row.)

		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
ST207Q01HA	It irritates me when nobody defends bullied students.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
ST207Q02HA	It is a good thing to help students who can't defend themselves.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
ST207Q03HA	It is a wrong thing to join in bullying.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
ST207Q04HA	I feel bad seeing other students bullied.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04
ST207Q05HA	I like it when someone stands up for other students who are being bullied.	<input type="checkbox"/> 01	<input type="checkbox"/> 02	<input type="checkbox"/> 03	<input type="checkbox"/> 04

For Parents' educational attainment, please refer to the explanations provided for **Table A6.1.**

Table A6.3. Political engagement, by educational attainment (2016 or 2018)

Variables included in this table are based on the European Social Survey (ESS) (2018) and the International Social Survey Programme (ISSP).

Data on interest in politics based on ESS reflect the share of adults who answered by "quite interested" or "very interested" to the following question:

SECTION B

Now we want to ask a few questions about politics and government.

B1 How interested would you say you are in politics – are you... **READ OUT...**

- very interested, 1
- quite interested, 2
- hardly interested, 3
- or, not at all interested? 4

- (Refusal) 7
- (Don't know) 8

Data on interested in politics based on ISSP reflect the share of adults who answered by "somewhat interested", "fairly interested" or "very interested" to the following question:

(Q10 2006)

Now some more questions about politics

15. How interested would you say you personally are in politics?

((PLEASE TICK ONE BOX ONLY))

- (✓)
- Very interested
- Fairly interested
- Somewhat interested
- Not very interested
- Not at all interested
- Can't choose

Data on political efficacy based on ESS reflect the share of adults who answered by “some”, “a lot” or “a great deal” to the following question:

B2 CARD 5 How much would you say the political system in [country] allows people like you to have a say in what the government does?

- Not at all 1
 Very little 2
 Some 3
 A lot 4
 A great deal 5
- (Refusal) 7
 (Don't know) 8

Data on political efficacy based on ISSP reflect the share of adults who answered by "disagree" or "strongly disagree" to the following question:

(Q11 2006)

16. Please tick one box on each line to show how much you agree or disagree with each of the following statements.

((PLEASE TICK **ONE** BOX ON EACH LINE))

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Can't choose
a. People like me don't have any say about what the government does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

An analysis to compare the distribution of the educational attainment between ESS 2018 / ISSP 2016 and Indicator A1 as been conducted. Results are presented in the following StatLink: <https://doi.org/10.1787/888934166365..>

Table A6.4 (web only). Percentage of 15-year-old students who reported being exposed to different forms of bullying at least a few times a month, by students' expected level of educational attainment (2018)

Variables included in this table are based on the Programme for International Student Assessment (PISA). See **Table A6.1.** for information on bullying variables. For students' expected level of educational attainment, **below upper secondary** stands for students who expect to complete ISCED-97 level 2 or 3C short programmes. **Upper secondary or post-secondary non-tertiary** stands for students who expect to complete ISCED-97 level 3A, 3B, 3C long programmes, or ISCED level 4. **Tertiary** stands for students who expect to complete ISCED-97 level 5A, 5B or 6. The data are based on the following questions:

ST225 Which of the following do you expect to complete?

(Please select all that apply.)

ST225Q01HA	<ISCED level 2>	<input type="checkbox"/>
ST225Q02HA	<ISCED level 3B or C>	<input type="checkbox"/>
ST225Q03HA	<ISCED level 3A>	<input type="checkbox"/>
ST225Q04HA	<ISCED level 4>	<input type="checkbox"/>
ST225Q05HA	<ISCED level 5B>	<input type="checkbox"/>
ST225Q06HA	<ISCED level 5A or 6>	<input type="checkbox"/>

Table A6.5 (web only). Percentage of 15-year-old students who agreed or strongly agreed with statements about bullying, by students' expected level of educational attainment (2018)

See **Table A6.1.** for information on bullying variables. See **Table A6.4 (web only)** for information on students' expected level of educational attainment.

Table A6.6 (web only). Distribution of parents' educational attainment and expected level of educational attainment of 15-year-old students (2018)

Variables included in this table are based on the Programme for International Student Assessment (PISA). This table provides context for the other PISA tables and charts included in this Indicator. See **Table A6.1.** for information on parents' educational attainment. See **Table A6.4 (web only)** for information on students' expected level of educational attainment.

The data on students' expected level of educational attainment may slightly differ from the data published in Table II.B1.6.4 (OECD, 2019). This is due to a different treatment of missing data. There are about 9000 cases where students have not checked any of the boxes on educational attainment expectation. These cases were kept in the denominator in Table II.B1.6.4 while they were excluded in this Indicator.

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

Source

Table A6.1. Percentage of 15-year-old students who reported being exposed to different forms of bullying at least a few times a month, by parents' educational attainment (2018)

- Programme for International Student Assessment (PISA)

Table A6.2. Percentage of 15-year-old students who agreed or strongly agreed with statements about bullying, by parents' educational attainment (2018)

- Programme for International Student Assessment (PISA)

Table A6.3. Political engagement, by educational attainment (2016 or 2018)

- European Social Survey (ESS) (2018) and the International Social Survey Programme (ISSP)

Table A6.4 (web only). Percentage of 15-year-old students who reported being exposed to different forms of bullying at least a few times a month, by students' expected level of educational attainment (2018)

- Programme for International Student Assessment (PISA)

Table A6.5 (web only). Percentage of 15-year-old students who agreed or strongly agreed with statements about bullying, by students' expected level of educational attainment (2018)

- Programme for International Student Assessment (PISA)

Table A6.6 (web only). Distribution of parents' educational attainment and expected level of educational attainment of 15-year-old students (2018)

- Programme for International Student Assessment (PISA)

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Notes on specific countries

Chile: Recoding of educational attainment variable in ISSP 2016: Replace by "Tertiary" if DEGREE is equal to "Post-secondary, non-tertiary". [Back to main table for this indicator](#)

Israel: Recoding of educational attainment variable in ISSP 2016: Replace by "Below upper secondary" if IL_DEGR is equal to 1, 2, 3 or 6. Replace by "Upper secondary or post-secondary non-tertiary" if IL_DEGR is equal to 4, 5, 7, 8, 9, 10 or 12. Replace by "Tertiary" if IL_DEGR is equal to 11, 13 or 14. [Back to main table for this indicator](#)

New Zealand: Recoding of educational attainment variable in ISSP 2016: Replace by "Upper secondary or post-secondary non-tertiary" if NZ_DEGR is equal to 6. [Back to main table for this indicator](#)

Slovak Republic: Recoding of educational attainment variable in ISSP 2016: Replace by “Below upper secondary” if SK_DEGR is equal to 1, 2 or 3. Replace by “Upper secondary or post-secondary non-tertiary” if SK_DEGR is equal to 4, 5, 6, 7, 8 or 9. Replace by “Tertiary” if SK_DEGR is equal to 10, 11 or 12. [Back to main table for this indicator](#)

Sweden: Recoding of educational attainment variable in ISSP 2016: Replace by “Upper secondary or post-secondary non-tertiary” if SE_DEGR is equal to 6. Replace by “Tertiary” if SK_DEGR is equal to 10, 11 or 12. [Back to main table for this indicator](#)

United States: Recoding of educational attainment variable in ISSP 2016: Replace by “Tertiary” if DEGREE is equal to “Post-secondary, non-tertiary”. [Back to main table for this indicator](#)

RÉFÉRENCE

OECD (2019), *PISA 2018 Results (Volume II): Where All Students Can Succeed*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/b5fd1b8f-en>.

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

A7

[Methodology](#)

[Source](#)

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

Methodology

Table A7.1 Share of employed adults participating in non-formal education and training, by size and sector of enterprise, job-relatedness and employer sponsorship (2016)

Data for European countries are from the Adult Education Survey (AES) and data for non-European countries are from the Survey of Adult Skills (PIAAC).

Data from the AES refer to adults who reported participating in at least one non-formal education and training activity. Data from the AES for this table have been extracted for the OECD and are not published on the Eurostat database. The SAS syntax used to extract the data is available in the following StatLink: <https://doi.org/10.1787/888934166365>.

For data from the Survey of Adult Skills the following variables and SAS syntax are used:

Age group

Table X3.A7.1: Codes from the Survey of Adult Skills (PIAAC) database for age group

AGEG10LFS	Age in 10 year bands (derived)
24 or less	1
25-34	2
35-44	3
45-54	4
55 plus	5

Participation in non-formal education

Table X3.A7.2: Codes from the Survey of Adult Skills (PIAAC) database for participation in formal and/or non-formal education

NFE12	Participated in non-formal education in 12 months preceding survey (derived)
Did not participate in NFE	0
Participated in NFE	1

Job-related non-formal education

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

NFE12JR	Participated in non-formal education for job-related reasons in 12 months preceding survey (derived)
Did not participate in NFE for JR reasons	0
Participated in NFE for JR reasons	1

Employer sponsorship

```

/*money consideration*/
if b_q16 in (1,2) then sponsored=1;
else if b_q16 in (3,4,5) then sponsored=0;
else sponsored=.;

/*time consideration*/
if b_q15b in (1,2,3) then sponsored=1;

```

Table X3.A7.4: Codes from the Survey of Adult Skills (PIAAC) database for financial employer support

B_Q16	Activities - Last year - Grant from employer
Yes, totally	1
Yes, partly	2
No, not at all	3

There were no such costs	4
No employer or prospective employer at that time	5

Table X3.A7.5: Codes from the Survey of Adult Skills (PIAAC) database for working time employer support

B_Q15b	Activities - Last year - During working hours
Only during working hours	1
Mostly during working hours	2
Mostly outside working hours	3
Only outside working hours	4

Table A7.2 Annual hours of participation in formal and/or non-formal education and training, by educational attainment (2016)

For countries based on the Adult Education Survey (AES), details related to the methodology can be found at: <https://circabc.europa.eu/ui/group/d14c857a-601d-438a-b878-4b4cebd0e10f/library/c28a2e5b-ecdf-4b07-ac2f-f3811d032295/details>.

Data for European countries are available on Eurostat database: trng_aes_148.

For data from the Survey of Adult Skills the following variables and SAS syntax are used:

Number of hours of participation in non-formal education is based on the derived variable NFEHRS.

Educational attainment

The 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.A7.7: 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.A7.8: 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

Information on derived variables can be consulted via the following link: http://www.oecd.org/skills/piaac/codebook%20for%20DVs%203_16%20March%202015.docx

Table A7.3 Annual training costs, by size of enterprise (2015)

The source data for this table is CVTS, there is no equivalence in the Survey of Adult Skills (PIAAC) for this table.

Data for European countries are available on Eurostat database: trng_cvt_19s and trng_cvt_16s.

For the training costs per participant in equivalent USD converted using PPP for GDP, the conversion into national currency was done using historical conversion from www.xe.com. The conversion into PPP for GDP was done using value published in OECD.Stat for 2015 under “Prices and Purchasing Power Parities (PPP) Statistics”/ “Purchasing Power Parities (PPP) Statistics”/ “PPPs and exchange rates”.

Table A7.4 (web only). Share of enterprises providing continuing vocational training, by size of enterprise and type of training (2015)

The source data for this table is CVTS, there is no equivalence in the Survey of Adult Skills (PIAAC) for this table. Switzerland and Turkey have provided data directly from their national survey.

Data for European countries are available on Eurostat database: trng_cvt_01s.

Information on derived variables can be consulted via the following link: http://www.oecd.org/skills/piaac/codebook%20for%20DVs%203_16%20March%202015.docx

Table A7.5 (web only). Share of adults participating in formal and/or non-formal education and training, by educational attainment (2016)

For countries based on the Adult Education Survey (AES), details related to the methodology can be found at: <https://circabc.europa.eu/ui/group/d14c857a-601d-438a-b878-4b4cebd0e10f/library/c28a2e5b-ecdf-4b07-ac2f-f3811d032295/details>.

For data from the Survey of Adult Skills the following variables are used:

Participation in formal and/or non-formal education

Table X3.A7.9: 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

Participation in formal education

Table X3.A7.10: Codes from the Survey of Adult Skills (PIAAC) database for participation in formal education

FE12	Participated in formal education in 12 months preceding survey (derived)
Did not participate in FE	0
Participated in FE	1

Participation in non-formal education

Table X3.A7.11: Codes from the Survey of Adult Skills (PIAAC) database for participation in formal and/or non-formal education

NFE12	Participated in non-formal education in 12 months preceding survey (derived)
Did not participate in NFE	0
Participated in NFE	1

For educational attainment refer to Table A7.2.

Source

Tables A7.1 Share of employed adults participating in non-formal education and training, by size and sector of enterprise, job-relatedness and employer sponsorship (2016)

Table A7.2. Annual hours of participation in formal and/or non-formal education and training, by educational attainment (2016)

For the two Tables, the source is:

- Adult Education Survey (AES) for European OECD countries.
- The OECD Programme for the International Assessment of Adult Competencies (the Survey of Adult Skills [PIAAC]) for: Australia, Canada, Chile, Israel, Japan, Korea, Mexico, New Zealand, the Russian Federation and the United States.

Table A7.3. Annual training costs, by size of enterprise (2015)

- Continuing Vocational Training Survey (CVTS) for all countries with data, except for Switzerland that provided data from its national survey.

Table A7.4 (web only). Share of enterprises providing continuing vocational training, by size of enterprise and type of training (2015)

- Continuing Vocational Training Survey (CVTS) for all countries with data, except for Switzerland and Turkey that provided data from their national survey.

Table A7.5 (web only). Share of adults participating in formal and/or non-formal education and training, by educational attainment (2016)

- Adult Education Survey (AES) for European OECD countries.
- The OECD Programme for the International Assessment of Adult Competencies (the Survey of Adult Skills [PIAAC]) for: Australia, Canada, Chile, Israel, Japan, Korea, Mexico, New Zealand, the Russian Federation and the United States.

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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 complete 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 do vocational education systems differ around the world?](#)

[Indicator SDG: Youth in the Education Sustainable Development Goal](#)

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 2018: 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?

B1	
	Methodology Sources
Australia	AUS
Austria	AUT
Belgium	BEL
Brazil	BRA
Canada	CAN
Chile	CHL
Czech Republic	CZE
Denmark	
Estonia	EST
Finland	
France	FRA
Germany	DEU
Greece	
Hungary	HUN
Iceland	
Ireland	IRL
Israel	ISR
Italy	ITA
Japan	JPN
Korea	
Latvia	LVA
Luxembourg	LUX
Mexico	MEX
Netherlands	NLD
New Zealand	NZL
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	SVN
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 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

Data generally refer to the school year 2017/18. 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 X3.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, 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

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Australia	05-Aug-18	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-17	One day	Snapshot	School Statistics	Annual Census	Student level data
Belgium	01-Feb-18	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-18	One day	Snapshot (one month after the schoolyear start)	Elementary-Secondary Education Survey (ESES)	n/a	Aggregate Level
Chile	30-Apr-18	n/a	Snapshot	Ministry of Education of Chile	Census by school	Student Level

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Colombia	31-Dec-18	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
Czech Republic	31-Dec-17 for post-secondary non-tertiary programmes 30-Sep-17 for all other programmes	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a
Denmark	01-Oct-17	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level
Estonia	10-Nov-17	One day	Register is updated according to the changes every day, data for statistics is taken on 10-Nov-16	Estonian Education Information System	Register Data	Student level
Finland	20-Sep-17	ISCED 1-3: One Day	ISCED 1-3: Snapshot	Statistics Finland's data collections	Total data collection from institutions	Student Level
France	15-Jan-18	One day	Snapshot	Ministry of National Education and Youth - Directorate of Evaluation, Forecasting and Performance Monitoring Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate	Annual Census	Student Level (But no unique identifier)
Germany	01-Sep-17 30-Jun-17 for training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) - ISCED 353	One day	Snapshot (as a rule four weeks after the beginning of the school year)	Federal Statistical Office, Youth Welfare Statistics; Federal Statistical Office, General school statistics; Federal Statistical Office, Vocational school statistics Statistics on Personnel in the Public Service; Federal Statistical Office (2019)	Administrative data	n/a
Greece	20-May-18	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-17	One day	Snapshot	Köznevelési Statisztikai Évkönyv (Statistical Yearbook of Public Education)	Annual Census	n/a
Iceland	15-Oct-17	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-17	Year	Mixed - snapshot year-round methods	ISCED 1 Primary Online Database, Private Primary Census ISCED 2, 3 and 4- Post Primary Online Database	Annual Censuses	n/a
Israel	01-Sep-17 for post-secondary non-tertiary programmes 30-Jun-18 for all other non-tertiary programmes	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

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Italy	01-Jan-18	n/a	n/a	n/a	n/a	n/a
Japan	01-Oct-17 for population data; 01-May-17 for enrolment	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a
Korea	01-Apr-18	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-17	One day	Snapshot (First day of next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a
Lithuania	01-Oct-17 for post-secondary non-tertiary programmes 01-Sep-17 for all other non-tertiary programmes	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
Luxembourg	30-Oct-17	n/a	n/a	ISCED 0-3: Databases of the Ministry of Education, Childhood and Youth	n/a	n/a
Mexico	30-Sep-17	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	School level
Netherlands	31-Dec-17 for primary education 01-Oct-17 for all other programmes	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-17	n/a	n/a	Statistics Norway	Register Data	Student Level
New Zealand	01-Jul-18	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-17	One day	Snapshot	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Register Data	Student Level
Portugal	31-Dec-17	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-17	n/a	n/a	Database of processing statistical of schools, Statistická ročenka školstva (Statistical Yearbook of Education)	n/a	n/a
Slovenia	1-Oct-17	One day: full-time participants (youth); whole school year (part-time participants-adults)	Snapshot (full-time-youth); Year-round (part-time-adults)	Statistical Office of the Republic of Slovenia, Ministry of Education, Science and Sport	Statistical survey based on register data	Student level
Spain	31-Oct-17	One day	Snapshot (one or two months after the beginning of the school year)	Non-university Education Statistics - Ministry of Education and Vocational Training. Other statistics on education and training	Register data	n/a

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Sweden	15-Oct-2017	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-17	One day	Snapshot (one month after the schoolyear start, or sometimes, for administrative reasons, November 15th)	Statistics on pupils and students		Student Level
				(census at school level)	Census by school year	(Full collection)
Turkey	01-Dec-17	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	18-Jan-18 Data collection dates differ in Northern Ireland, Scotland and Wales	One Week Whole year for vocational programmes	Snapshot year-round counting for vocational programmes	ISCED 1, 24, 34: UK Education and Training Statistics (ETS). Provides data on formal school settings in England, Wales, Northern Ireland and Scotland. Data is collated from School Census data collected in each UK nation. ISCED 25, 35: Data in vocational settings are collated from different sources in each of the four UK countries: England: the Individualised Learner Record (ILR). Wales: the Welsh Government's Lifelong Learning Wales Record (LLWR). Scotland: Scottish Funding Council. Northern Ireland: Consolidated Data Return (CDR)	n/a	Student Level
United States	01-Sep-17	n/a	Estimation from cross-sectional data	Common Core of Data; Private School Survey; Current Population Survey	Cross-sectional data	n/a
Brazil	25-May-18	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
Costa Rica	08-Apr-18	n/a	n/a	Initial School Census of the Department of Statistical Analysis of the Ministry of Public Education	n/a	n/a
Russian Federation	15-Oct-17	One school year	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

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Australia	05-Aug-18	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-Nov-17	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-18	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-18	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-18	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
Colombia	11-Jun-18	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
Czech Republic	30-Sep-17 for short-cycle tertiary programmes 31-Dec-17 for other tertiary programmes	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a	n/a
Denmark	01-Oct-17	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level	n/a
Estonia	10-Nov-17	One day	Register is updated according to the changes every day, data for statistics is taken on 10-Nov-16	Estonian Education Information System	Yes	Student level	n/a

Finland	20-Sep-17	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-18	One day	Snapshot	Ministry of National Education and Youth - Directorate of Evaluation, Forecasting and Performance Monitoring Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate	Annual Census	Student Level	n/a
Germany	01-Sep-17	Registration and re-registration periods	Snapshot	Federal Statistical Office, Vocational School Statistics; Federal Statistical Office, University statistics; Federal Statistical Office, Statistics on Vocational academies	Administrative data	Student level	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
Greece	20-May-18	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-17	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-17	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-17	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	01-Oct-17 for short-cycle tertiary programmes 01-May-18 for other tertiary education	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-18	n/a	n/a	Ministry of Education, University and Research	n/a	n/a	n/a
Japan	01-Oct-17 for population data; 01-May-17 for enrolment	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a	n/a
Korea	01-Apr-18	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	n/a	n/a	n/a
Latvia	10-Oct-17	One day	Snapshot (Next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a	n/a
Lithuania	01-Oct-17	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
Luxembourg	30-Oct-17	n/a	n/a	Administrative data	n/a	n/a	n/a
Mexico	30-Sep-17	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	31-Dec-17 for doctoral programmes 01-Oct-17 for all other programmes	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-17	n/a	n/a	Statistics Norway	Register Data	Student Level	n/a
New Zealand	01-Jul-18	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
Poland	30-Sep-17	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-17	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	15-Sep-17 for short-cycle tertiary programmes 31-Oct-17 for other tertiary programmes	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	30-Oct-17	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-17	ISCED 5: One Day ISCED 6 to 8: School Year	ISCED 5: Snapshot ISCED 6 to 8: Year-round counting	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Universities. Other statistics on education and training	Register Data	n/a	We do not include students from some programmes where duplications could be significant (a part of arts and foreign languages programmes)
Sweden	01-Jul-18	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 in two institutions), he/she is counted at the programme of the highest ISCED level
Switzerland	15-Nov-17 for short-cycle tertiary programmes 15-Oct17 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-17	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	n/a	Whole Year	Year-round counting (From August 1st year n to July 31st year n+1)	ISCED 54, 64, 74, 84: Higher Education Statistical Agency (HESA). Provides data on Higher Education institutions across England, Northern Ireland, Scotland, and Wales ISCED 55+: Data in vocational settings are collated from different sources in each of the four UK countries: England: the Individualised Learner Record (ILR). Wales: the Welsh Government's Lifelong Learning Wales Record (LLWR). Scotland: Scottish Funding Council. Northern Ireland: Consolidated Data Return (CDR)	n/a	Student Level	n/a

United States	01-Sep-17	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-17	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
Costa Rica	08-Apr-18	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
Russian Federation	15-Oct-17	One school year	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a	n/a

Notes on specific countries

Australia: Break in series in 2018. The methodology to attribute students to public and private institutions at ISCED levels 3 to 5 and to attribute students to vocational programmes at ISCED levels 2 to 5 was improved. [Back to main table for this indicator.](#)

Austria: Data exclude 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.](#)

Chile: As of 2018, Chile revised the methodology to attribute students to upper secondary general and vocational programmes. This was done to better reflect the structure of upper secondary education, in which two years of upper secondary education are taught under a general formation programme in sciences and humanities. After the successful completion of the second year, students can opt to continue in a differentiated general or vocational programme for the remaining two years of upper secondary education. The revised methodology was implemented for years 2015-2018. [Back to main table for this indicator.](#)

Czech Republic: Break in series in 2017/18. The 2016 Higher Education Law introduced new study programmes, the fields of a small number of old study programmes was reclassified for better quality data. A new data collection was introduced for post-secondary non-tertiary education, resulting in a lower total number of students at this level. A new data collection was introduced for bachelor's, master's and equivalent, resulting in a lower total number of part-time students at these levels. [Back to main table for this indicator.](#)

Estonia: The classification of institutions was modified in 2017 (school year 2016/17). The majority of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility between year 2016 and year 2017. [Back to main table for this indicator.](#)

France: The classification of students by type of institutions at ISCED levels 4-8 changed as of school year 2017/18. In addition, there is a break in time-series in the classification by field of education due to change in methodology as of school-year-2017/18. [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. Enrolment data for 2005 were proxied by 2006 data. [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. The programme orientation of 'Upper vocational grammar schools' has been modified and is no longer qualify as general, but as vocational programmes; this reform was introduced in the 2016/2017 academic year. [Back to main table for this indicator.](#)

Ireland: The data collection on ISCED 5 private institutions is on a voluntary basis and does not cover all enrolments at this level. All leaving certificate programmes are classified as secondary general education. SOLAS programmes were reported as post-secondary non-tertiary vocational programmes until year 2015/16, while the education level breakdown is available starting with year 2016/17 between upper secondary and post-secondary non-tertiary vocational programmes. [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. Data on ISCED 5 independent private institutions are no longer collected. [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. As of school year 2016/17, ISCED 4 enrolments are included with upper secondary education (ISCED 3). [Back to main table for this indicator.](#)

Japan: Full-time equivalents are calculated as the sum of the number of full-time students and 50% of the part-time students. [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.](#)

Mexico: Distance learning is included in enrolment figures as of year 2016/17. [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: "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. The reorganization of education system in Poland in 2017/18 includes changes in the primary and lower secondary education: lower secondary schools are to be abolished and replaced by 8-year-long primary school which covers two ISCED levels of primary and lower secondary education (so-called single structure education). All adult students (part-time students) of a new primary schools are reported on ISCED 2 level. [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.](#)

Slovenia: Break in series in data by field of study as of school year 2017/18 at ISCED level 8 for fields 05 Natural sciences, mathematics and statistics, 07 Engineering, manufacturing and construction, 08 Agriculture, forestry, fisheries and veterinary and 09 Health and Welfare. [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. Enrolment data are split between general/academic education programmes and vocational/professional programmes based on institution type. At ISCED 2-3 levels, programmes taken in school settings are classed as general and programmes taken in Further Education settings (e.g. FE colleges) are classed as vocational. At ISCED 5, programmes taken in university settings are classed as academic and programmes taken in Further Education settings (e.g. FE colleges) are classed as professional. ISCED 5 professional programmes also include a small number of bachelor’s professional programmes. [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. In 2018, the United States reclassified all the enrolment data on upper secondary education as general programmes. [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	AUS
Austria	
Belgium	BEL
Brazil	
Canada	
Chile	CHL
China	
Colombia	
Costa Rica	
Czech Republic	
Denmark	
England	
Estonia	EST
Finland	FIN
France	FRA
Germany	
Greece	GRC
Hungary	
Iceland	
India	
Indonesia	
Ireland	IRL
Israel	
Italy	
Japan	JPN
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	GBR
United States	

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

Data refer to the school year 2017/18 and financial year 2017. 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 (age at 1 April) is used as the reference date for enrolment statistics. In addition, 1 October (age at 30 September) is used as the reference date for enrolment statistics in day care centres. 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.

The concepts used to define full-time and part-time participation at other ISCED levels, such as study load, child participation, and the academic value or progress that the study represents, are not easily applicable to ISCED level 0. In addition, the number of daily or weekly hours that represent typical full-time enrolment in an education programme at ISCED level 0 varies widely between countries. Because of this, full-time-equivalents cannot be calculated for ISCED level 0 programmes in the same way as for other ISCED levels. It explains why expenditure per child are reported in Education at a Glance 2020 in head counts and not using full-time equivalents.

Estimated expenditure for all children aged 3 to 5 enrolled in ECEC and primary education are reported for the second time in Table B2.4. The calculation of this new measure is based on the distribution of children aged 3 to 5 enrolled in ISCED 01, ISCED 02 and primary education (ISCED 1). For each country, the calculation was based on what proportion of all children enrolled at each of these three ISCED levels were aged 3 to 5. For instance, in Australia, children aged 3 to 5 accounted for 5% of all children enrolled in ISCED 01, 99% of all children enrolled in ISCED 02 and 12% of all children enrolled in ISCED 1. These percentages were used to estimate total expenditure for all children aged 3 to 5 enrolled in ECEC and primary education. Thus, the figure for Australia is equivalent to:

5% of all expenditure allocated to ISCED 01 + 99% of all expenditure allocated to ISCED 02 + 12% of all expenditure allocated to ISCED 1.

A similar calculation was made for all countries.

Table X3.B2.1. Proportion of children aged 3-to 5 year-old among children of all ages enrolled at each ISCED level (2018)

	Early childhood development (ISCED 01)	Pre-primary education (ISCED 02)	Early childhood education (ISCED 0)	Primary education (ISCED 1)
Australia	6%	99%	60%	12%
Austria	19%	84%	73%	0%
Belgium	m	84%	m	0%
Canada	m	x	m	0%
Chile	11%	92%	75%	0%
Colombia	0%	95%	58%	4%
Czech Republic	a	78%	78%	0%
Denmark	1%	97%	63%	0%
Estonia	x	x	58%	0%
Finland	0%	70%	56%	0%
France	a	95%	95%	0%
Germany	0%	89%	65%	0%
Greece	73%	98%	91%	0%
Hungary	10%	81%	77%	0%

	Early childhood development (ISCED 01)	Pre-primary education (ISCED 02)	Early childhood education (ISCED 0)	Primary education (ISCED 1)
Iceland	0%	100%	68%	0%
Ireland	0%	100%	88%	16%
Israel	0%	96%	61%	0%
Italy	a	95%	95%	1%
Japan		98%	98%	0%
Korea	0%	100%	64%	0%
Latvia	0%	74%	59%	0%
Lithuania	0%	72%	59%	0%
Luxembourg	a	96%	96%	1%
Mexico	32%	98%	95%	4%
Netherlands	a	100%	100%	0%
New Zealand	0%	100%	60%	16%
Norway	0%	100%	64%	0%
Poland	a	72%	72%	0%
Portugal	a	96%	96%	0%
Slovak Republic	a	79%	79%	0%
Slovenia	0%	97%	68%	0%
Spain	0%	100%	74%	0%
Sweden	0%	73%	54%	0%
Switzerland	a	73%	73%	0%
Turkey	0%	100%	99%	4%
United Kingdom	0%	100%	80%	17%
United States	m	89%	m	1%
Argentina	m	m	m	m
Brazil	49%	94%	76%	1%
China	m	m	m	m
Costa Rica	49%	96%	93%	0%
India	m	m	m	m
Indonesia				
Russian Federation	0%	75%	64%	0%
Saudi Arabia	m	m	m	m
South Africa	m	m	m	m

Source: UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat

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 second time in a special survey administered by the OECD in 2019. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Australia: From the 2015 reference year, Australia reported full-time equivalent enrlnments in ISCED 0 as head counts. In previous years full-time equivalent enrolments were estimated based on the average hours per week. Thias 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 preivous 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. [Back to main table for this indicator.](#)

Belgium: Data on ISCED level 01 were revised for the period 2017-18 and only cover 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. For these reasons, enrolment figures have a lower coverage than the population, which leads to an underestimation of enrolment rates. [Back to main table for this indicator.](#)

Chile: The last level of ISCED 02 (Kinder, for 5 year old children) was established as mandatory through law 20.710 of 2013. However, the law that brings this norm to practice is currently in process of approval. [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. The classification of institutions was modified in 2017 (school year 2016/17). The majority of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Additionally it is important to take note, that educational expenditure comparison in ECEC can be done only since year 2014, because before that year 70% of the pre-primary education was considered non-educational and therefore not submitted to UOE data collection. As from 2014, all the expenditure (100%) on pre- primary education is considered educational. [Back to main table for this indicator.](#)

Finland: Age and gender distribution are partly estimated at ISCED 0. The distribution of expenditure to ISCED 01 Early childhood educational development and ISCED 02 Pre-primary education is an estimate based on the estimated difference between expenditure per children at ISCED 01 and ISCED 02. The estimate is based on the difference in stipulated group sizes at ISCED 01 and ISCED 02 (the stipulated group sizes are bigger in ISCED 02 than in ISCED 01).

France: From EAG2020 data on teachers have been backdated to 2009 using new source and methodology. Consequently data before 2009 cannot be presented. Data only covers educational system under the supervision of ministries of national education. The total of private institutions is equal to government-dependent private institutions. Data on independent private institutions are incomplete, but this is a sector with negligible weight. [Back to main table for this indicator.](#)

Greece: ISCED 01 was considered as incomplete and was reported as missing. [Back to main table for this indicator.](#)

Ireland: The expenditure on early childhood educational institutions figure (Table B2.4) 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.](#)

Japan: The coverage of staff (teachers, teachers' aides) in the Table showing child-to-staff ratios and the data reported in the indicator on financing of ECEC in ISCED 02 are limited to some ECEC services (Kindergartens and School for special needs education, Kindergarten department). Day care centre and integrated centre for early childhood education and care are excluded of these two indicators. [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.](#)

United Kingdom: From 2018, the methodology for calculating FT/PT/FTE enrolment in government dependent private institutions is based on 15 hours of provision to match with government policy (universal entitlement). Before 2018, intensity was based on 25 hours of provision. This presents a break in the time series. Enrolment figures in government dependent private institutions (in PERS-STU and FIN-STU ISCED 01) only cover pupils from the age at which they become eligible for some funded early education (from age 2 for selected pupils). This results in an underestimate of student figures at ISCED 01 level.

INDICATOR B3: Who is expected to complete upper secondary education?

B3	
Methodology Sources	
Austria	
Belgium (Flemish community)	BEL
Brazil	
Canada	
Chile	
Colombia	
Costa Rica	
Denmark	
Estonia	
Finland	
France	
Greece	GRC
Iceland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Lithuania	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Slovak Republic	
Slovenia	
Spain	
Sweden	SWE
Switzerland	
United States	USA

Sources and Methodology

OECD Ad-hoc survey on upper secondary completion rates, launched in November 2019. The source used for each country is specified in Table X3.B3.1.

True cohort and cross cohort methodologies:

There are two main methods for calculating completion rates, the true-cohort method and the cross-cohort method.

The **true-cohort** method requires following an entry cohort through a specific time frame, which in the case of this survey corresponds to the theoretical duration N and the theoretical duration plus two years ($N+2$). Only countries with longitudinal surveys or registers are able to provide such information. Panel data can be available

in the form of an individual student registry (a system including unique personal ID numbers for students) or a cohort of students used for conducting a longitudinal survey.

The **cross-cohort** method only requires the number of new entrants to a given ISCED level and the number of graduates N years later, where N corresponds to the theoretical duration of the programme. Under the assumption of constant student flows (constant increase or decrease in the number of students entering a given ISCED level throughout the years), the cross-cohort completion is closer to a total completion rate (i.e. the completion rate of all students, regardless of the time it took them to graduate). As such, in countries where a large share of students do not graduate “on-time” given the theoretical duration of the programme, the cross-cohort completion may be more comparable to longer time frames of the true-cohort completion.

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

Theoretical duration of secondary education (general and vocational programmes) used for the calculation of upper secondary completion rates

Country	General programmes	Vocational programmes	No breakdown
Austria	4 years	2, 3 or 4 years	n/a
Belgium (Flemish Community)	4 years	4 or 5 years	n/a
Brazil	3 years	3 years	n/a
Canada	n/a	n/a	3 years
Chile	4 years	2 years	n/a
Colombia	2 years	2 years	n/a
Costa Rica	2 years	3 years	n/a
Denmark	2, 3 or 4 years	n/a	n/a
Estonia	3 years	3 or 4 years	n/a
Finland	3 years	3 years	n/a
France	3 years	2 or 3 years	n/a
Greece	3 or 4 years	2, 3 or 4 years	n/a
Iceland	4 years	4 years	n/a
Israel	3 years	3 years	n/a
Italy	5 years	4 or 5 years	n/a
Japan	3 years	3 years	n/a
Korea	3 years	3 years	n/a
Latvia	3 years	3 or 4 years	n/a
Lithuania	2 years	3 years	n/a
Netherlands	2 or 3 years	2, 3 or 4 years	n/a
New Zealand	3 years	n/a	n/a
Norway	3 years	4 years	n/a
Poland	3 years	3 or 4 years	n/a

Country	General programmes	Vocational programmes	No breakdown
Portugal	3 years	3 years	n/a
Slovak Republic	4 or 5 years	2, 3, 4 or 5 years	n/a
Slovenia	4 years	2, 3 or 4 years	n/a
Spain	2 years	2 years	n/a
Sweden	3 years	3 years	n/a
Switzerland	3 or 4 years	2 years	n/a
United States	n/a	n/a	3 years

Table X3.B3.1 Sources and Methodology for upper secondary completion rate

Data sources

True cohort data	
Austria	School statistics
Flemish Comm. (Belgium)	Administrative registry data from the Ministry of Education & Training.
Brazil	The School Census (MEC/INEP)
Canada	Different data sources depending on the provinces and territories
Chile	School Census (via web application) for ISCED 0-3 levels.
Colombia	SIMAT - Integrated Enrollment System
Denmark	Danish Students Register (Statistics Denmark)
Estonia	Estonian Education Information Register
Finland	The data source is Statistics Finland. The data are produced by combining Statistics Finland's individual-based total data on students and graduates. The data on new entrants to education and on students are based on student data collected by Statistics Finland and the data on attained degrees and qualifications on Statistics Finland's Register of Completed Education and Degrees. The data have been collected by Statistics Finland via providers of education from educational institutions or directly from educational institutions.
France	The data source is a follow-up sample survey, called in French "le panel d'élèves".
Iceland	The Statistics Iceland Student Register and the Register of Graduations.
Israel	Administrative files from the Ministry of Education and the Ministry of Economy.
Italy	Administrative data
Latvia	State Education Information System
Lithuania	Administrative data source (Education Management Information System data)
Netherlands	Register data for upper secondary education.
New Zealand	Institutional and Central administrative databases.
Norway	The county authorities' main enrolment system (VIGO). The source used to produce completion rates is the National Education Database (NUDB - (register-based)).
Portugal	Public schools under the tutelage of the Ministry of Education, or private schools with an agreement with the Ministry of Education: Administrative registers.
Sweden	National register at the government authority for financial aid to students (CSN) and National register of grades from Swedish council for higher education (UHR)
Switzerland	The data are from the "Longitudinal Analysis in the field of education" (LABB) project. LABB is a harmonized database that gathers different register of education in Switzerland by linking different records through the social security number (pseudoanonymised).
United States	The High School Longitudinal Study of 2009 (HSL:09)

Cross cohort data

Costa Rica	Administrative records of the Department of Statistical Analysis and the Directorate of Quality Management and Education of the Ministry of Public Education (MEP)
Greece	MySchool's annual database for public schools, conducted by the Greek Ministry of Education, and Annual census surveys carried out by ELSTAT for private schools
Japan	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)
Korea	Basic statistics of Education, KEDI(Korean Educational Development Institute)
Poland	Database of the National Ministry of Education
Slovak Republic	Database of processing statistical reports of schools.
Slovenia	Statistical survey based on administrative data
Spain	Statistics on Non-University Education: Enrolment and Graduates

Notes on specific countries

Belgium (Flemish Community): The theoretical duration of all programmes is four years (two stages of two years), except for pupils in vocational secondary education (BSO) who graduate with a diploma of secondary education, in which case the theoretical duration is five years. Students in upper secondary BSO programmes can graduate in the second year of the third stage and receive a certificate of secondary education (equivalent to ISCED 353 – a vocational programme which does not provide access to tertiary education) or they can continue for an additional year in the third stage and graduate with a diploma of secondary education (ISCED 354 – a vocational programme which provides direct access to tertiary education). Based on this structure we report on entrants to BSO according to whether they attend the additional year and receive a diploma of secondary education or not. New entrants to ISCED 353 vocational programmes are all new entrants to BSO programmes minus those new entrants who later graduate from the third year of the third stage with a diploma of secondary education. Students who enrol in the third year of the third stage but drop out before they graduate are also counted as new entrants to ISCED 353 vocational programmes as they receive a certificate after the second year of the third stage. Students who receive a certificate of secondary education in N years (i.e. within the theoretical duration), but a diploma of secondary education in N+2 years are counted as new entrants to ISCED 353 vocational programmes who graduate within N years. [Back to main table for this indicator.](#)

Chile: The first two years of upper secondary education are taught under a general formation programme in sciences and humanities. After the successful completion of the second year, students can opt to continue in a differentiated general or vocational programme for the remaining two years of upper secondary education. [Back to main table for this indicator.](#)

Greece: Only 2-year vocational programmes and 3-year general programmes are included in the upper secondary completion rate indicator. [Back to main table for this indicator.](#)

United States: In the international classification (ISCED), upper secondary education refers only to grades 10-12 in the United States. If a considerable share of students drop out between grades 9 and 10, upper secondary completion rate figures in Indicator B3 may be overestimated compared to national figures that take into account grade 9. [Back to main table for this indicator.](#)

Sweden: The implementation of a new reform on upper secondary schools in 2011 affected negatively the completions rates from 2014. [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	DNK
England	
Estonia	EST
Finland	
France	FRA
Germany	DEU
Greece	GRC
Hungary	
Iceland	
Ireland	
Israel	
Italy	ITA
Japan	JPN
Korea	
Latvia	
Luxembourg	LUX
Mexico	MEX
Netherlands	NLD
New Zealand	
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	SAU
Scotland	
Slovak Republic	
Slovenia	SVN
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 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-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

Country	Data Col. Period	Sources	Methods
Argentina	01-04-2018/ 31-12-2018	Ministerio de Educación - Secretaría de Políticas Universitarias	n/a
Australia	2019-05-15	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	2017-10-01 (2017-11-01 for ISCEDs 6, 7 and 8)	Kindergarten-, School-, University - Statistics	Annual census
Belgium	2018-02-01	Flemish Community (BE): Education Database / French Community (BE): Comptage, SATURN et CREF	Administrative data
Brazil	n/a	n/a	n/a
Canada	n/a	n/a	n/a
Chile	2018-04-30	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	2018-12-31	Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8 Ministerio de Educación Nacional de Colombia	Administrative records from primary sources
Costa Rica	n/a	For ISCED levels 0-3, the source is the Initial School Census of the Department of Statistical Analysis of the Ministry of Public Education. For ISCED levels 5 to 8 the source is Oficinas de Registro de las Universidades Públicas, Consejo Nacional de Rectores-CONARE, Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	For ISCED levels 0 to 3, the method is to add the number of students reported by school officials only and exclusively at the first moment of data collection (March). For ISCED levels 5 to 8 there are administrative data.
Czech Republic	2017-09-30 (ISCED 3) 2017-12-31 (ISCED 6-8)	Ministry of Education, Youth and Sports databases	Individual registers, annual data collection, estimations
Denmark	2017-08-01	Longitudinal registers (Studentregister and Course Register / Qualifications register)	Entrants in the period 2018-08-01 to 2017-07-31
Estonia	2017-11-10	EHIS i.e "Eesti Hariduse Infosüsteem", in English - Estonian Education Information System.	Methodology has been changed to avoid double counting new entrants between years. Therefore the 2017 data are not comparable with data available for year 2016. Data on new entrants before 2017 is overestimated.

Country	Data Col. Period	Sources	Methods
Finland	2017-09-20	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	2018-01-01	Ministry of National Education and Youth - Directorate of Evaluation, Forecasting and Performance Monitoring - Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate - Ministry for Solidarity and Health, Ministry of Agriculture and Food, Ministry of Culture	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 2017/2018 : 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	2017-09-01	Federal Statistical Office (2018), Vocational school statistics; Federal Statistical Office (2018), University statistics; Federal Statistical Office (2019), Statistics on Vocational academies	n/a
Greece	2018-05-20	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, b) administrative sources for the public sector. Data on ISCED4 are derived from the Ministries of Education, Labour (OAED), Tourism & Health. 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. For ISCED 6-8 an annual census survey takes place, (ISCED 5 is not applicable)..	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.
Hungary	2017-10-01	Köznevelési Statisztikai Évkönyv 2018/2017 (Statistical Yearbook of Public Education 2018/2017), Felsőoktatási Információs Rendszer (Information System of Higher Education)	Yearly obligatory statistical survey of education (census)/ data transfer from administrative database
Iceland	2017-10-15	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 3-8. In this register students only appear once each year.	Each student is only counted once, in his main programme of study. ISCED 2011 code 667 and 767 (from new entrants to tertiary education (unduplicated count)) are excluded even though students have not previously studied in Iceland at level 6 or 7 respectively (since 1975).
India	2017-04-01 / 2018-03-31	Ministry of Human Resource Development	n/a
Indonesia	2018-01-01 / 2018-12-31	Ministry of Research, Technology and Higher Education	n/a
Ireland	2017-10-01	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	2018-06-30 2017-10-01 (ISCED 5) 2018-06-21 (ISCED 6 to 8)	Isced 3: Administrative files from the MoEd and the MofEc, Isced 6-8: The data on new entrants are based on administrative files from the institutions of higher education in Israel. Isced 5 (vocational) - administrative files from Ministry of Labor, Social Affairs and Social Services, MoEd, the Survey of Vocational training	n/a
Italy	2018-01-01	ISCED 3 – Census Survey ISCED 6 to ISCED 8 – Administrative Data	n/a
Japan	2017-05-01	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	2018-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Individuals are counted at the particular date (for new entrants, the date is the first day of entrance in March).

Country	Data Col. Period	Sources	Methods
Latvia	2017-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2017-09-01	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	2018-10-30 (ISCED 1 to 4) 2017-12-31 (ISCED 5 to 8)	ISCED 0-3: Databases of the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse for students following the Luxembourg. ISCED 5-8 administrative data Lycees and University	Count of individuals.
Mexico	2017-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions
Netherlands	2017-10-01 2017-12-31 (ISCED 1 and ISCED 8)	Education registers for all ISCED-levels except 8; Phd register for ISCED-8; Private education is not included.	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
New Zealand	2018-07-01	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.	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 2018 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. Counts for ECE (ISCED 1) are based on enrolments in the last week of June 2018. Counts for school levels (ISCED 1-34) are based on rolls as at 1 July 2018.
Norway	2017-10-01	Statistics Norway (http://www.ssb.no/en/utuvh/) (ISCED 0, 3-8) The Norwegian Directorate for Education and Training (ISCED 1-2 and adult education)	Administrative registers on enrolled students (count of individuals at October 1st, 2017). To provide entrants data, the dataset on enrolled students in 2017/2018 is compared with previous enrolment datasets to define new entrants. ISCED 1 and 2 are from aggregated data sources.
Poland	2017-09-30	Statistics Poland Ministry of National Education, Ministry of Science and Higher Education	Full method/Change of data source. Data on new entrants in second-cycle and doctoral programmes are estimated on the basis of the POL-on system (administrative data). Previously estimations have been made on the basis of the results of S-10 survey (on tertiary education) and S-12 Survey (on scholarships, postgraduate and doctoral studies and employment in higher education institutions).
Portugal	2017-12-31	Real value of data collected from the annual Survey to all higher education institutions	Data refers to headcounts at a particular date
Russian Federation	2018-01-01	Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
Saudi Arabia	2018-09-01/2017-06-30	Ministry of Education/ Education Statistics Centre	n/a
Slovak Republic	2017-09-15 (ISCED 3 to 5) 2017-10-31 (ISCED 6 to 8)	Database of processing statistical of schools, (Statistical Yearbook of Education)	Data on the number of students enrolled
Slovenia	2017-10-01 (ISCED 3) 2017-10-30 (ISCED 5 to 8)	Statistical Office of the Republic of Slovenia	Data on the number of students enrolled
Spain	2017-10-31	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Universities. And another statistics on education and training	Statistics based on administrative data
Sweden	2018-10-15 (ISCED 3 to 4) 2018-07-01 (ISCED 5 to 8)	Student registers	Registers
Switzerland	2017-11-15 (ISCED 3 to 5)	Statistics on pupils and students / SHIS-SIUS Swiss Universities Information System	Full collection of data of pupils and students

Country	Data Col. Period	Sources	Methods
	2017-10-15 (ISCED 6 to 8)		
Turkey	2017-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2013-2014"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2018-01-18 (England only, dates differ in Wales, Northern Ireland and Scotland) Whole year for vocational and tertiary programmes	ISCED 1, 24, 34: UK Education and Training Statistics (ETS) provides data on formal school settings in England, Wales, Northern Ireland and Scotland. Data is collated from School Census data collected in each UK nation. ISCED 25, 35, 55+: Data in vocational settings is collated from different sources in each of the four UK countries: England: the Individualised Learner Record (ILR); Wales: the Welsh Government's Lifelong Learning Wales Record (LLWR); Scotland: Scottish Funding Council; Northern Ireland: Consolidated Data Return (CDR) ISCED 54, 64, 74, 84: Higher Education Statistical Agency (HESA). Provides data on Higher Education institutions across England, Northern Ireland, Scotland, and Wales	Data are collated across UK countries from the specified data sources
United States	2017-10-01	Common Core of Data; Private School Survey; Current Population Survey, Integrated Postsecondary Education Data System, National Postsecondary 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. Short-cycle tertiary programmes exist in the French Community of Belgium but data are not reported. [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. For 2018, the number of mobile students has been calculated by determining the country of previous studies, as opposed to the country of previous residence, which was the criteria that was used up until 2017. [Back to main table for this indicator.](#)

Denmark: Statistics Denmark improved reporting systems as to have better coverage on PIN-number for students entering ISCED 5. This has an effect on the number of international students entering ISCED 5 as there is now better information on students' previous education, nationality og immigration (especiallt for one specific grey area group, which previously had an invalid PIN-number). Therefore the amount of international students entering ISCED 5 has decreased. This improvement will be sustained forward. [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. Methodology has been changed to avoid double counting new entrants between years. Therefore the 2017 data are not comparable with data available for year 2016. Data on new entrants before 2017 are overestimated. [Back to main table for this indicator.](#)

France: In EAG2018 (school year 2017/2018), 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. In EAG2020, there is a break in time-series by fields of education due to change in methodology for classification. [Back to main table for this indicator.](#)

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. Regarding entrants in ISCED 8, values are based on the second sample survey on students and entrants in ISCED 8, conducted in 2017 for reference year 2014/2017. Values for the previous three years were extrapolations based on the first sample survey for reference year 2010/2011.

Beginning with summer 2015 reporting 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 2018 enrolment, entry and graduation data they are yet not arrived in upper secondary or tertiary education programmes. This leads to higher denominators by calculating indicators with relevance to population data and to decreasing indicator values. These effects should be taken into account by interpreting 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.](#)

Italy: 2018 data report new entrants both international and by fields by using the snapshot-1-month method whereas in the past the method used was snapshot-10-months. There is a break in the serie. [Back to main table for this indicator.](#)

Korea: The revision of Korean standard classification-fields of education (remapping of ISCED-F) created a break in the trend data series. Indicators by fields in EAG2019 are not comparable with previous editions for the moment.

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 2018 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 nonexistent 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. As no new data on entrants at ISCED 8 are available in 2018 and as enrolments have not changed much the number of entrants has been estimated as equal to previous year. [Back to main table for this indicator.](#)

Norway: There is a change in methodology this year, new entrant at ISCED 5 may have been registered at ISCED 4 previously. Previously, individuals who had previously entered ISCED 4 would not count as a new entrant to ISCED 5, because whether or not they had entered previously was based on the level in the national classification, in which isced 4&5 are at the same level. [Back to main table for this indicator.](#)

Poland: Data on new entrants in the tertiary education and doctoral programmes are estimated on the basis of the POL-on system (administrative data). Currently this is the only one source of information on tertiary education in Poland. Previously estimations have been made on the basis of the results of statistical surveys: S-10 survey (on tertiary education) and S-12 Survey (on scholarships, postgraduate and doctoral studies and employment in higher education institutions). POL-on system for a few years has only been used as source of auxiliary data. Both sources of information were characterized by different data acquisition methods and quality control processes. It may affect the comparability of data on distribution of tertiary students and graduates by field of education. [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.](#)

Slovenia: Following implementation of ISCED-F-2013 into the administrative datasources, medical doctoral studies have been reclassified and there is a break in the serie from 2018 at ISCED 8 for fields : 08 Agriculture, forestry, fisheries and veterinary and 09 Health and welfare. [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 Kingdom: Entrant data are split between general/academic education programmes and vocational/professional programmes based on institution type. At ISCED 2-3 levels, programmes taken in school settings are classed as general and programmes taken in Further Education settings (e.g. FE colleges) are classed as vocational. At ISCED 5, programmes taken in university settings are classed as academic and programmes taken in Further Education settings (e.g. FE colleges) are classed as professional. ISCED 5 professional programmes also include a small number of bachelor's professional programmes. [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. Field of study data for entrants are not very relevant for the United States and it is difficult to accurately capture the field of study for entrants. With the structure of the U.S. system for ISCED 4/5/6, it is not unusual for a student to enter a program without declaring a major, or to declare one and then change it several times. The United States does not submit field of study data for entrants. [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	
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	
United Kingdom	
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table X3.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, 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	2018-12-31	2018-12-31	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	2018-09-30	2018-09-30	University statistics	Annual Census
Belgium	2018-02-01	2018-02-01	FL.Co: student database	n/a
Brazil	2018-12-31	2018-12-31	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	2017-06-01	2017-06-01	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	2018-04-30	2018-04-30	Ministry of Education of Chile	Census by institution (via electronic report) for ISCED 5-6 levels.
China	01-09-2017/31-08-2018	01-09-2017/31-08-2018	Ministry of Education	n/a
Colombia	2018-06-11	2018-06-11	El Sistema Nacional de Información de la Educación Superior (SNIES, http://snies.mineducacion.gov.co/)	n/a
Costa Rica	2018-02-01	2018-02-01	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	2018-09-30	2018-12-31	Ministry of Education, Youth and Sports	Individual registers, annual data collection, estimations
Denmark	2017-10-01	2017-10-01	Longitudinal register (Student register and Course Register/Qualification register)	n/a
Estonia	2018-11-10	2018-11-10	Estonian Education Information System (EHIS)	Register

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Finland	2018-12-31	2018-12-31	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	2018-05-10	2018-05-10	Ministry of National Education and Youth - Directorate of Evaluation, Forecasting and Performance Monitoring - Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate - Ministry for Solidarity and Health, Ministry of Agriculture and Food, Ministry of Culture	Annual census of diplomas
Germany	2018-08-31	2018-08-31	Federal Statistical Office (2018); Vocational school statistics; Federal Statistical Office (2018), University statistics; Federal Statistical Office (2018), Statistics on Vocational academies	n/a
Greece	2018-05-20	2018-05-20	Annual census surveys	n/a
Hungary	2019-01-20	2019-01-20	Information System of Higher Education	Yearly obligatory statistical survey of education (census)
Iceland	2017-10-15	2017-10-15	Statistics Iceland Register of Graduations	n/a
Ireland	2017-09-30	2017-09-30	ISCED3 -State Examination Commission, Quality & Qualifications Ireland; ISCED4 - Quality & Qualifications Ireland; ISCED 5 - 8 Higher Education Authority Student Record System, Quality & Qualifications Ireland	n/a
Israel	2018-06-30	2018-06-30	Administrative files from the Ministry of Education and the Ministry of Economy	n/a
Italy	2018-07-30	2018-07-30	National Register and Survey	n/a
Japan	2018-05-01	2018-05-01	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology) Survey on international students' career (Japan Student Services Organization)	n/a
Korea	2018-04-01	2018-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Counting individuals at a particular date.
Latvia	2018-10-10	2018-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2018-09-01	2018-09-01	Pupil and Students Register	n/a
Luxembourg	2018-10-30	2018-10-30	Administrative data	n/a
Mexico	2018-09-30	2018-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Netherlands	2017-10-01	2017-10-01	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	2018-07-01	2018-07-01	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	2018-10-01	2018-10-01	Administrative registers (Statistics Norway, http://www.ssb.no/en/eksuvh)	The administrative registers do not require any further estimation methods.
Poland	2018-09-30	2018-12-31	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Full method
Portugal	2018-12-31	2018-12-31	Data collected from annual surveys to all education institutions	Headcount of individuals at the particular date
Slovak Republic	2018-09-15	2018-12-31	Database of processing statistical reports of schools, Statistical Yearbook of Education	n/a
Slovenia	2018-12-31	2018-12-31	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	2018-10-31	2018-10-31	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Universities. And another statistics on education and training	Administrative data
Sweden	2018-07-01	2018-07-01	Enrolment registers	Total data collected from the educational institutions.
Switzerland	2017-11-15	2017-10-15	Statistics on students / SHIS-SIUS Swiss Universities Information System	Full collection of data of students
Turkey	2017-12-01	2017-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2018-01-19	2018-01-19	Higher Education Statistics Agency (HESA) Student Record	n/a
United States	2017-09-01	2017-09-01	(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

Australia: There has been an increase in the number of vocational graduates for the 2019 collection, due to changes in the identification methodology of students. [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.](#)

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

France: There is a break in time-series by fields of education, due to change in methodology for classification.

Japan: The graduation rates are calculated as gross graduation rates (i.e as the sum of age-specific graduation rates). See Methodology section for more information.

Korea: Data for graduates at ISCED 8 may be slightly overestimated as all graduates are reported as first-time graduates. The significant increase in the number of international graduates at tertiary education level is due to a national strategy of attracting more international students. [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.](#)

Saudi Arabia: All graduates are reported as first-time 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.](#)

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.](#)

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.

Regarding the definition of first-time graduates, at ISCED 5 and 6, unduplicated counts are used while ISCED 7 and 8 are not. [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	
Colombia	
Costa Rica	CRI
Czech Republic	
Denmark	
Estonia	
Finland	
France	FRA
Germany	DEU
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	NLD
New Zealand	
Norway	NOR
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 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-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	Tertiary Education Institutions report if students are non-foreign, foreign residents or foreign non-residents. As of 2018, it is considered that mobile students are those who obtained an upper secondary education diploma in a country different from Chile. For cases when the country of upper secondary diploma is not available, it is considered that mobile students are those who are classified as non-residents.
Colombia	Citizenship	
Czech Republic	Citizenship	
Denmark	Upper secondary diploma	International students are defined as students who have obtained their upper secondary education abroad. If the country of origin is unknown, citizenship is used as a proxy for the country of prior education.
Estonia	Residence	Country of origin
Finland	Upper secondary diploma	A mobile/international student is a student who has taken upper secondary diploma abroad (outside Finland). If the data on the specific country of origin is not available based on upper secondary diploma it is defined based on the citizenship of the student.
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 554 and 655 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	The country of upper secondary diploma is used as a criterion at ISCED level 5.
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	Residence	
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 refer to the academic year 2017/18 and are based on the UNESCO-UIS/OECD/EUROSTAT data collection on education statistics administered by the OECD in 2019 (for details, see Annex 3 at <http://dx.doi.org/10.1787/eag-2019-36-en>).

The UNESCO Institute of Statistics (UIS) provided data 1) for Argentina, China, India, Indonesia, Saudi Arabia and South Africa; 2) for all countries beyond the OECD and partner countries; and 3) for OECD countries for the period not covered by OECD statistics (2005 and 2010-18).

Data on credit mobile graduates used for Table B6.a come from the following sources.

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.](#)

Costa Rica: Data on foreign students are underestimated as they cover only public universities, where about half of all tertiary students are enrolled. [Back to main table for this indicator.](#)

France: As of academic year 2017/18, Erasmus+ (credit mobile) students are excluded from the number of international students. In addition, there is a break in time-series in the classification by field of education due to change in methodology as of school-year-2017/18. [Back to main table for this indicator.](#)

Germany: The number of mobile students in professional programmes in ISCED 554 and 655 is negligible and reported with the value zero. Prior to academic year 2017/18, homecoming students were not included in the number of international students at all tertiary levels. [Back to main table for this indicator.](#)

Mexico: The number of mobile students increased significantly, major part corresponds to those born in the USA, offspring of Mexican migrants that have returned to Mexico. [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.](#)

Norway: A change in the reporting methodology for international students to track students without a valid ID resulted in an increase in the number of international students as of academic year 2017/18. [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 (2017)

Students coming from neighbouring countries are calculated using the list displayed below.

Table B6.2 Lists of neighbouring 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
Colombia	Brazil, Ecuador, Nicaragua, Panama, Peru and Venezuela

Country	Neighbouring countries
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)
Lithuania	Belarus, Latvia, Russian Federation, Sweden (M)
Luxembourg	Belgium, France, Germany
Mexico	Belize, Guatemala and the United States
Netherlands	Belgium, Denmark (M), Germany, United Kingdom (M)
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

Country	Neighbouring countries
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
Costa Rica	Panama and Nicaragua
India	Afghanistan, Bangladesh, Bhutan, China, Indonesia (M), Myanmar, Nepal, Pakistan and Sri Lanka
Indonesia	Australia (M), Timor-Leste, India (M), Malaysia, Palau (M), Papua New Guinea, Philippines (M), Singapore (M), Thailand (M), Vietnam (M)
Russian Federation	Azerbaijan, Belarus, China, Estonia, Finland, Georgia, Japan (M), Kazakhstan, Latvia, Lithuania, Mongolia, North Korea, Norway, Poland, Sweden (M), Turkey (M), Ukraine, United States (M)
Saudi Arabia	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe
South Africa	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe

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 do vocational education systems differ around the world?

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

Data generally refer to the school year 2017/18. 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. Table B1.1 describes the sources used by countries as well as specific details as to their data collection. The data in this chapter cover formal education programmes that represent at least the equivalent of one semester (or one-half of a school/academic year) of full-time study and take place entirely in educational institutions or are delivered as a combined school- and work-based programme.

The ISCED 2011 classification does not distinguish between academic and professional programmes for bachelor's, master's, doctoral or equivalent degrees (ISCED 6 to 8). In the absence of internationally agreed definitions for these categories of tertiary education, no analysis of vocational programmes at these ISCED levels can be carried out. For this reason, this indicator focuses on vocational programmes from lower secondary to short-cycle tertiary education (ISCED levels 2 to 5), where vocational programmes are clearly defined. Work is being undertaken to address this limitation in the future.

At the upper secondary level and the non-tertiary post-secondary level, vocational programmes are further divided into **school-based programmes and combined school- and work-based programmes** on the basis of the amount of training that is provided in school as opposed to the workplace.

In **school-based programmes** instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace. Programmes should be classified as school-based if at least 75% of the curriculum is presented in the school environment (covering the whole educational programme) or through distance education.

Programmes are classified as **combined school- and work-based programmes** if less than 75% of the curriculum is presented in the school environment or through distance education. The 75% cut-off point should be regarded as a general guideline that may need to be operationalised differently across countries. These programmes include:

- apprenticeship programmes organised in conjunction with educational authorities or educational institutions that involve concurrent school-based and work-based training
- Dual- system programmes organised in conjunction with educational authorities or educational institutions that involve alternating intervals of attendance at educational institutions and participation in work-based training (programmes of training in alternation, sometimes referred to as sandwich programmes).

Entirely work-based programmes (i.e. over 90% of the curriculum in a work-based environment) are not included in the scope of this indicator.

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.

Data on main characteristics of combined school- and work-based programmes in upper secondary education (Table B7.3) are based on a special survey on VET administered by the OECD in 2020 and on UNESCO-UIS/OECD/EUROSTAT ISCED 2011 mappings.

Notes on specific countries: None

INDICATOR SDG: Youth in the Education Sustainable Development Goal

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

Turkey	
United Kingdom	
United States	

Methodology

All indicators presented in this chapter follow the agreed SDG methodology, including for recommended data sources, and may differ in some cases from other indicators presented in *Education at a Glance*.

Sources

Indicator	Source
4.1.5	UOE 2018 enrolment data collection and UNPD (unless otherwise specified)
4.3.3	UOE 2018 enrolment data collection and UNPD (unless otherwise specified)

Notes on specific countries

Israel: For Indicators 4.1.5 and 4.3.3, the data published in the SDG chapter in EAG 2020 may differ from the data published in the UIS database. This is due to differences in the source of the population data (DEM in the SDG chapter of EAG and UNPD data in the UIS database).

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?](#)

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
OECD	Australia	AUS	AUS	AUS	AUS	AUS	AUS
	Austria	AUT	AUT	AUT	AUT	AUT	AUT
	Belgium	BEL	BEL	BEL	BEL	BEL,BF	BEL
	Canada	CAN	CAN	CAN	CAN	CAN	CAN
	Chile	CHL				CHL	CHL
	Colombia	COL					
	Costa Rica						
	Czech Republic	CZE					
	Denmark	DNK				DNK	
	Estonia	EST	EST	EST	EST	EST	EST
	Finland		FIN			FIN	
	France	FRA	FRA	FRA	FRA	FRA	FRA
	Germany	DEU				DEU	
	Greece	GRC	GRC	GRC			GRC
	Hungary	HUN	HUN				
	Iceland	ISL					ISL
	Ireland	IRL	IRL		IRL	IRL	
	Israel	ISR	ISR	ISR	ISR	ISR	ISR
	Italy					ITA	
	Japan		JPN	JPN	JPN	JPN	
	Korea	KOR	KOR	KOR	KOR	KOR	KOR
	Latvia						
	Lithuania						
	Luxembourg	LUX	LUX		LUX		
	Mexico	MEX	MEX	MEX			MEX
	Netherlands					NLD	
	New Zealand	NZL				NZL	
	Norway	NOR	NOR	NOR		NOR	
	Poland	POL	POL	POL	POL		POL
	Portugal						
	Slovak Republic	SVK				SVK	
	Slovenia					SVN	
	Spain	ESP	ESP	ESP	ESP	ESP	ESP
Sweden	SWE	SWE	SWE	SWE	SWE	SWE	
Switzerland	CHE				CHE		
Turkey							
United Kingdom					ENG		
United States	USA	USA			USA		
Partners	Argentina						
	Brazil	BRA	BRA		BRA		BRA
	China						
	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 X1.3 and X1.4) in order to compute expenditure per student.

In order to match the enrolment data with the financial year 2017, a weighted average of the enrolment data for the academic years 2016/17 and 2017/18 was calculated. The data were weighted in accordance with the proportion of each school year that fell within the financial year 2017.

Some exceptions to this methodology are:

Estonia: The number of students is not adjusted to the financial year for data before 2014.

[Back to main table](#)

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, 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: Australia has updated its data sources and revised the methodology used to compile this data, resulting in a significant break in the series. The 2017 expenditure data should not be compared with previous data. 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 private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels. This also means that expenditure per full-time equivalent student is underestimated for these levels, especially for private institutions. The coverage of expenditure and enrolment data for private vocational institutions has changed over time. In addition, due to the limited availability of data it is difficult to ensure the coverage of enrolments matches the coverage of expenditure for these institutions. Expenditure per full-time equivalent student is underestimated for vocational students.

Austria: Expenditure on R&D in the tertiary sector is partially excluded. Some expenditure by public institutions other than the former Federal Ministry for Science, Research and Economy is excluded (social insurance bodies, chambers of trade and crafts, and federal funds – *Sozialversicherungsträger, Kammern, Bundesfonds*). Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision. Expenditures on compensation of personnel in private institutions do not include expenditure on retirement (i.e. pension schemes).

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.

Canada: Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education. Beginning in the financial year 2017-2018, there has been a change in methodology resulting in an increase in total expenditure for ISCED 0-2 and a small decrease in ISCED 3.

Chile: Government expenditure data is reported on an accrual accounting basis. For Chile, payments made by households outside of educational institutions, as well as regional government expenditure, is negligible. As of 2017, the methodology to report enrolled students in upper secondary general versus vocational programmes was updated to better reflect the Chilean education system. That is, the first two years of upper secondary education are taught under a general formation programme in sciences and humanities. After the successful completion of the second year, students can opt to continue in a differentiated general or vocational programme for the remaining two years of upper secondary education. This update explains the significant increase in expenditure per student in vocational upper secondary education, compared to previous years.

Colombia: Expenditure per student is calculated as expenditure divided by the total headcount of students rather than full-time equivalents.

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: There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

France: The main source used for data on education expenditure is the French Education Account, which is a national satellite account of the National Accounts. 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, dining halls, dormitories/halls of residence, 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. A correction has been made to the 2012 data to remove the double counting of some expenditure for ancillary services. The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

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. The R&D coefficients and the basic assumptions of the method for deriving the coefficients have been reviewed in the years 2016 and 2017. Starting from reporting year 2016, the Federal Statistical Office applies a new method for the determination of the R&D coefficients that leads to breaks in time series. There are different R&D coefficients and methods for the different types of universities and colleges within the higher education sector.

Greece: Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

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.

Iceland: The method used to calculate student loans has changed compared to previous editions. The new method is regarded more appropriate and resulted in an increase of approximately 18% for student loans (all other figures fixed).

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. 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. 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. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

Korea: Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. 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). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable. In addition, at the tertiary level, ancillary services are not separated but included in total expenditure on educational institutions. Expenditures on public institutions may be over-represented because of the inclusion of undistributed programmes.

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.

Mexico: Data refers to budget expenditure instead of actual expenditure.

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 transportation and welfare services at all levels, and contributions to housing on campus in tertiary education. 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. Private spending covers tuition fees in early childhood education (ISCED 0), private upper secondary programmes (ISCED 3), post-secondary non-tertiary programmes (ISCED 4), short-cycle

tertiary programmes (ISCED 5), and private long-cycle tertiary programmes (ISCED6-8). Total expenditure on public educational institutions at long-cycle tertiary level does not include direct expenditure from international sources, except international payments to educational institutions for R&D expenditure

Poland: Total expenditure on education from international sources does not include direct expenditure on private institutions, Private expenditure does not include households' payments for private tutoring and for goods and services not required for participation. From 2017 private expenditure paid to institutions for ancillary services has been estimated. The relatively high expenditure in short-cycle tertiary programmes (ISCED 5) is due to a very small number of students at this level. As a result of the structural reform of the Polish education system (started in the school year 2017/18), data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years.

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 expenditure on ISCED levels 1 to 5 is estimated on the basis of the number of students at each level. ISCED level 5 include students of conservatories and students of secondary vocational schools studying short-cycle tertiary programs.

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. Information for Vocational ISCED 2 programmes are integrated with General ISCED 2 in the data collection but they have a very reduced weight compared with general programmes.

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. A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programs. A new method is also used since EAG 2019 to compile the number of students to a calendar year. This method results in a higher number of full-time equivalent students than in previous editions.

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 2017. 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, 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: Australia has updated its data sources and revised the methodology used to compile this data, resulting in a significant break in the series. The 2017 expenditure data should not be compared with previous data. Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels.. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy.

Austria: Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision. Expenditures on compensation of personnel in private institutions do not include expenditure on retirement (i.e. pension schemes).

Belgium: 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. Prior to 2016, private expenditure was slightly underestimated since payments to independent private institutions were not integrated. Change in total expenditure on educational institutions as a percentage of GDP are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary programmes in 2009-2010 in the Flemish Community.

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

Canada: Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education.

Estonia: There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to

include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

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: The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

Greece: Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

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

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: 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. 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. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

Japan: Expenditure on “specialised training colleges, general course”, “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 2010. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, in April 2014 the central government started giving 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: Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. 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). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. Due to differences in the methodology adopted in 2016 fiscal year compared to previous years, trend data are reported as missing (with the only exception of 2015 data on Tertiary education) as they would not be comparable. In addition, public loans(used in computing the initial source of funds) do not include the government-guaranteed student loans by the Korea Student Aid Foundation (KOSAF). Because the loans are funded by bonds of the KOSAF, a government-affiliated institute, they are classified as private loans.

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 C, expenditure on tertiary education as a percentage of GDP and of total government expenditure is largely underestimated.

Mexico: Data refers to budget expenditure instead of actual expenditure.

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.

Poland: Total expenditure on education from international sources does not include direct expenditure on private institutions, As a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years.

Spain: Information for Vocational ISCED 2 programmes are integrated with General ISCED 2 in the data collection but they have a very reduced weight compared with general programmes.

Sweden: A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programs.

United States: Data for ISCED levels 5-8 include most ISCED 4 level education, which generally 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, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Australia: Australia has updated its data sources and revised the methodology used to compile this data, resulting in a significant break in the series. The 2017 expenditure data should not be compared with previous data. Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy.

Austria: Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision. Expenditures on compensation of personnel in private institutions do not include expenditure on retirement (i.e. pension schemes).

Belgium: 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. Prior to 2016, private expenditure was slightly underestimated since data on payments to independent private institutions were not collected/not available. Change in the share of public, private and international expenditure on educational institutions are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary programmes in 2009-2010 in the Flemish Community.

Canada: Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education.

Estonia: There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

France: The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

Greece: Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

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. 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. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

Japan: High School Tuition Support Fund have commenced in April 2010. This system supports funds for students to reduce the burden of household educational costs. Refund is unnecessary. In addition, in April 2014 the central government started giving 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: Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in data collection. 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). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable.

Mexico: Data refers to budget expenditure instead of actual expenditure.

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

Poland: Total expenditure on education from international sources does not include direct expenditure on private institutions, As a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years.

Spain: Information for Vocational ISCED 2 programmes are integrated with General ISCED 2 in the data collection but they have a very reduced weight compared with general programmes.

Sweden: A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programs.

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, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Australia: Australia has updated its data sources and revised the methodology used to compile this data, resulting in a significant break in the series. The 2017 expenditure data should not be compared with previous data. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy.

Austria: Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision. Expenditures on compensation of personnel in private institutions do not include expenditure on retirement (i.e. pension schemes).

Belgium: Change in total public expenditure on education as a percentage of total government expenditure are influenced by the integration of independent private institutions since the school year 2016-2017 as well as by the creation of short-cycle tertiary programmes in 2009-2010 in the Flemish Community.

Brazil: All tables and charts in Indicator C4 present information on public expenditure on public educational institutions instead of public expenditure on all educational institutions.

Canada: Expenditure on “Primary, secondary and post-secondary non-tertiary education” and on “Primary to Tertiary education” does not include expenditure on post-secondary non-tertiary education.

Estonia: There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

France: The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

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: 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. 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. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources,

expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

Japan: High School Supplemental Scholarship Fund has commenced in April 2014. This system provides grants for supplemental educational costs apart from course tuition. Regional final funds include expenditures for independent private institutions by local final funds, and expenditures for local institutions by regional final funds are included in local final funds. Central transfers to regional governments include local initial funds, and regional and local final funds include each parts of these final funds.

Korea: Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in data collection. 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). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable.

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 C, expenditure on tertiary education as a percentage of GDP and of total government expenditure is largely underestimated. **Mexico:** Data refers to budget expenditure instead of actual expenditure.

Spain: Information for Vocational ISCED 2 programmes are integrated with General ISCED 2 in the data collection but they have a very reduced weight compared with general programmes.

Poland: Total expenditure on education from international sources does not include direct expenditure on private institutions, As from year 2016, methodological changes have been introduced in order to improve the calculation of initial funds from Central Government. Accordingly, data on net transfers to local governments since year 2016 are not fully comparable with those of previous years. In addition, as a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years.

Sweden: A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programs.

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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 2018 are exploited for the 2019 and 2020 editions of *Education at a Glance*. Data on enrolment are based on the UOE 2019 enrolment questionnaire.

Notes on specific countries and economies

Australia: The data for Indicator C5 is for the 2017 calendar year. In Table C5.1, the average tuition fees for national students in public institutions are affected by the proportion of students that are partially funded by the government. Most students in bachelor's programmes and almost all students in doctoral programmes are enrolled in places that are fully government-funded. However, at short-cycle tertiary level and master's level a higher proportion of students are enrolled in places that are not government-funded (students pay full-fees). In Table C5.4, the share of graduates with debt refers to higher education graduates in the 2017 calendar year with debt at graduation from the course they graduated with and excludes graduates with debt from student start-up loans. The average debt at graduation for the 2017 calendar year was estimated based on the loans accumulated for the course each person graduated from. This covers higher education graduates and excludes loans for incomplete courses and previous courses. It also excludes indexation on loans during a course. Hence, it is an underestimation of the average debt at graduation. The length of the typical repayment period refers to the average time to repay for people who fully repaid their student loan debt in the 2017-18 financial year. These figures include all people who have student loan debts since the loans began in 1989. This covers all levels of education for which loans can be issued (ISCED levels 2 to 8). The average annual amount of repayment was for the 2015-16 financial year for all current HELP debtors (ISCED levels 2 to 8).

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). Data for Indicator C5 correspond to the academic year 2016/17.

Canada: The reference year for tuition fees data is 2018 while information on loans refers to year 2016/17. 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 23% 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. The number of students could be different from UOE enrolment at each level. Public scholarships/grants are directly transferred to tertiary education institutions. Figures on financial support to students exclude scholarships/grants provided by the private sector and scholarships provided by tertiary education institutions. Figures include benefits that are delivered on the basis of the Socio-economic Accreditation Form (FUAS).

Denmark: Data on financial support correspond to the academic year 2016/17.

England (United Kingdom): Data on tuition fees refer to England only. The data presented in Indicator C5 correspond to 2016/17.

Estonia: Studying at all public institutions has been free of charge since the reform in 2013. However public universities charge some tuition fees to students who: a) study part-time; b) study in curricula that is in another language than Estonian; c) have been delated from the matriculation register and matriculated again at the same curriculum within two years. Tuition fees for public institutions presented in this chapter refer to the tuition fees

that a student has to pay if he/she meets these three criteria. There are also tuition fees in private higher educational institutions for all students. Professional higher educational institutions are state owned and learning is free of charge.

Finland: Student union membership fee is usually mandatory. Membership fees are not substantial, usually around EUR 100 per academic year. Citizens of non-EU/European Economic Area countries, who do not have a permanent residence status in the area, are liable to tuition fees (programmes starting on August 1, 2017 or later (academic year 2017/18)). Fees are not charged to students who began their studies before August 1, 2017. 815 students paid tuition fees for the academic year 2017/18 in public institutions and 576 students in government-dependent private institutions.

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 235 and EUR 11 per credit point. For students who receive a scholarship, the tuition fee is EUR 107. For advanced degree bachelor programmes the maximum tuition fee is EUR 470 and the maximum per credit point is EUR 22; the maximum tuition fee for a advanced Masters programme is EUR 5 500 or EUR 25 235 (only in particular circumstances, due to the nature of the programme). For non-EEA students, institutions have the autonomy to decide on the amount of the tuition fee, except for some categories of students (refugees, asylum seekers,...). For Associate degree programmes 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 (EUR 184 for a bachelor's degree, EUR 256 for a master's degree and EUR 391 for a doctorate). For specialised trainings, the amount could be higher (for example: EUR 1 316 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. Students from outside the European Union pay specific/additional tuition fees (The maximum being EUR 4 174), unless they benefit from a tuition fee exoneration.

Germany: Data on tuition fees correspond to the academic year 2016/17.

Ireland: While the annual tuition fees charged to full-time national students in Ireland may exceed EUR 8 000, the majority of undergraduate students avail of the Free Fees Scheme and would pay an annual student contribution charge of EUR 3 000 towards the cost of their programme of study. National students in Ireland are only liable to pay the full rate of fees, if they are not eligible to avail of the Free Fees Scheme (a minority of Irish national students). If a student is liable to pay the full rate of fees, there are lower 'EU' fee rates and higher International (Non-EU) fee rates.

Israel: Data on financial support to students correspond to the academic year 2015/16.

Italy: 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. Moreover, under particular conditions students are totally or partially exempted from fees. 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.

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

Korea: The data presented in Indicator C5 correspond to the year 2018. In Korea, income-contingent loans (ICL) to be repaid upon employment have been adopted since 2010 in order to lessen the financial burden of student loan repayment. Since 2012, national scholarships based on household income level have been introduced to reduce tuition fees, and the amounts of these scholarships have increased substantially each year. Financial support for students has expanded through the introduction of various types of student loans, reducing loan interest rates, and expanding loans to compensate for students' living expenses.

Netherlands: Institutions can determine their own tuition fees for foreign students, with a mandatory minimum of the legal fee (EUR 2 006). The mandatory fee applies to all the students from the European Economic Area.

New Zealand: Estimates include universities only and exclude postgraduate certificates and diplomas..

Norway: A student can receive up to NOK 10 634 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 63 070 per year in tuition support. PhD students do not get student support.

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). Other students pay tuition fees determined by institutions. Students only pay registration fees, costs of field work and excursions. Data on tuition fees only include full-time students in state subsidized study places.

Spain: Tuition fees for national students enrolled in bachelor's, master's and doctoral programmes correspond to the academic year 2016/17.

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.

Switzerland: Data on financial support to students are presented for 2016/17 (instead of 2017/18) and for 2006/07 (instead of 2007/08).

United States: Data on annual tuition fees charged by institutions are from academic year 2016/17 and are from the Integrated Postsecondary Education Data System (IPEDS). Data on annual tuition fees paid by students are from the National Postsecondary Student Aid Survey. For public institutions, fees charged to national students is based on in-state-tuition. The minimum fee charged by institutions is based on the 25th percentile and the maximum fee is based on the 75th percentile. For fees charged for ISCED 7, professional practice degrees, such as medicine and law, are excluded. Foreign students attending public institutions pay similar fees as out-of-state national students and foreign students attending private universities pay similar tuition as national students. However, foreign students at some public and private universities, may pay a 3rd tier of tuition specific for international students. This 3rd tier of tuition fees is set by the university.

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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 current and capital expenditure by 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, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Australia: Australia has updated its data sources and revised the methodology used to compile this data, resulting in a significant break in the series. The 2017 expenditure data should not be compared with previous data. Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is underestimated since expenditure data for private vocational institutions is incomplete. It is likely that private institutions receive most of their funding from household direct expenditure and these institutions enrol more than half of all students at these levels. Hence, the main effect of not having this data is likely to be that household expenditure is underestimated at these levels. Some finance data has been apportioned across ISCED levels using enrolment data as a proxy.

Austria: Public expenditure on education by the Health ministry is generally reported on ISCED level 4. Besides, some very small programmes were regrouped according to the centre of gravity of the institutions in charge of the provision. Expenditures on compensation of personnel in private institutions do not include expenditure on retirement (i.e. pension schemes).

Belgium: 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. Prior to 2016, private expenditure was slightly underestimated since data on payments to independent private institutions were not collected/not available.

Chile: Fundación Integra, one of Chile's most relevant providers of Early Childhood Education and Care (ECEC) had been classified as a Government-dependent private institution until the 2017 edition of Education at a Glance, whilst it is classified as a Public institution in the UOE 2018 edition. This change was made given Foundation's reliance on public funds and their reliance on the Government of Chile for their governance, considering that the Foundation's board is presided by the First Lady.

Brazil: All tables and charts in Indicator C6 present information on public expenditure on public educational institutions instead of total expenditure on educational institutions. Current expenditure data include expenditures for inactive educational personnel. These expenditures refer to the resources currently used to supplement the future retirement of staff currently active. These expenditures represent an increase of 20% of the expenditure for the current active educational personnel."

Canada: Expenditure on "Primary, secondary and post-secondary non-tertiary education" and on "Primary to Tertiary education" does not include expenditure on post-secondary non-tertiary education.

Estonia: There has been significant change in classification of institutions since year 2017. Major part of ISCED 0-3 independent private institutions were classified as government dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Due to differences in the source of data and methodological changes, trend data for years 2014-2016 are not totally comparable with previous years information. Since 2017, there is additional change of data source for public universities that make up large part of expenditure of tertiary education in Estonia. In addition, private component of expenditure on education is underestimated as methodology to include data for payments outside educational institutions and scholarships/grants to households and students has yet to be developed.

France: The expenses and number of students from CPGE, BTS enrolled in “lycées” are reported at the tertiary education level.

Greece: Payments of private entities to independent private institutions is only partially covered. As a consequence, the total private expenditure on educational institutions and the total public and private expenditure on educational institutions are underestimated.

Iceland: Capital expenditure in private institutions is reported as current expenditure.

Israel: Total personnel compensation includes taxes on employment. Current expenditure other than compensation of personnel includes other expenditures and consumption of fixed capital. Some minor expenditure items were excluded from the data collection (e.g. Expenditures on education from international sources, expenditure in non-university schools attached to hospitals from training of nurses and certain other Para-medical professionals, expenditure in vocational schools of the Israeli Defense Forces).

Korea: Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.) There were some significant changes in the methodology used in the data collection. 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). Since the financial year 2015, Korea has removed 'carryover' and 'reserve fund' from the previous year only for tertiary education level in FIN1, and also from the financial year 2016, those were removed from the all education levels. Due to differences in the methodology adopted in 2016 fiscal year, trend data are reported as missing as they would not be comparable. Expenditures on public institutions may be over-represented because of the inclusion of undistributed programmes.

Mexico: Data refers to budget expenditure instead of actual expenditure.

Poland: Total expenditure on education from international sources does not include direct expenditure on private institutions, As a result of the structural reform of the polish education system started in the school year 2017/18, data for ISCED levels 1-3 for year 2017 are not fully comparable with those of previous years.

Spain: Information for Vocational ISCED 2 programmes are integrated with General ISCED 2 in the data collection but they have a very reduced weight compared with general programmes.

Sweden: School and university buildings are rented. Rent payments are included in current expenditure. A new method is used since EAG 2019 to estimate the split of expenditure between general and vocational at ISCED 3. The new method is allocating a larger share of expenditures to the general programs.

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Chapter D: The learning environment and organisation of schools

[Indicator D1: How does time spent by students in the classroom vary over the years?](#)

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

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

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

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

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 does time spent by students in the classroom vary over the years? [\(Back to chapter D\)](#)

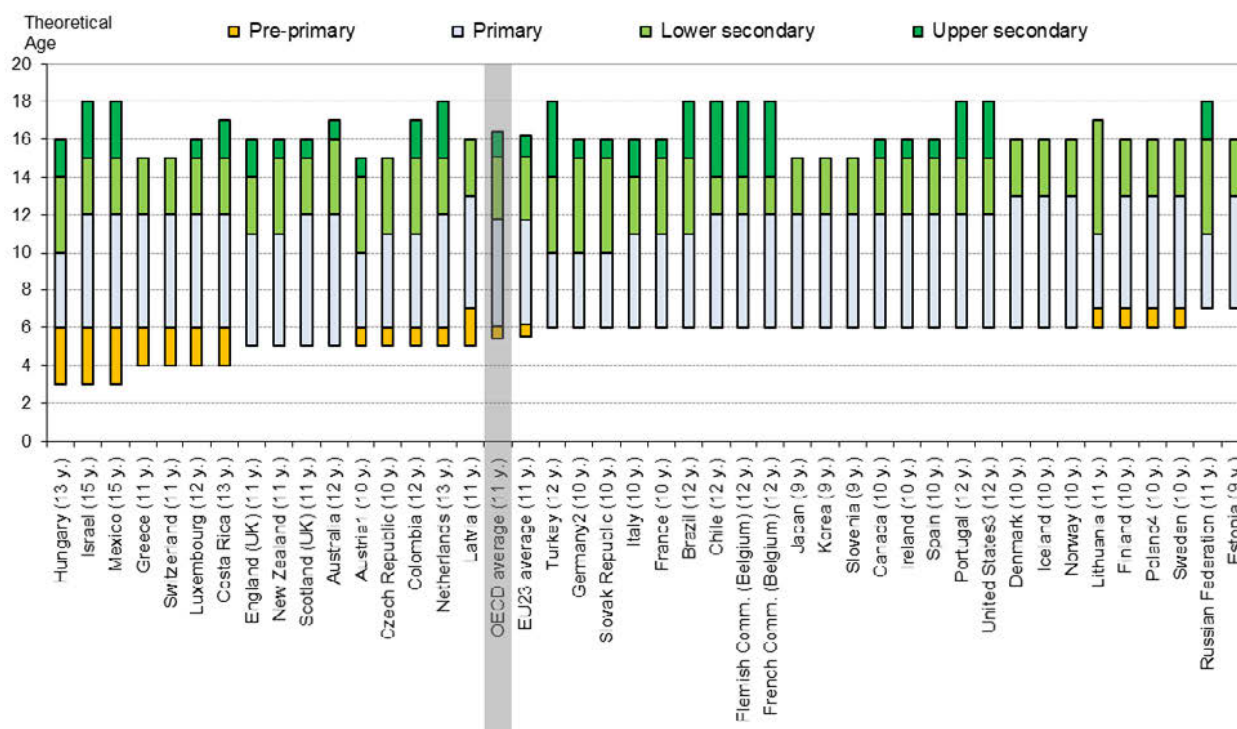
		D1	
		<u>Methodology Sources</u>	
		<u>D1.1, D1.2, D1.3, D1.4, D1.5, D1.6</u> <u>Methodology and interpretation</u>	<u>Organisation of the school</u> <u>day</u>
OECD	Australia	AUS	AUS
	Austria	AUT	AUT
	Flemish Comm. (Belgium)	BFL	BFL
	French Comm. (Belgium)	BFR	BFR
	Canada	CAN	CAN
	Chile	CHL	CHL
	Colombia	COL	COL
	Costa Rica	CRI	CRI
	Czech Republic	CZE	CZE
	Denmark	DNK	DNK
	England (UK)	ENG	ENG
	Estonia	EST	EST
	Finland	FIN	FIN
	France	FRA	FRA
	Germany	DEU	DEU
	Greece	GRC	GRC
	Hungary	HUN	HUN
	Iceland	ISL	ISL
	Ireland	IRL	IRL
	Israel	ISR	ISR
	Italy	ITA	ITA
	Japan	JPN	JPN
	Korea	KOR	KOR
	Latvia	LVA	LVA
	Lithuania	LTU	LTU
	Luxembourg	LUX	LUX
	Mexico	MEX	MEX
	Netherlands	NLD	NLD
	New Zealand	NZL	NZL
	Norway	NOR	NOR
	Poland	POL	POL
	Portugal	PRT	PRT
	Scotland (UK)	SCO	SCO
	Slovak Republic	SVK	SVK
Slovenia	SVN	SVN	
Spain	ESP	ESP	
Sweden	SWE	SWE	
Switzerland	CHE	CHE	
Turkey	TUR	TUR	
United States	USA	USA	
Partners	Argentina		
	Brazil	BRA	BRA
	China		
	India		
	Indonesia		
	Russian Federation		RUS
	Saudi Arabia		
South Africa			

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.

Indicator D1 focuses on compulsory **primary and full-time lower secondary general education** as defined in the national education systems. Pre-primary education programmes and full-time upper secondary general education, even if compulsory, are not within the scope of the Indicator. [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 – for the school year 2018/19 (changes implemented in 2019/20 – for example the fact that instruction is compulsory from the age of 3 in France from September 2019 – is not shown in the figure).

Figure X3.D1.1. Compulsory general education, by level of education (2019)



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. Additional three years of part-time compulsory education (pupils aged 16-18).

3. Additional one year of compulsory pre-primary education exists in 17 states and the District of Columbia.

4. The school education structure is under reform: compulsory part-time education or training (obligation to participate in education or training) applies to 16-18 year-olds before the reform and to 15-18 year-olds after the reform.

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

Source: OECD (2019).

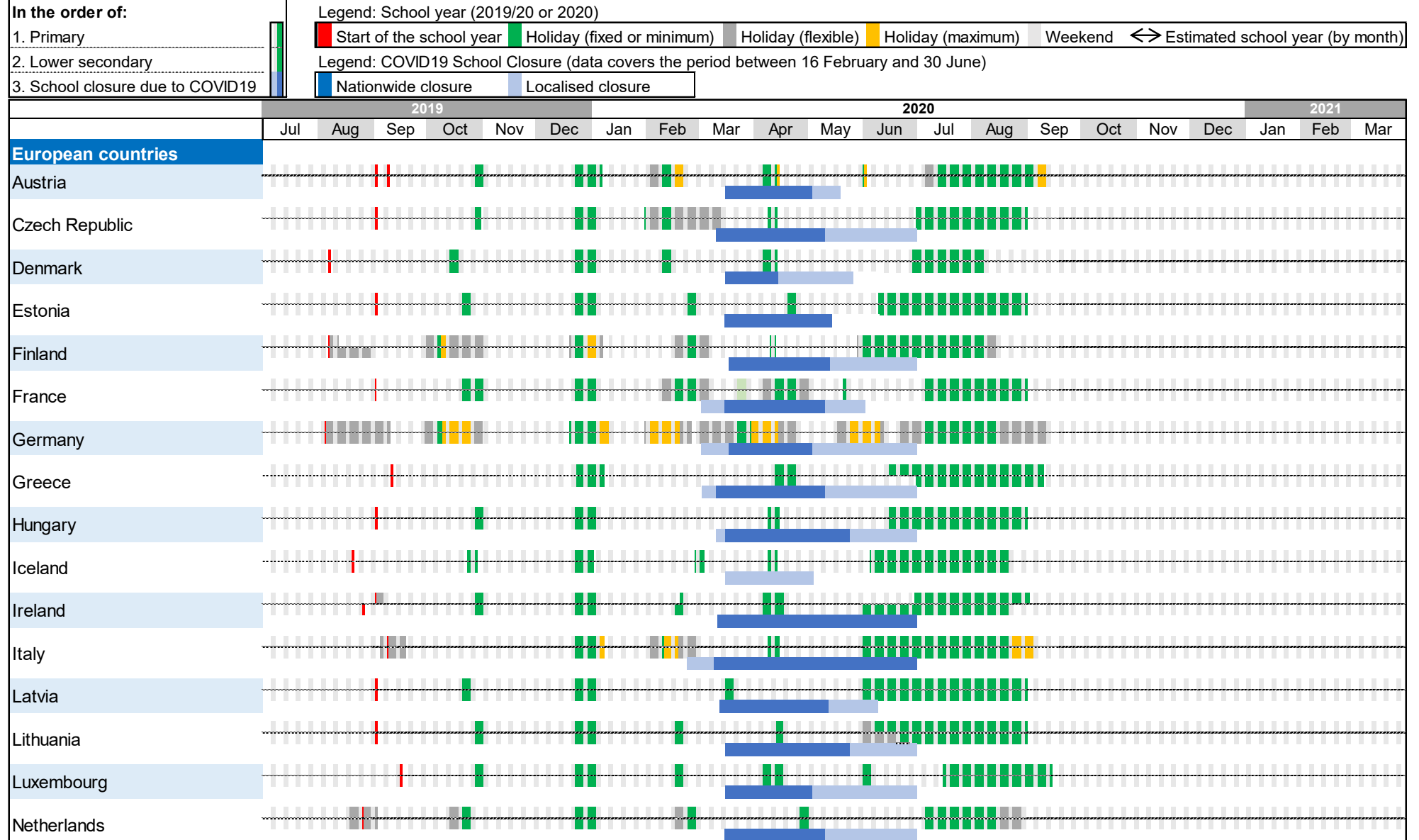
[Back to main table for this Indicator](#)

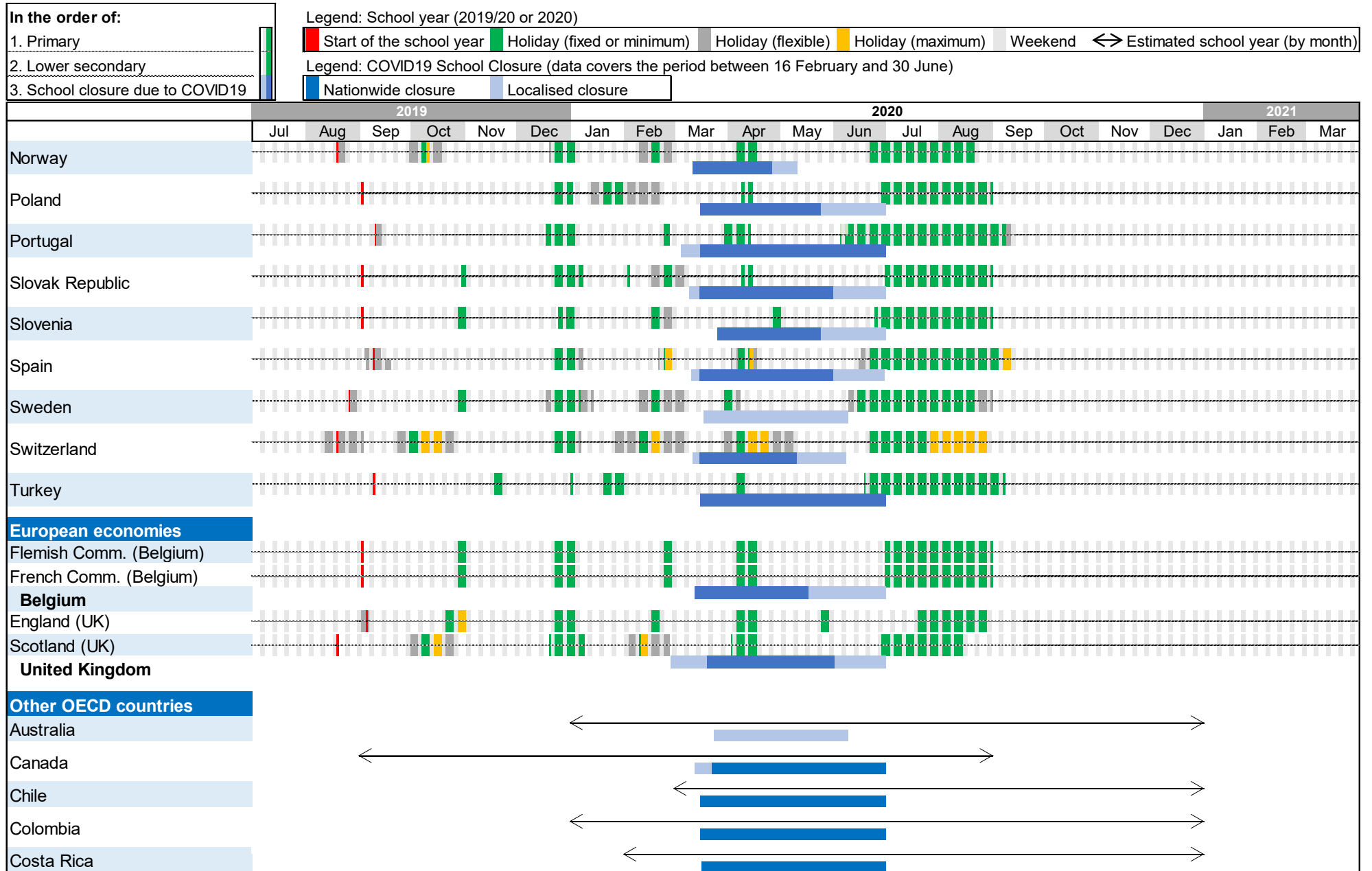
Organisation of breaks within the school year

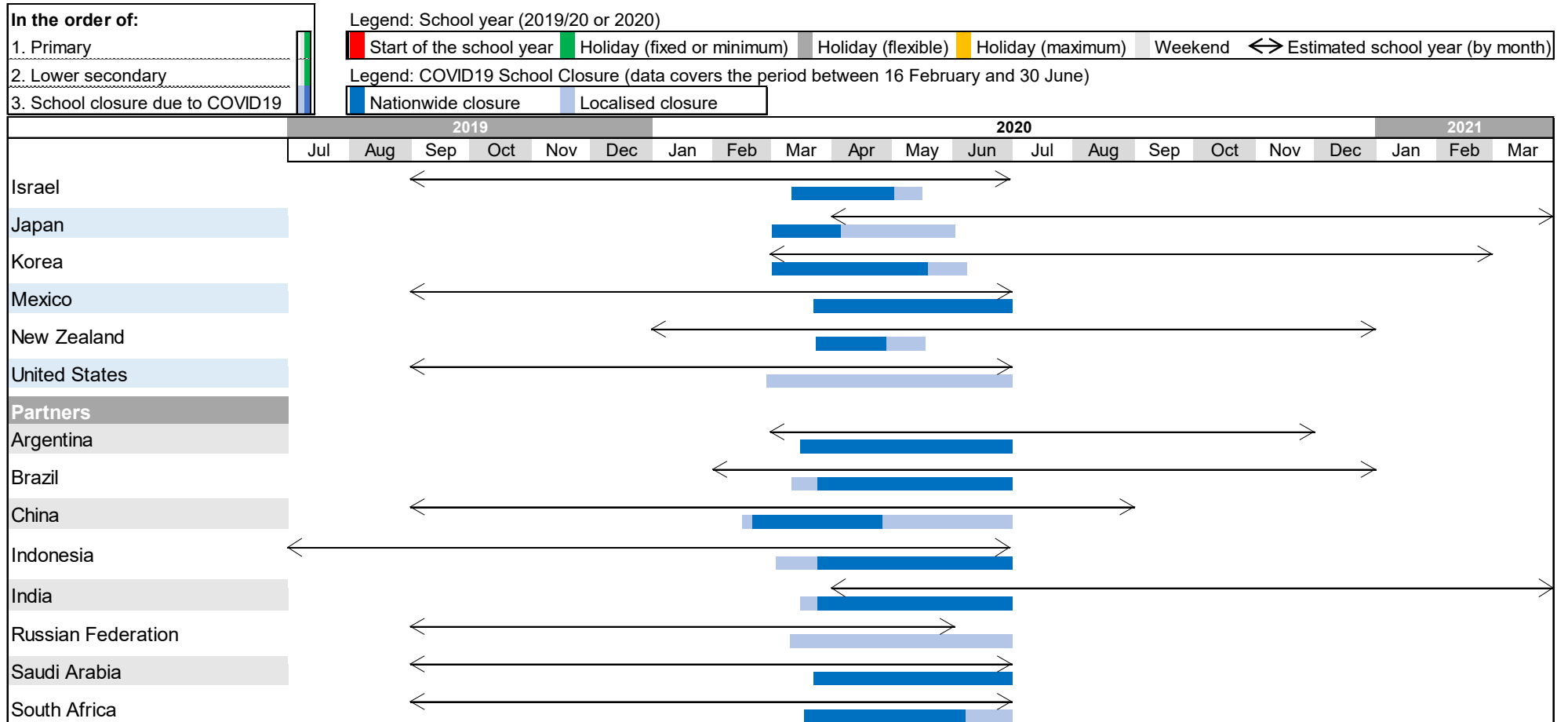
Instruction time during the school year varies largely between countries, and this also impacts on the way countries allocate annual instruction time over the year. To have an overview of the organisation of the school year, [Figure X3.D1.2](#) presents the breaks planned during the school year (public/religious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

However, in the school year 2019/20, the school year schedule in all OECD and partner countries did not occur as planned due to weeks of school closure initiated by the Covid-19 pandemic. To estimate the impact of school closures, [Figure X3.D1.2](#) also includes the school closure schedules in all OECD and partner countries from early February to early June 2020.

Figure X3.D1.2. Organisation of the school year in primary and general lower secondary education (2020)







Note: The figure is built based on available information on school closures from UNESCO (last accessed 25 June 2020) and on the organisation of the school year 2019/20 in European countries from Eurydice (2019). For other non-European countries, information on school closures is combined with less detailed information on the period covered by school year as noted in Annex 1.

Source: Eurydice (2019), OECD (2020) and UNESCO (2020). [Back to main table for this Indicator](#)

Methodology

The joint Eurydice-OECD 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. [Table X3.D1.1](#) presents the subject categories that are included in the information gathering for the latest data collection on instruction time (for the school year 2018/19 or 2019).

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

Term	Definition
Reading, writing and literature (Language 1)	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.
Second language (Language 2) Other languages (Languages 3-5)	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.

Term	Definition
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 well-being. 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.
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	Refers to the total amount of instruction time that public schools must offer on top of the compulsory instruction time but is not mandatory for all students. Subjects can vary from school to school or from region to region and take the form of elective subjects. Additional activities before/after classes offered by the school are not <i>per se</i> part of non-compulsory curriculum, for instance, if there is no obligation upon public schools to provide this instruction time or it is not part of the official curricula. In particular, 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 2013 to 2018 Joint Eurydice-OECD Instruction Time data collection and refers to the school years 2013/14 to 2018/19. Sources of data for school year 2019 are displayed in the [Table X3.D1.2](#). Sources of other years's data can be consulted in Annex 3 of the different editions of *Education at a Glance*.

In editions of *Education at a Glance* prior to 2014, data on instruction time was collected through the OECD-NESLI data collection on Teachers and Curriculum 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 may not be fully comparable with those published in previous editions of *Education at a Glance*. However trend data have been checked to ensure the consistency of trends.

Table X3.D1.2. Sources and reference period (school year) for instruction time

Country	Sources and references	Reference period
Australia	Australian Curriculum, Assessment and Reporting Authority (ACARA) supported by state and territory government policy documents.	2019
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].	2018/19
Flemish Comm. (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>).	2018/19
French Comm. (Belgium)	<i>Directives officielles sur l'organisation de l'année scolaire : Circulaire n°6720 du 28 juin 2018 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2018-2019</i> (link); <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°6741 du 4 juillet 2018 relative à l'organisation de l'enseignement secondaire ordinaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2018-2019 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2018-2019</i> (link); <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 2018-2019</i> (link).	2018/19
Brazil	National Education Law 9.394/1996, Art 24.	2019
Canada	Estimates based on provinces/territories government policy documents and observations.	2018/19
Chile	Official curriculum and study programmes.	2019
Colombia	Law 115 of 1994 <i>Actual Instruction Time: Formal Education Survey C600 - DANE 2017</i>	2017/18
Costa Rica	Guidelines on schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system, 2015, Ministry of Public Education; Curricular Structures of all Modalities, III Cycle and Diversified Education, Directorate of Institutional Planning, 2010, Ministry of Public Education; Transfer of Agreement 34-97, May 1997, Higher Council of Education; School Calendar 2016. Ministry of Public Education; Human Resources Department, Ministry of Public Education.	2019
Czech Republic	Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE).	2018/19
Denmark	Act on the <i>Folkeskole: Bekendtgørelse af lov om folkeskolen, Lovbekendtgørelse no. 1510 af 14/12/2017</i> (link).	2018/19
England (UK)	Department for Education (link).	2018/19

Country	Sources and references	Reference period
Estonia	Basic schools and Upper Secondary Schools Act; The national curriculum for basic schools.	2018/19
Finland	Basic Education Act (628/1998) (link); Decree (852/1998); Government Decree on the General National Objectives and Distribution of Lesson Hours in Basic Education Referred to in Basic Education Act (422/2012); Finnish National Board of Education: National Core Curriculum for Basic Education 2014/ Regulation 104/011/2014.	2018/19
France	<i>Temps scolaire (pour les jours fériés)</i> (link). 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> (link) ; <i>Arrêté du 9 novembre 2015 fixant les horaires d'enseignement des écoles maternelles et élémentaires</i> (link). Grades 6-9 : <i>Décret n° 2015-544 du 19 mai 2015 relatif à l'organisation des enseignements au collège</i> (link) ; <i>Décret n° 2016-1063 du 3 août 2016 relatif à l'organisation de la journée scolaire au collège</i> (link) ; <i>Arrêté du 19 mai 2015 relatif à l'organisation des enseignements dans les classes de collège</i> (link) ; <i>Arrêté du 19 mai 2015 modifié relatif à l'organisation des enseignements dans les classes de collège</i> (link). Grade 10 : <i>Accompagnement personnalisé au lycée</i> (link) ; <i>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</i> (link).	2018/19
Germany	Information provided by the Ministries of Education and Cultural Affairs of the <i>Länder</i> .	2017/18
Greece	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"; 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"; 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"; Presidential Decree 79/2017 (Government Gazette 109/Issue A/1-8-2017); Article 32, 3a of Law 4521/2018 (Government Gazette 38/Issue A/2-3-018). Ministerial Decree 164700/Δ2/03-10-2018 (Government Gazette 4517/issue B/16-10-2018) concerning the remedial courses in lower secondary schools; Ministerial circular 212004/Δ7/7-12-2018 concerning the activities-projects; Ministerial circular F1/6058/D2/15 -01-2019 concerning the "Thematic Week".	2018/19
Hungary	Compulsory framework curricula (issued in the annexes of the Ministerial-EMMI- decree Number 51/2012. (XII. 21) Number of school days: The Ministerial Decree No 13/2018. (VI. 14.). The Ministerial Decree No 26/2018 (VIII.7.) (EMMI rendelet) modified the Annex 14 to the ministerial decree No 51/2012 (XII.21) (EMMI rendelet). As a consequence, the distribution of classes has changed in <i>szakgimnázium</i> but the total number of classes has remained the same.	2018/19
Iceland	<i>Intended instruction time</i> : National Curriculum Guidelines for Compulsory School 2011. Compulsory School Act nr. 91/2008, Chapter 8 The Icelandic National Curriculum Guidelines for Compulsory Schools with Subject Areas, pages 49-52. https://www.government.is/library/01-Ministries/Ministry-of-Education/Curriculum/adalnnsk_greinask_ens_2014.pdf <i>Actual instruction time</i> : Instruction time per subject by grade 2000-2018. Statistics Iceland. (link)	2018/19

Country	Sources and references	Reference period
Ireland	Primary: 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 . Secondary: 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 lower and upper secondary levels are available at www.education.ie .	2018/19
Israel	Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hour's allocations.	2018/19
Italy	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; Minimum weekly timetable at primary level: Law 169/2008; Organisation of <i>Licei</i> (general upper secondary level): DPR 89/2010.	2018/19
Japan	The Enforcement Regulation for School Education Act; The National Curriculum Standard for Elementary Schools; The National Curriculum Standard for Lower Secondary Schools; The curriculum formulation and implementation survey for public primary and lower secondary schools (2015).	2018/19
Korea	Ministry of Education. Primary and Secondary School Curriculum Overview (2015 Revision).	2019
Latvia	National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014) (link); The Cabinet of Ministers Regulations on the Beginning and End of the School Year 2018/2019 (2017) (link); The General Education Law (link)	2018/19
Lithuania	General Teaching Plan for the Primary Education Curriculum 2017-2018 and 2018-2019, No V-446, 2 June 2017. (link); General Teaching Plans of the Basic and Upper Secondary Education Curricula for 2017-2018 and 2018-2019, No V-442, 2 June 2017. (link)	2018/19
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse.</i> Grades 1-6 : <i>Plan d'études de l'enseignement fondamental.</i> Grades 7-10 : <i>Grille horaire de l'enseignement secondaire/secondaire technique.</i>	2018/19
Mexico	<i>Secretaría de Educación Pública (SEP), 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> (link)	2018/19
Netherlands	Law on Primary Education (WPO) and Law on Secondary education (WVO).	2018/19
New Zealand	Education Act 1989.	2019
Norway	Law and policy document based on law - subject syllabuses: Circular Udir-01-2018.	2018/19
Poland	The School Education Act of 7 September 1991 (with further amendments); Regulation by the Minister of National Education of 7 February 2012 on outline timetables in public schools (valid for grades 3, 6 and 9); Regulation by the Minister of National Education of 28 March 2017 on the outline timetables for public schools (valid for grades 1, 2, 4, 5, 7 and 8); Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year (valid for grades 3, 6 and 9); Regulation by the Minister of National Education of 11 August 2017 on the organisation of the school year (valid for grade 1, 2, 4, 5, 7 and 8); 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 of 12 August 1999 on teaching at school and scope of content for knowledge on human sexual life, rules for conscious and responsible parenthood, value of	2018/19

Country	Sources and references	Reference period
	family, life in its prenatal form, and methods and tools for conscious procreation included in the core curriculum for general education; Regulation by the Minister of National Education of 2 June 2017 amending the regulation on teaching at school and scope of content for knowledge on human sexual life, rules for conscious and responsible parenthood, value of family, life in its prenatal form, and methods and tools for conscious procreation included in the core curriculum for general education; 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).	
Portugal	Decree-Law no. 55/2018, of July 6th, according to its production of effects; Ministerial implementing order no. 223-A/2018, of August 3rd; Ministerial implementing order no. 226-A/2018, of August 7th.	2018/19
Russian Federation	missing	2018/19
Scotland (UK)	Scottish Curriculum for Excellence; Education (Scotland) Act 1980; Children and Young People (Scotland) Act 2014	2018/19
Slovak Republic	State educational programme for the first stage of primary school of the SR - ISCED level 1, National Institute for Education, Bratislava 2015; State educational programme for the second stage of primary school in the SR - ISCED level 24 - lower secondary education, National Institute for Education, Bratislava 2015; State educational programme for Gymnasium of the ISCED level 34 - upper secondary education, National Institute for Education, Bratislava 2015.	2018/19
Slovenia	Basic School Act (link); Rules on the School Calendar for Basic Schools (link); Syllabus for Basic School Programme (link).	2018/19
Spain	National and regional regulations on curriculum and school calendars.	2018/19
Sweden	Teaching time and distribution on subjects: Education Act (SFS 2010:800) (link) and the Compulsory School Ordinance (SFS 2011:185) (link); Information on percentage of students following reported curriculum: Swedish National Agency for Education.	2018/19
Switzerland	The reported instruction time is based on the 26 cantonal timetables [<i>Stundentafeln / grilles horaires</i>] for ISCED levels 1 and 24 in 2018/2019. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).	2018/19
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 MoNE Board of Education; Upper Secondary School Weekly Lesson Table, Decision dated 27.01.2014 and numbered 6 of MoNE Board of Education; Working Calendar for school year 2017-2018.	2018/19
United States	Number of Instruction Days/Hours in the School Year (April 2018) (link); Education Commission of the States; StateNotes.	2017/18

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Notes on specific countries

Statutory instruction time: Tables D1.1, D1.2, D1.3, D1.4, D1.5 and D1.6.

Methodology and interpretation

Notes that are not related to instruction time trends refer to the data for the latest school year (2018/19).

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 main table for this Indicator](#)

Australia:

Notes on interpretation of instruction time trends: Number of grades that are part of compulsory education by level of education varies across jurisdictions. Actual duration can be 6-7 years for primary and 3-4 years for lower

secondary, with a total duration of 10 years. The minimum number of years of primary education is reported for the school years 2014 and 2015.

For data for the school year 2015 and onwards, intended instruction hours are based on the Australian Curriculum for Foundation to Year 10. Before the school year 2014, no national policy existed mandating the instruction time by subject due to high degree of flexibility in determining how curriculum content is taught decided often at the school level.

Notes on years of compulsory education: Participation in education, training or employment is compulsory for all young people until they reach age 17.

Notes on methodology: Statutory instruction time data are derived from official documents from the Australian Curriculum, Assessment and Reporting Authority (ACARA), supported by state and territory government policy documents.

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.

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 subject allocation: Instruction time per subject in lower secondary education 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.

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.

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

Austria:

Notes on methodology: The statutory instruction time 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 2017/18.

Notes on subject allocation: During the first two years of primary school, foreign language (Language 2) instruction is linked to other subjects (32 periods of 50 minutes per grade) as part of an integrated approach. In primary school (*Volksschule*) grades 1-4, social studies and technology are part of an integrated subject called *Sachunterricht*, which covers initial natural sciences. ICT is taught as an integrated subject in grades 1-4.

There is a choice between Latin and the second foreign language in AHS (*Allgemeinbildende höhere Schule*, academic secondary school). In grade 7, students of the *Gymnasium* subtype start to learn Latin or the second foreign language (Language 3) of their choice. In the *Realgymnasium* and *Wirtschaftskundliches Realgymnasium* subtypes, students choose between the second foreign languages (Language 3).

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”.

Subjects reported in the category “Other subjects”: Remedial education and Latin.

Subjects reported in the category “Non-compulsory curriculum”: Subjects such as choir, instrument playing, physical education, drama, native-tongue instruction, creative music, creative art, modern foreign language, promotion of special interests and talents.

From school year 2018/19 on, students who are tested as not having sufficient command of the language of instruction (German) will be enrolled in preparatory classes (*Deutschförderklassen* – German support classes) for a maximum of 4 terms, for 15 lessons of German as a second language at primary level (ISCED 1) and for 20 lessons at lower secondary level (ISCED 2) respectively. These classes follow a defined curriculum. The rest of

their school time, students will join tuition in their mainstream class (according to their age group). Language competence will be assessed systematically after each term. Having reached a sufficient level in the language of instruction, students are fully transferred to their mainstream class and will then receive language support of 6 lessons a week in so-called language support courses (*Deutschförderkurse*) parallel to mainstream tuition, following the already existing curricula for German as a second language. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Notes on interpretation of instruction time trends: In the Flemish Community of Belgium, legislation only stipulates the total amount of instruction time without specifying how much time must be dedicated for each subject. For the school year 2010/11, the distribution of instruction time by subject was reported based on estimation from relevant surveys. However, since 2013/14, the data reflects the flexibility in the distribution of instruction time across subjects as stipulated in the legislation.

Notes on years of compulsory education: 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 with part-time employment.

Notes on the duration of the school year, school week and period length: The number of instruction days per school week is 4.5 days. For more information, refer to notes in [Organisation of the standard school week](#).

Calculation of the number of days of instruction for primary education in the school year 2018/19 is as follows: The school year starts on 1 September and ends on 31 August (52 weeks). Then weeks of holidays are deducted (9 weeks of summer holiday, 2 weeks of Christmas holiday, 2 weeks of Easter holiday, 1 week of autumn holiday and 1 week of Carnival holiday), leaving 37 weeks, which equals to 166.5 days (37 weeks × 4.5 days per school week). Finally, 8.5 days for the number of days the school is closed for festivities in 2018/19 are deducted (½ day of contact with parents, 1 ½ days of educational seminar (BVL 17-04-1991; BS 11-07-1991; art 3 §5 en art 3 §3), Ascension (30 May) and the next day, ½ day of 1 May (Wednesday), Whit Monday, 2 days to be chosen freely and Easter Monday; 11 November is not deducted as it falls on Sunday in 2018), leaving 158 days.

Calculation of the number of days of instruction for secondary education in the school year 2018/19 is as follows: The school year starts on 1 September and ends on 31 August (52 weeks). Then weeks of holidays are deducted (9 weeks of summer holiday, 2 weeks of Christmas holiday, 2 weeks of Easter holiday, 1 week of autumn holiday and 1 week of Carnival holiday), leaving 37 weeks, which equals to 166.5 days (37 weeks × 4.5 days per school week). Finally, 7 days for the number of days the school is closed for festivities in 2018/19 are deducted (½ day of organisation, 1 day of pedagogical seminar, Ascension (30 May) and the next day, ½ day of 1 May (Wednesday), Whit Monday, 1 days to be chosen freely and Easter Monday; 11 November is not deducted as it falls on Sunday in 2018), leaving 159.5 days.

There are no national or other official regulated examination days in Flanders to be excluded.

Subjects reported in the category "Other subjects": From grades 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 main table for this Indicator](#)

Belgium (French Community):

Notes on years of compulsory education: 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 with part-time employment.

Notes on methodology: Statutory instruction time 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).

There are four tracks in total at upper secondary level in the French Community of Belgium, and two of the tracks are general programmes: *Enseignement général (de transition)* and *Enseignement Technique et Artistique de Transition*. Therefore, Tables D1.5i to D1.5l (instruction time per subject by age (14 to 17 year-olds) show weighted averages of these two tracks.

Deviation of coverage from that specified in the manual: 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.

Legislation provides a maximum number of examination days, which are to be excluded for the data collection. However the legislation does not provide a compulsory number of examination days, therefore these days have not been deducted.

Percentage of students following the reported curriculum: Reported curriculum is followed by 100% of students both in primary and in lower secondary education, and 53.8% of students in upper secondary education (all students in general programmes).

Notes on the duration of the school year, school week and period length: The annual number of instruction days is set at 180, however, the Government can fix it between 180 and 184 days. 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.

Notes on subject allocation: In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable. The compulsory subjects that are not part of flexible timetable are: physical education (2 periods), religion/ethics/moral education (2 periods, more explanation below), and a foreign language (0, 2, 3 or 5 periods depending on the place and year, more explanation 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.

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.

In grades 5-6, learning a modern language other than French includes at least 2 periods (of 50 minutes) per week, except in the 19 municipalities of Brussels and the Walloon communes with special linguistic status where it is compulsory to teach a first foreign language taught 3 periods per week in grades 3-4 and 5 periods per week in grades 5-6. 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).

In lower secondary level (grades 7 and 8), compulsory options chosen by students 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, and sport activities (sport, physical education, body language, etc.). [Back to 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 main table for this Indicator](#)

Canada:

Notes on years of compulsory education: Canada reports intended instruction time up to grade 10 because in the majority of jurisdictions in Canada compulsory education is up to age 16.

Notes on methodology: The estimates provided for intended instruction time are a weighted average of instruction time reported by each jurisdiction. 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. The responses are weighted by the number of students in each jurisdiction, by age.

Percentage of students following the reported curriculum: Majority.

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.

In some jurisdictions, Technology and Practical and vocational skills subjects may be included under other subject areas.

Subjects reported in the category "Other subjects": Data that is representative at the Canada-level are currently not available. [Back to main table for this Indicator](#)

Chile:

Notes on methodology: Statutory instruction time is the 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 2017.

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

Subjects reported in the category "Other subjects": Educational guidance. [Back to 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.

Notes on subject allocation: 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:

OECD classification	Colombia
Reading, writing and literature (L1)	Humanities, English language and foreign languages
Mathematics	Mathematics
Natural sciences	Natural sciences and environmental education
Social studies	Social sciences, history, geography, politics and democracy
Physical Education and Health	Physical education, recreation and sports
Arts Education	Artistic education
Religion/Ethics/Moral education	Ethics and human values education
Religion/Ethics/Moral education	Religious education
Technology	Information and Technology

Actual instruction time per subject in primary and general lower secondary education (2017) collected from the C600 survey as a percentage of total compulsory instruction time is shown below.

	Reading, writing and literature	Mathematics	Natural sciences	Social studies	Second language	Other languages	Physical education and health	Arts Education	Religion/ Ethics/ Moral education	ICT	Technology	Practical and vocational skills	Other subjects	Compulsory subjects with flexible timetable	Compulsory options chosen by the students	Compulsory flexible subjects chosen by schools	Total compulsory curriculum	Non-compulsory curriculum
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Primary	18	15	12	12	x(1)	x(1)	6	5	8	x(13)	5	x(13)	20	x(13)	x(13)	x(13)	100	a
Lower secondary, gen. prog.	19	13	12	12	x(1)	x(1)	5	5	8	x(13)	6	x(13)	20	x(13)	x(13)	x(13)	100	a

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Costa Rica:

Subjects reported in the category "Other subjects": In primary level (ISCED 1), it includes Industrial Arts and Home Education as semester subjects and also Music Education. In lower secondary education (ISCED 24), it includes Educational Guidance and Lesson Guide. In upper secondary level (ISCED 34), it includes Psychology, Philosophy and Lesson Guide. [Back to main table for this Indicator](#)

Czech Republic:

Notes on interpretation of instruction time trends: Since the school year 2016/17, the new Framework Educational Programme for Basic Education became effective. For grades 1 to 5 (ISCED 1), there is a decrease in instruction time of reading, writing and literature (Language 1) matched by an increase in instruction time of compulsory options chosen by the students.

Notes on methodology: The presented instruction time is in accordance with the Framework Educational Programme for Basic Education (FEP BE) being effective from September 2017.

At primary level (ISCED 1), all pupils fulfil compulsory school attendance at *základní škola* (ZŠ). At lower secondary level (ISCED 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 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 ages 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 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: Reported curriculum is followed by 97.6% of students in primary education, and 96.8% of students in lower secondary general programmes.

Notes on subject allocation: Subjects with instruction time distributed across group of grades but must be included in all grades are Reading, writing and literature, Mathematics, Natural sciences, Social studies, and Arts Education. For Natural sciences and Social studies in primary level (ISCED 1), 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. For Natural sciences and Social studies in lower secondary level (ISCED 24), geography is included into Natural sciences as set in the FEP (although it is composed of social as well as natural topics).

The first foreign language (Language 2) is a compulsory flexible option chosen by the school in grades 1-2. 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). From grade 3, it is a compulsory subject for all students. The number of lessons for the first foreign language 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.

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. The second foreign language (Language 3) at primary level (ISCED 1) and the third (Language 4) and the fourth (Language 5) foreign languages at primary and lower secondary (ISCED 1 and 2) can be offered by schools 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. Theoretically the fourth foreign language (Language 5) could be taught but it is usually not provided (or only as a non-compulsory subject).

Physical Education and Health is designated 2 lessons in every grade. Time for physical education can be increased in two successive years of the first stage (Grades 1-5), where compulsory swimming lessons are offered. In such a case, the lessons are allocated from the amount of the disposable lessons (included in ‘compulsory flexible subjects chosen by schools’). For upper secondary level (ISCED 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 lessons are intended for physical education and 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 lower secondary level (ISCED 24), but they can also extend the time allocated to sports. The figure on statutory instruction time shows the average of 2.5 periods per year (2 periods + 0.5 periods on average per year (2 periods distributed over 4 years)).

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 interpretation of instruction time trends: Since the school year 2015/16 (August 2015), it is compulsory for schools (primary and general lower secondary education) to offer and for students 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. These activities (previously included in the non-compulsory curriculum) are included in other subjects category in the compulsory curriculum.

Since the school year 2014/15 (August 2014), a reform on *Folkeskolen* (integrated primary and general lower secondary school) became effective. It 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, supportive learning activities and assisted learning. This also involved some changes in the distribution of instruction time by subject.

Notes on methodology: 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, Mathematics and History 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.

Notes on interpretation: The kindergarten/pre-school class are and has long been a part of the *Folkeskole* Act, but was previously not compulsory. When the kindergarten/pre-school class became compulsory for all children from age 6 and the revision of the ISCED classification (ISCED 2011), the kindergarten/pre-school class (*børnehaveklasse/0 klasse*) became part of primary education (ISCED 1). Grade 1 in this data collection is the first year of compulsory education and corresponds to the pre-primary education (class 0/*børnehaveklasse*) in Denmark, grade 2 corresponds to class 1 etc. and therefore grade 10 refers to class 9.

Notes on the duration of the school year, school week and period length: There is no regulation of the number of days of instruction per year. However, the first and last day of the school year are national and mandatory.

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: 1 200 hours, 2) Grade 5-7: 1 320 hours, 3) Grade 8-10: 1 400 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: 1 000 hours, 2) Grade 5-7: 1 120 hours, 3) Grade 8-10: 1 200 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.

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 years.

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.

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England (United Kingdom):

Notes on interpretation of instruction time trends: Prior to the school year 2011/12 (1 September 2011), the Department for Education (DfE) provided governing bodies of maintained schools with recommended minimum weekly instruction time by subject. Since the school year 2011/12, schools are only required to provide sufficient lesson time to deliver a broad and balanced curriculum that includes all statutory requirements. For maintained schools (public schools), the national curriculum designates specific subjects as compulsory, but does not specify instruction time for these subjects.

Notes on years of compulsory education: There is a legal requirement to engage in full- or part-time education or training from age 16 to 18.

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).

Percentage of students 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.

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.

Notes on subject allocation: For maintained schools (public schools), the national curriculum designates subjects as compulsory, but does not specify teaching time for these subjects.

First foreign language (Language 2): It 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.

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.

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.

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Estonia:

Notes on interpretation of instruction time trends: Since the school year 2013/14, the new national curriculum for basic schools became effective in all grades of primary and general lower secondary education. This involved a small increase in the total compulsory instruction hours and some changes in the instruction time in primary and general lower secondary education.

Notes on methodology: 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.

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: "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.

"Second language (Language 2)" can be English, Russian, German or French, "Other languages (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. 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 (Language 2).

Schools have to offer some elective subjects but they decide which ones. Once selected, these subjects are compulsory for all pupils, i.e. compulsory flexible subjects chosen by the schools.

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, 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 interpretation of instruction time trends: In 2010/11 (the NESLI data collection), instruction hours are theoretically divided for each grade then summed up by level of education. Since 2013/14 (the joint Eurydice-OECD data collection), it was possible to report minimum instruction time requirement for groups of grades and levels of education that better reflects the reality in Finland. The differences in methodologies implemented could explain changes in compulsory instruction time: increase in primary education and decrease of similar extent in general lower secondary education.

Since the school year 2015/16, schools and education providers can start the instruction at least in grade 6 for the second foreign language. This is reflected as an increase in the instruction hours of other languages in primary education with corresponding decrease in the instruction hours of other languages in general lower secondary education.

Since the school year 2015/16, the subject Home Economics, previously under the category other subjects, is classified under the category practical and vocational skills.

Since the school year 2016/17, new National Core Curriculum for Basic Education became effective in all grades of primary and general lower secondary education. This involved change in instruction time of the first optional foreign language and introduction of the second optional language (both categorised as non-compulsory curriculum). In addition, minimum instruction time for various groups of grades is reorganised into different groups of grades.

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 2018/19 is 188.

Notes on subject allocation: The category “Natural Sciences” includes geography.

The category “Compulsory subjects with flexible timetable” refers to the additional lessons that schools must offer in physical education, arts, music, crafts or home economics. The “Compulsory flexible subjects chosen by schools” can be any subject.

Subjects reported in the category “Non-compulsory curriculum”: 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.

Percentage of students in general compulsory education attending the non-compulsory instruction time: 14% in primary level and 33.7% in lower secondary level.

Notes on the flexibility in the curriculum: 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.

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.

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			
ICT, 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.

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France:

Notes on interpretation of instruction time trends: Compared to 2010/11, the school year 2013/14 shows an increase of 18 hours per annum for grades 7 and 8, which increased instruction time on compulsory curriculum in general lower secondary education between these two years.

In the school year 2016/17, the reform in lower secondary general programmes is reflected in the data by a decrease in the number of instruction hours (180 hours decrease in the compulsory instruction time and 144 hours decrease in non-compulsory instruction time).

Since the school year 2016/17, the new Order in primary education (*Arrêté du 9 novembre 2015 fixant les horaires d'enseignement des écoles maternelles et élémentaires*) adjusted instruction time in some subjects without any changes in the total number of compulsory instruction hours. 36 hours is devoted to the subject "Civic and Moral education" in grades 1 to 5, which were included in total compulsory curriculum and the category social studies in the previous years. Also there is a small decrease in the instruction on natural sciences and arts education categories.

In the school year 2017/18, a modification of a Decree in lower secondary general programmes (Modification in the Decree of May 19, 2015 relating to the organisation of classes in lower secondary schools) resulted in an increase of 504 hours in the non-compulsory instruction time.

Deviation of coverage from that specified in the manual: The "Homework done" programme, implemented in all lower secondary state schools allows willing students in grades 6 to 9 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](#)).

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, it includes Technology.

Mathematics: In grades 4-5, it includes ICT (notions of computer science (programming)).

Social studies: In grades 4-10, it covers History-Geography and Civic and Moral Education. In grade 10, it also includes legal and social studies.

ICT: It is integrated in Natural sciences for grades 1-3. In grades 4-5, it is integrated in mathematics and includes notions of computer science (programming). In grades 6-9, ICT is mainly integrated in Technology and Mathematics, but it is included in the Total compulsory curriculum time because each subject can participate and no time is specifically dedicated to ICT.

Technology: In grades 1- 6, it is integrated in Natural sciences.

Ethics and moral education (called Civic and Moral Education in France): It is integrated in Natural sciences for grades 1-3 and in Social studies in grades 4-10. In grades 1-5, 36 hours per year are allocated to Civic and Moral education.

Other languages: For grade 10, the second foreign language (Language 3) is reported together with Second Language (language 2).

Compulsory options chosen by the students: Students in grade 10 must take two options (*enseignements d'exploration*) within a large choice, notably: Economics, a third foreign language (Language 4), Arts education, ICT, Technology, and Practical and vocational skills. Depending on the options chosen, the timetable can increase up to 162 hours per year.

Total compulsory curriculum: In 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 Total 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.

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). On individual tutoring in general and technological upper secondary, see [Circular No. 2010-013 of 29-1-2010](#).

Subjects reported in the category "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.

Percentage of students in general compulsory education attending the non-compulsory instruction time: Data is provided for academic year 2018-2019 (Source: [Repères et références statistiques sur les enseignements, la formation et la recherche](#) (RERS) 2019, fiche 4.15 (grade 6), fiche 4.17 (grades 7-9) and fiche 4.11 (grade 10);

Grade 6: A second foreign or regional language (15.6%) (in public and private schools)

Grade 7: Latin (18%), introductory course to Latin and ancient Greek (0.7%)

Grade 8: Latin (17.3%), ancient Greek (0.2%), introductory course to Latin and ancient Greek (0.7%)

Grade 9: Latin (14.7%), ancient Greek (2.1%), introductory course to Latin and ancient Greek (0.8%)

Grade 10: Art activities (6.7%), art workshop (0.1%), other elective subjects (0.1%) (in public and private schools)

Notes on the flexibility in the curriculum: Since 2016/17, *Accompagnement personnalisé* (i.e. tailored teaching and support to all students including Children with Special Needs) and interdisciplinary projects (*Enseignements pratiques interdisciplinaires*) are integrated in various subjects and are therefore included in total compulsory instruction time. [Back to main table for this Indicator.](#)

Germany:

Deviation of coverage from that specified in the manual: Instruction time includes teacher development days and examination periods, because regulations in the *Länder* are different.

Notes on methodology: 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 lower secondary general programmes (ISCED 24) and upper secondary general programmes (ISCED 34) with regard to grade 10. In more than 35% of all cases the 10th grade is added to upper secondary general programmes (ISCED 34). However, a clear allocation to the ISCED levels is not possible.

Notes on interpretation: 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.

Subjects reported in the category "Other subjects": Open learning and interdisciplinary subjects.

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Greece:

Notes on interpretation of instruction time trends: Since the school year 2016/17, there is only one type of primary school: "all-day primary schools". In the previous years two types of primary schools with different curricula, and data reported referred to a weighted average of these two curricula.

Since the school year 2017/18, the new legislation (Presidential Decree 79/2017) became effective, resulting in increases in total instruction time. In primary education, Compulsory instruction time increased by two periods per week and non-compulsory instruction time increased by 5 periods per week. In lower secondary general education, non-compulsory curriculum is introduced (758 hours per annum in total).

Since the school year 2017/18, the subjects "Geography" (in primary education) and "Geology-Geography" (in general lower secondary education) are included in natural sciences. They were included in social studies in the previous years.

Deviation of coverage from that specified in the manual: The content of Geography in the primary and the Geology-Geography in the lower secondary education focuses more on the natural environment, therefore the subject is taught by teachers of Natural sciences. 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%.

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 (in the current school year, lessons end on the 14th June as the 15th June is Saturday). For school year 2018/19, the instruction days in primary schools amount to 176 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 2018/19, 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 2018/19 (176 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.

The daily timetable of primary schools comprises, for all grades, six compulsory periods (three 45-minutes and three 40-minutes) and three non-compulsory periods of 45 minutes.

The compulsory curriculum of lower secondary schools comprises of six or seven periods per day (32 periods 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.

Notes on subject allocation: The first foreign language (Language 2) taught in all grades is English.

In primary education:

Natural Sciences: In grades 1-4 it refers to Study of the Environment which includes the study of the natural, social and cultural environment. In grades 5-6 it refers to physics and geography.

Social studies: In grades 3-4 it includes history. In grades 5-6 it refers to history and Civic and Social Studies.

Other languages (Language 3): In grades 5-6, it corresponds to the second foreign language where students choose between French and German.

Compulsory flexible subjects chosen by schools: It 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:

Reading, writing and literature refers to the subjects Modern Greek Language and Literature and Ancient Greek Language and Literature (grades 7-9).

Natural sciences includes physics and biology in grade 7, physics, geology-geography, biology and chemistry in grade 8 and physics, biology and chemistry in grade 9.

Social studies corresponds to history in grades 7-8, and history, Civic and Social Studies in grades 9.

Practical and vocational skills refers to home economics in grade 7.

Other languages (Language 3) corresponds to the second foreign language in 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).

Subjects reported in the category "Non-compulsory curriculum": It is offered as an option to students after the end of the compulsory timetable.

In the primary education, non-compulsory programme (all-day schooling) includes one period of educational activities in the morning, and in the afternoon one period of homework and one period of instruction on an elective subject (ICT, English, Physical Education, Art, Music, Drama and Cultural Activity Clubs). In the case of primary schools that function with more than 5 groups, priority is given to families presenting concrete social criteria.

In the lower secondary, it includes a) remedial instruction on mathematics, modern and ancient Greek, physics, chemistry, and English (each period lasts 45 minutes), b) classes working on projects concerning culture, ecology, health issues, career options and entrepreneurship that last 2 hours a week. Students can follow remedial courses for only one subject or for all of them (1 to 11 periods per week for students of grade 7 and 1 to 12 hours per week for students of grades 8-9) and can choose one or two 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 28% of primary school students. In the secondary level, where both the remedial courses and the activities-projects began in December, information on the percentage of students attending non-compulsory instruction is not yet available for all regions. [Back to main table for this Indicator](#)

Hungary:

Notes on interpretation of instruction time trends: Between the school years 2013/14 and 2016/17, the new Framework Curricula was introduced in a three-year phase. The previous Framework Curricula were recommendations for schools, but the new National Framework Curricula became compulsory for schools. The main change is that the previous (recommended) curricula defined instruction time per year, whereas the new (compulsory) curricula define instruction time per week.

Notes on methodology: The "new" legislation concerning all grades stipulates an obligatory weekly number of classes while the "older" regulation recommended an annual number of classes. In the school year 2018/19, the

weekly number of classes is given due to the fact the old regulation has phased out. The Ministerial Decree No 13/2018. (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 6 and 8 school years 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.

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.

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.

Notes on subject allocation:

Natural Sciences: Environmental Studies in grades 1-6; Biology, Physics and Chemistry for grades 7-8 and 10; Physics and Chemistry for grades 9-10 in *Gimnázium*

Social studies: History/Social/Civic Studies in grades 5-6, Geography and History/Social/Civic Studies in grades 7-8 and in grades 9-10 in *Gimnázium*; History in grades 9-10 in *Szakgimnázium*

Arts Education: Music and Visual Culture in grades 1-8 and grades 9-10 in *Gimnázium*; Arts in grade 9 in *Szakgimnázium*

Religion/Ethics/Moral education: Ethics or Religion (students/parents choose between the two) in grades 1-8

Technology: *Technika Életvitel és Gyakorlat* (Technology, life management and practice) in grades 1-7

Compulsory flexible subjects chosen by schools: *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) for grades 1-4; two classes of *Szabadon tervezhető órakeret* plus Drama-Dance, or Homeland and Peoples for grade 5 (school also have to choose between these two, dividing the number of classes to teach both is not allowed); three classes of *Szabadon tervezhető órakeret* for grades 6-8; four classes per week of *Szabadon tervezhető órakeret*, Drama-Dance or media (1 class per week) for grade 9 in *Gimnázium* (schools have to choose one of these two subjects); four classes per week of *Szabadon tervezhető órakeret* for grade 10 in *Gimnázium*

Subjects reported in the category "Other subjects": Form teachers' class in grades 5-10 and Entrepreneurship education in grade 10 in *Szakgimnázium*. [Back to main table for this Indicator](#)

Iceland:

Notes on interpretation of instruction time trends: Introduced in the school year 2011/12, the National Guideline on Curriculum led to a significant decrease in compulsory instruction time compared to previous years (900 hours at the primary level and 444 hours at the lower secondary level). At the same time, the proportion of instruction time on flexible curriculum decreased and the proportion of core subjects increased.

Notes on methodology: Intended instruction time is stipulated in the National Curriculum Guidelines for Compulsory Schools.

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 (in some cases Norwegian or Swedish). 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 (Language 4) is included in compulsory options chosen by the students.

Compulsory options chosen by students can include 'elective subjects' chosen by each individual school. Schools can choose to offer elective subjects that are the same as the core subjects, e.g. language and mathematics, if they want to provide more extensive education in those subject fields. The guidelines instruct schools to keep a balance between academic and more vocational subjects. It is recommended that schools offer subjects in the arts and practical/vocational subjects, especially in grades 8-10.

Notes on the flexibility in the curriculum: One of the main issues of the Compulsory School Act of 2008 was to increase more latitude flexibility and continuity between and within the three single structure compulsory school levels (grades 1-4, grades 5-7 and grades 8-10). The purpose was to better accommodate the diverse needs of children and increase flexibility in organisation. A reference timetable for the core subjects was granted (core subjects are; Icelandic, Icelandic as a second/or sign language, mathematics, English, Danish/other Nordic languages, arts and crafts, natural sciences, physical education, social sciences, equal rights affairs, religious studies, life skills and information and communication technology), stipulating the proportional division of time between different subjects areas. It is up to each school determine if a particular subject is taught in a separate or integrated manner as the reference timetable allows certain flexibility within subject areas between the three grade stages.

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 interpretation of instruction time trends: In the previous ISCED classification, there were 8 years of primary education (including junior and senior infants). However, in the latest ISCED classification, there are 6 years of primary education (excluding junior and senior infants).

Initiated in the school year 2004/05, the Rules and Programme for Secondary Schools provide more flexibility to schools at lower secondary level. It significantly delegates specific subject selection and the competence on instruction time to individual schools. Instruction time designated to many specific compulsory subjects are included in compulsory flexible subjects chosen by schools.

Students in primary education (ISCED 1) study either Irish or English as second language depending on the medium of instruction. It was previously included in the category other subjects. Since the 2015 data, it is transferred to second language (Language 2) category to better reflect the situation.

Civic, Social and Political Education (CSPE) and Social, Personal and Health Education (SPHE) are provided. They are specified for delivery in one period, typically of 40 minutes per week (70 hours over three years). Prior to 2015 data, specific instruction time was designated in both social studies and religion/ethics/moral education categories. Since 2016 data, this is reflected in social studies and other subjects categories to better align with the definition in the data collection.

Since the school year 2016/17, the new Framework for Junior Cycle became effective in lower secondary general programmes. Forty minutes of instruction time in English (previously classified as either "Language 1" or "Language 2", depending on the main language of instruction) can be used at the discretion of the school (i.e. compulsory subjects with flexible timetable).

Notes on years of compulsory education: The data refers to six years of primary education and four years of post-primary education (i.e. up to the end of compulsory schooling at age 16).

Primary education (ISCED 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 1 in Ireland 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. These infant classes are not included in the data as they fall outside the definition of compulsory schooling. Teachers of all grades at ISCED 1 have common qualifications and are paid centrally by the Department of Education and Skills in accordance with a common salary scale.

Secondary education (ISCED 24 and 34) includes four years of compulsory schooling (i.e. grades 7-9 at ISCED 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 34 providing for, typically, 16 year old students). However, the last two years of ISCED 34 are not reported because schooling is not compulsory, but is attended by most students (i.e. Grades 11-12, or chronological years 13-14 of education, providing for 17 and 18 year old students).

Notes on major changes in educational system: Curriculum reform at lower secondary level (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. The curriculum reform gives schools considerable flexibility to design their learning programmes at lower secondary level (ISCED 24). The data collection on Intended Instruction Time for the school year 2018/19 reflects the phasing in of the curriculum reform at lower secondary education and the flexibility afforded to schools in designing their programmes of learning.

A new specification in English, Irish and Mathematics has been introduced as part of the curriculum reform at lower secondary education (ISCED 24). The new specifications are now being implemented as follows: across the three years of ISCED 24 for English; across the first two years of ISCED 24 for Irish; and in the first year of ISCED 24 for Mathematics. The new specifications for these three subjects provide for an intended minimum instruction time of 2.4 hours weekly. In the case of English and Mathematics, the intended minimum instruction time of 2.4 hours represents a reduction of 56 minutes from the 3.33 hours weekly that was indicated in previous years. The additional time that was previously assigned is now placed under the category “Compulsory flexible subjects chosen by the school”. It is expected that schools will choose to timetable additional time for English, Irish and Mathematics in light of the key role played by these subjects in supporting literacy and numeracy and also the cultural importance of Irish.

At lower secondary level (ISCED 24), a greater proportion of time is now reported under the category “Compulsory flexible subjects chosen by schools”. For example, science which was previously included under “Compulsory options chosen by the students” is now under “Compulsory flexible subjects chosen by schools” and History and Geography, are included in the category “Compulsory flexible subjects chosen by schools” for Years 1 and 2 of lower secondary level rather than in the “Social Studies” category as in the previous years. Other subject areas now included for Years 1 and 2 of lower secondary level under “Compulsory flexible subjects chosen by the school” include second foreign language (Languages 3 and/or 4; French, German, Italian, Spanish), Arts education (music, art-craft-design), Religious education, Technology, Practical and vocational skills (home economics, materials technology (wood), metalwork, technical graphics, business studies) together with subjects such as Latin, ancient Greek, classical studies, Jewish studies and environmental studies.

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 (minimum time has been reduced from 2 hours to 1.34 hours per week), 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 the duration of the school year, school week and period length: In Ireland, primary schools are typically required to be open to pupils for a minimum of 183 days annually for student instruction. During 2018/19, individual schools were permitted to close for two days: one day to facilitate whole teaching staff engagement in continuing professional development in support of the introduction of a new language curriculum and one day to facilitate polling in a referendum to change an article in the Irish constitution (the majority of schools at primary level (ISCED 1) in Ireland are used as polling stations for elections and referendums). For primary education (ISCED 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 secondary level (ISCED 24 and 34), schools are typically required to be open to pupils to receive instruction for a minimum of 167 days. During 2018/19, individual schools were permitted to close for two days (Circular 0015/17) to facilitate whole-school planning and continuing professional development for teachers in support of the introduction of new curriculum and assessment arrangements at lower secondary level (ISCED 24). The duration of lessons is not specified in any directive to schools. While the length can vary, lessons usually last 40 minutes.

Notes on subject allocation: In primary education (ISCED 1), the list of prescribed subjects and instruction time to be allocated makes up most of the school week. 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 curriculum discretionary time (two hours) for literacy

and numeracy activities, and re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy. In the data reported, this increased time has been already reflected for grades 1-6 (additional one hour in literacy and one hour in mathematics). The other additional 10 minutes per week for mathematics (Grades 1 to 6) is drawn from legacy time given to roll call and assembly which is recorded under the category "Other subjects".

"Reading, writing and literature" category refers to either English or Irish depending on the first language of the school and the other language is reported under the category Second Language (Language 2) in both primary and secondary education. In English-medium schools, English is regarded as the first language (Language 1) and Irish as the second language (Language 2) while in Irish-medium schools, the first language is Irish and the second language is English. All primary schools teach both English and Irish. At Grade 10, the time for foreign languages and Second Language (Language 2; Irish or English) is reduced to accommodate the greater diversity of courses undertaken by students in the transition year.

Irish is compulsory for Year 3 of lower secondary education (ISCED 24) (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 the category "Compulsory subject with flexible timetable" as there is no specific allocation of time specified in the syllabus in Irish for these years. As part of the curriculum reform at lower secondary level (ISCED 24), a new specification (syllabus) has been introduced for Irish for students who commenced Year 1 of lower secondary education in 2017/18. This new specification provides for a minimum of 240 hours of instruction over the course of the three years of ISCED 24 or on average a minimum of 2.4 hours per week.

"Social studies" in Year 3 of lower secondary education (ISCED 24) encompasses Geography, History and Civic, Social and Political Education (CSPE).

Civic, Social and Political Education (CSPE) and Social, Personal and Health Education (SPHE) are specified for delivery in one period at Years 1 and 2 of lower secondary education (ISCED 24), 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. Schools are required to provide for a minimum of 70 hours of instruction in each of CSPE and SPHE to these students over the course of the three years of ISCED 24 or on average a minimum of 0.7 hours a week.

"Physical Education and Health" is allocated a fixed number of hours (2 per week) for students in ISCED 24 Year 3 in line with Rules and Programme for Secondary Schools. As part of the curriculum reform at ISCED 24, 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 or on average a minimum of 1.34 hours each week.

For students in ISCED 24 Year 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) and reported in the category "Compulsory flexible curriculum chosen by the students": 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, environmental and social studies, religious education.

The final year of compulsory education is technically the first year of general upper secondary education (ISCED 34) for many students. This is called "transition year", but it is not compulsory and many students directly enter other programmes after general lower secondary education (ISCED 24) such as the Established Leaving Certificate or the Leaving Certificate Applied programme which is more vocational-oriented than general upper secondary education (ISCED 34). 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 (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 34) must be allocated to this subject but it need not be timetabled every week. 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 general lower secondary education (ISCED 24), or in other years.

In general upper secondary education (ISCED 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 and (v) Social, Personal and Health Education are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition). The calculation for literacy and mathematics is based on 5 days and 40 minutes per day, i.e. 3.33 hours weekly.

Subjects reported in the category "Other subjects": At primary level (ISCED 1), it includes Social Personal and Health Education (SPHE) and the legacy time allocated for assembly and roll call. At lower secondary general programmes (ISCED 24), it includes Social Personal and Health Education only.

Notes on the flexibility in the curriculum: The curriculum reform at general lower secondary education (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 methodology: 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 reported instruction time is a weighted average based on the proportion of classes for the primary and lower secondary education, and on the proportion of students for the upper secondary education by sector. Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (56.6%), state-religious education (9.8%), sciences & tech (non-vocational) track (27.6%) and religious sciences & tech (non-vocational) track (5.9%). 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.

Percentage of students following the reported curriculum: 92%.

Notes on the duration of the school year, school week and period length: In 2018/19, there were 36.5 studying weeks in grades 1-6 and 35 studying weeks in grades 7-10.

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 Other languages (Language 3) as another national language.

In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. 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 subjects chosen by schools.

In lower secondary education, technology and communication subjects were merged with exact sciences. In upper secondary education, state-religious education includes 4 additional hours of Religion/Ethics/Moral education, which are mandatory for obtaining a matriculation certificate.

Subjects reported in the category "Non-compulsory curriculum": Missing. The school can use non-compulsory hours to teach supplementary lessons in one of the compulsory subjects.

Notes on the flexibility in the curriculum: Today the horizontal flexibility exists in the 10-12 grades, principally for the ICT which is generally included in the Natural Sciences. The vertical flexibility is very rare in upper secondary education. The reason is that the budget from the Ministry of Education in a concerned profession is divided equally between the grades. [Back to main table for this Indicator](#)

Italy:

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

For primary education, the reported instruction time corresponds to a weekly timetable of 27 hours over 33 weeks (891 hours per year) and 36.3% of students follow this. The other school times are the following: 26.7% of students have 990 hours, 36.5% have 1 320 hours, and 0.5% have 792 hours. At the primary level there is horizontal flexibility (except for religion and other languages (Language 2-5)).

For lower and upper secondary education, instruction time data is reported based on the legal requirements. In the lower secondary education, 88.2 % of students follow a timetable of 30 hours per week. However, in the music branch (attended by 7.5% of students), 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.

At the upper secondary level, weighted averages of all general tracks are reported (based on the percentage of students enrolled in each track). There are six tracks: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences.

Percentage of students following the reported curriculum: Lower secondary education: 88.2%.

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.

Notes on subject allocation: At all levels of education, 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 Reading, writing and literature category, while for primary and upper secondary levels it is included in Social studies category.

In primary education, Music (included in "Arts Education"), history and geography (included in "Social studies") are taught as separate subjects.

At lower secondary level, Reading, writing and literature includes history and geography, Citizenship and Constitution and 1 hour of in-depth studies in literacy learning. Mathematics category 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 category includes ICT (ICT is taught as a separate subject in the applied sciences option of the *liceo scientifico*).

Arts Education includes different set of subjects in different tracks. In the *Liceo artistico* track, it includes History of Arts, Drawing and Graphics, geometry, Sculpture and Plastic Disciplines and Arts Laboratory. In the *Liceo musicale e coreutico* (music branch) track, it 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, it includes History of Dance, Dance Techniques Dance laboratory, music theory and practice for dance.

In the *Liceo delle scienze umane* track, 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 main table for this Indicator](#)

Japan:

Notes on interpretation of instruction time trends: Since the school year 2018/19, the revision in the National Curriculum Standards became partially effective in primary education. It increased instruction time of second language (Language 2) by 11.25 hours per year in grades 3 to 6 of primary education (ISCED 1).

Since 2016/17, the subject "Living Environment Studies" in primary education is categorised as other subjects category. It was previously included in both natural sciences and social studies.

Data on Japan refer to data for the last available reference year in each survey year as there are no data matched with instruction time data in the reference years.

Notes on methodology: 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 indicated in the Enforcement Regulation for School Education Act and the instruction time reported as planned instruction time at each school at the beginning of the school year.

Subjects reported in the category “Other subjects”: For primary education: Home Economics, Living Environment Studies, the Period for Integrated Studies and *Tokkatsu* (Student-Led Activities). For lower secondary education: Technology and Home Economics, the Period for Integrated Studies and *Tokkatsu* (Student-Led Activities).

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Korea:

Notes on interpretation of instruction time trends: The new National Curriculum was introduced in phases between the school years 2013 to 2015. It defines instruction time for groups of grades, introducing flexible allocation of instruction time across multiple grades.

In the school year 2017, the subject Safe Life was introduced as additional subject for grades 1 and 2 due to a revision in the National Curriculum.

In the 2018 data, there were some adjustments in instruction time by subject due to a revision of Secondary School Curriculum. In grades 7 to 9 (ISCED 24), the decrease of 34 periods per year in compulsory flexible subjects chosen by schools was transferred to natural sciences. In addition, information communication and technology (ICT) (previously included in practical and vocational skills, which then was linked to natural sciences) is directly incorporated in the instruction time for natural sciences.

Notes on methodology: The intended instruction time is stipulated in the “Elementary and Secondary Education Act” and in “Primary and Secondary School Curriculum Overview” (2015 Revision). The instruction time required for primary and lower secondary school levels is the standard instruction time and the instruction time is allowed to vary by plus or minus 20% depending on the particular school.

Notes on the duration of the school year, school week and period length: Elementary and Secondary Education Act specifies that given the minimum number of instruction days in the year (190 days), local and school jurisdictions are responsible for the scheduling of school year.

Under the pedagogical supervision of teachers or non-teaching staff, a “play-based learning” program implemented by all primary schools (grades 1-6) allows students to benefit from time dedicated to learning through play. Depending on local circumstances, hours devoted to this program can be scheduled during vacant slots in the timetable. According to the 2018 survey results, every school provided play-based learning in addition to the compulsory curriculum for an average of 57 hours per annum. Hours devoted to this program have not been included in the intended instruction time and/or non-compulsory curriculum, as the program is based on a recommendation from the Ministry of Education and is not a set requirement for schools.

Notes on subject allocation: Natural sciences and Practical and vocational skills, of which 340 lesson periods are required for grades 5-6, fall within the same subject cluster “Science/Practical Arts” in the Korean Primary School Curriculum. Moreover, Practical and vocational skills for grades 5-6 also includes ICT and Technology.

Compulsory options chosen by students can include elective subjects chosen by each individual school. Options for elective subjects are specified in the national curriculum as Environment, Health and “Career and Occupation”, which are not the same as the other compulsory subjects at the lower secondary level. Individual schools are required to choose one subject among these three and arrange 170 lessons for grades 7-9.

Subjects reported in the category “Other subjects”: 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 hours over two years), Intelligent Life (grades 1-2: 192 hours), Pleasant Life (grades 1-2: 384 hours) and Safe Life (grades 1-2: 64 hours).

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.

“Free-semester”: 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.

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, 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 interpretation of instruction time trends: Between the school years 2014/15 and 2015/16, one period per week of second language (Language 2) was introduced in grade 1 (in 2014/15) and grade 2 (in 2015/16), based on National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014).

Notes on methodology: The data on instruction time are provided based on the legislative acts reported in [Table X3.D1.1](#) (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, 72% of all pupils are in programmes with Latvian language of instruction and 28% are in minority education programmes in full-time general education schools (in 2017/18)).

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 grade 1, 35 weeks in grade 2 to 8 and 37 weeks in grade 9 which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2018/19, there are 5 national holidays: 18 November 2018 (Proclamation of the Republic of Latvia, transferred to Monday, 19 November); 19-22 April 2019 (Easter); 1 May 2019 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2019 (Restoration of Independence of the Republic of Latvia, transferred to Monday, 6 May); therefore the actual number of instruction days in school year 2018/19 is 165 days in grade 1, 170 in grades 2 to 8 and 177 in grade 9. The dates for the beginning and end of the school year 2018/19 are set by the Cabinet of Ministers' Regulations on the Beginning and End of School Year 2018/19 (issued in December 2017).

The General Education Law prescribes the duration of lessons, which can last 40 to 45 minutes and are determined by the head of school. Usually, lessons last 40 minutes.

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.

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, for example, the subject Literature belongs to the arts education sphere, and geography belongs to the technology and sciences sphere. However, in the data 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 "Other subjects" category, is taught in the respective ethnic minority language. The same applies to the subjects Literature (grades 4-9, included in "Arts Education"), mathematics (grades 1-4) and Ethics/Introduction to Christianity (grades 1-3, included in "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 (grades 4-6), biology (grades 7-9, included in "Natural Sciences"), physics (grades 8-9, included in "Natural Sciences"), chemistry (grades 8-9, included in "Natural Sciences"), geography (grades 7-9, included "Social studies"), world history and history of Latvia (grades 6-9, included in "Social studies"), Social Studies (for grades 7-9, included in "Social studies"), crafts (for grades 4-9, included in "Practical and vocational skills"), sports (for grades 4-9), music (for grades 4-9, included in "Arts Education") and visual arts (for grades 4-9, included in "Arts Education"). Other subjects are taught bilingually using Latvian language and the language of ethnic minorities.

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 category “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.

Subjects reported in the category “Other subjects”: For the basic education programme for ethnic minorities, “Other subjects” also include the subject Ethnic Minority Language (grades 1-9).

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: one lesson for grade 1; 2 lessons for grade 2; no lesson for grade 3, 6 and 9; 4 lessons for grade 4, 5 and 7; and 6 lessons for grade 8. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

Subjects reported in the category “Non-compulsory curriculum”: Schools must offer optional lessons for groups of pupils on a voluntary basis (e.g. choir, dance, drama, sports or a foreign language), lessons for individual work with students and prolonged-day groups.

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).

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Lithuania:

Notes on interpretation of instruction time trends: In the school year 2017/18, the New General Teaching Plan extended the length of the school year by 10 days, increasing the instruction time in both primary and lower secondary general programmes.

In the school year 2018/19, the Ministerial order increased the length of the school year by another five days in primary education and four days in lower secondary general programmes.

Notes on methodology: 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 91.3%; lower secondary education 91.8%.

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”.

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 2018”. 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 category “Religion/Ethics/Moral education”.

Social studies include both compulsory study subjects and Socio-civic activities (7.5 hours per year).

Subjects reported in the category “Other subjects”: Human safety.

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.

It is recommended to give minimal number of lessons for students of grade 5. If students of grades 5-10 (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).

Students of grades 5-10 can choose optional subject courses to improve Lithuanian language, reading and speaking skills, and literature knowledge. Students can choose Natural Science chosen subjects, optional subject courses and Art subjects such as Theatre, Dance and other Contemporary Art subjects.

Students of grades 9-10 (including gymnasium grades 1-2) may choose optional subject courses such as Psychology, Ethnic Culture, etc. 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).

Percentage of students in general compulsory education attending the non-compulsory instruction time: During the school year 2018/19 there are 277 418 students in grades 1-10 and 170 622 (i.e. 62.4%) students are attending the non-compulsory instruction time: 68.53% of grades 1-4 (80 641 students) and 56.33% of grades 5-10 (89 981 students).

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:

- Increasing or reducing the number of the lessons of the concrete subject up to 10%,
- Organising 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, or
- Implementing a part of the curriculum 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 interpretation of instruction time trends: In 2013/14, there has been a decrease of 55 hours per annum for each grade in general lower secondary education. In addition, the number of grades in lower secondary education decreased from 4 (in 2010/11) to 3.

Since 2016/17, vertical flexibility is no longer reported in primary education. However, this does not imply change in regulation.

In 2016/17, there were significant changes how various national languages are reported in relevant subject categories. Prior to 2017, in grade 1, German and Luxembourgish are both languages of instruction and both are included in "Language 1" and German is also considered "Language 2". In grades 2 to 6, German is the medium of instruction "Language 1" and is also considered as "Language 2" and French is "Language 3". In grades 7 to 10, French is the medium of instruction "Language 1" and is also considered "Language 3", German is "Language 2" and English "Language 4". Since 2017, in grades 1 to 6, German and Luxembourgish are both languages of instruction and both are included in "Language 1" and French is considered "Language 2". In grades 7 to 10, the language of instruction "Language 1" is French, while German is the first foreign language "Language 2". English is the second foreign language "Language 3".

Notes on methodology: The reported data refer to the study plan for primary education and timetables for secondary education and technical secondary education.

Notes on subject allocation: In grades 1-6, German and Luxembourgish are both languages of instruction and their instruction time is reported under the category Reading, writing and literature whereas French is reported under second language (Language 2).

In grades 7-10 the language of instruction is French with German as the first foreign language (Language 2) and English as 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 main table for this Indicator](#)

Mexico:

Notes on interpretation of instruction time trends: In the school year 2014/15, 80 hours per year of instruction time in grade 7 on other subjects is designated to technology.

Notes on methodology: The methodology used to provide intended instruction time is the curriculum choice of the most common studies program.

Percentage of students following the reported curriculum: Primary education 92.9%, lower secondary education 70.9%, and upper secondary education 99.5%.

Notes on subject allocation: Natural Sciences includes physics and chemistry.

Subjects reported in the category "Other subjects": Tutoring (grades 7-9). [Back to main table for this Indicator](#)

Netherlands:

Notes on interpretation of instruction time trends: Since the school year 2018/19 (2019 data), instruction time on non-compulsory curriculum is reported as not applicable to better reflect and align with the definitions of the data collection.

Notes on years of compulsory education: Compulsory lower secondary general programmes consist of three tracks with different number of grades: 3 years for HAVO and VWO, and 4 years for pre-vocational secondary education (VMBO).

Compulsory upper secondary general programmes have two tracks of different duration: 2 years for HAVO and 3 years for VWO.

Notes on methodology: Total compulsory instruction time in pre-primary and primary schools (*basisonderwijs groep 1-8*) is 7 520 hours. It is at the discretion of the individual school to distribute these hours across grades. Assuming equal distribution over eight grades, 5 640 hours is the average for primary education (*basisonderwijs groep 3-8*).

For lower secondary education, weighted averages of the instruction time in different tracks are reported (HAVO, VMBO and VWO). As 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.

For upper secondary education, weighted averages of HAVO (two years) and VWO (three years) are reported. Instruction time in grade 12 only refers to instruction time for VWO.

After grade 10 of VMBO and grade 11 of HAVO, students normally continue their education in vocational schools or universities of applied sciences. As vocational education is out of scope of this data collection, data for these grades have not been provided. As it was not possible to show flexibility across grades in secondary education, instruction time for this cycle has been artificially divided.

Percentage of students following the reported curriculum: Grades 1-11: 100% (in grades 10-11: HAVO 49%, VWO 51%); Grade 12 (age 17): 51% (VWO).

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).

Notes on the flexibility in the curriculum: It is at the discretion of the individual school to distribute 7 520 hours over pre-primary (*basisonderwijs groep 1-2*) and primary (*basisonderwijs groep 3-8*) schools over the eight years.

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New Zealand:

Notes on the duration of the school year, school week and period length: 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.

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.

Schools in New Zealand are required to deliver the national curriculum, as expressed in the New Zealand Curriculum or *Te Marautanga o Aotearoa*.

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 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 interpretation of instruction time trends: Due to policy reform in the school year 2016/17, instruction time for natural sciences increased by 328 hours for a group of grades 1 to 7.

In the school year 2012/13, compulsory options chosen by the students were introduced gradually by grade in lower secondary education. The school year 2014/15 was the first year for which compulsory options chosen by the students were fully implemented at all grades, also increasing the total number of hours on compulsory curriculum. The school owner allocates 38 hours of compulsory subjects with flexible timetable for each group of grades and may only allocate time on the subjects listed in the syllabus.

Notes on the duration of the school year, school week and period length: The number of days and weeks reported are the minimum (190 days and 38 weeks) and the maximum (225 days and 45 weeks) with 190 days and 38 weeks being typical. The length of a period/lesson is set to 60 minutes.

Notes on subject allocation: In lower secondary education (ISCED 24) grades 8 to 10, students can choose between 15 subjects (from 2017/18, the subject programming is introduced) 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 the second foreign language (Language 3). In 2017/18, 73% of the students had second foreign language (Language 3) while only 15% chose in-depth studies in other languages and 12% 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 *Notes 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 1) as a whole (grades 1-7), and for lower secondary schooling (ISCED 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 "Second language(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.

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 interpretation of instruction time trends: In the school year 2013/14, a curricular reform was introduced: "Intended instruction time" decreased in primary education and increased in general lower secondary education, with changes in the distribution of instruction time by subject in both levels of education.

Starting from the school year 2017/18, two education systems co-exist: the old education system where instruction time was defined per 3-year educational stages (general education including 6-year primary school + 3-year lower secondary school + 3-year upper secondary school) is being phased out and the new structure (general education: 8-year primary school covering both primary and lower secondary education with a 4-year secondary school covering upper secondary education) is implemented progressively. In this system, instruction time is defined per year and by week with subjects indicated.

Notes on major changes in the educational system: 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 primary and lower secondary education (ISCED 1 and 2) with a 4-year secondary school covering upper secondary education (ISCED 3)) where instruction time is defined per year and by week with subjects indicated. Thus compulsory education covered 9 grades (6+3) in the old system, but the new system 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, 2, 4, 5, 7 and 8 of primary school have been working with the newly outlined timetables of 2017. Grade 8 of primary school is now in place. Grades 3 and 6 of primary school and grade 9 in lower secondary school (which is being phased out) work with the "old" outline timetables of 2012 where instruction time is defined per 3-year educational stages. See *Notes on methodology*.

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. For the school year 2018/19, ISCED 1 refers to grades 1-6 and ISCED 2 refers to grades 7-8 of the 8-year primary school and grade 3 of *gimnazjum* (lower secondary school). Grades 1-2 of *gimnazjum* do not exist as this type of school is being phased out.

Notes on methodology: In the school year 2017/18 according to the new outline timetables (2017) instruction hours for particular subjects for grades 1, 4, and 7 were calculated by multiplying the number of weeks by the number of instruction 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 2018/19 are still in place in grades 3, 6 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 the total number of hours for 3-year periods by 3. In spite of two different methodologies the number of hours is not very different in both systems (old and new).

Notes on the duration of the school year, school week and period length: The school governing body, at the request of the school head, may additionally grant up to 3 hours a week to each class in a given school year for a periodic or annual increase in the number of hours of selected compulsory subjects. This regulation allows the school heads to influence the actual number of compulsory teaching hours. In the school year 2018/19, hours left to the school head's discretion can be used solely for classes developing students' interests for grades 1, 2, 4, 5, 7 and 8 (which operate on the basis of "new" timetables). In the grades 3, 6 and 9, the school head makes a decision whether these hours are devoted to compulsory classes (indicated in Compulsory flexible subject chosen by school) or to classes developing students' interests.

Notes on subject allocation: The subject "Natural science" (*Przyroda*) has been taken into account - within compulsory classes - in grade 4 of primary school as two hours per week. In 2018/19 *Przyroda* is taught in grades 4 and 6 due to the coexistence of both (old and new) systems. 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 timetables of 2017 it has been stipulated that in grades 7 and 8 a foreign language is taught for 3 hours per week, and the second foreign language - for 2 hours per week.

Subjects reported in the category "Other subjects": Hours with the homeroom teacher (grades 4-9), Education for Safety (grades 8-9), Vocational guidance (grade 7).

Subjects reported in the category "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)

Percentage of students in general compulsory education attending the non-compulsory instruction time: The information on the number of students attending religion is not collected in the School Education Information System database (*System Informacji Oświatowej*, SIO). According to Ministry of National Education estimates approximately 80% of all students in primary schools (ISCED 1) and 70% in lower secondary schools (ISCED 24) attend religion lessons. (data for 2017/18)

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 63% at lower secondary level (SIO database, September 2018).

Notes on the flexibility in the curriculum: For the school year 2018/19, it only concerns grades 3, 6 and 9 of the education system 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 1) is divided into two stages/cycles: First cycle (grades 1-3) and second cycle (grades 4-6). Lower secondary school (ISCED 24) forms the third cycle and encompasses another three-year period (grades 7-9) – i.e. vertically flexible.

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. In 3-year lower secondary school (which is being phased out and in 2018/19 only grade 9 is 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 – i.e. horizontally flexible.

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Portugal:

Notes on interpretation of instruction time trends: Between 2010/11 and 2013/14, there were changes in the number of hours of intended instruction time in primary and general lower secondary education due to the new regulation (Decree-Law No. 139/2012).

Since the school year 2015/16, the number of instruction days per school year for grade 6 has been revised from 175 days to 180 days.

Since the school year 2016/17, English (Language 2) has become compulsory in grade 4, which also increased the number of hours on compulsory curriculum in primary education.

Starting from the school year 2018/19, and until the school year 2021/22, the Decree-Law no. 55/2018, of July 6th, took effect in phases. (For the schools covered by the Order No. 5908/2017, of July 5th, the provisions of the Decree-Law will take effect in a different schedule as grade 1 has already participated in the pilot project in the school year 2017/18.) The Decree-Law no. 55/2018, of July 6th, aimed to give more autonomy and flexibility in organising instruction time across various subjects. This resulted in an increase of time devoted to compulsory subjects with flexible timetable.

Notes on major changes in the education system: The Decree-Law no. 55/2018, of July 6th, takes effect from the school year of: (a) 2018/19, with respect to the 1st, 5th, 7th and 10th grades; (b) 2019/20, for the 2nd, 6th, 8th and 11th grades; (c) 2020/21, for the 3rd, 9th and 12th grades; (d) 2021/22, with respect to the 4th grade.

With regard to the classes of schools covered by Order No. 5908/2017, of July 5th, the provisions of Decree-Law no. 55/2018, of July 6th, shall apply in the following terms: (a) 2018/19, regarding the 2nd, 6th, 8th and 11th grades; (b) 2019/20, for the 3rd, 9th and 12th grades; (c) 2020/21, regarding the 4th grade.

Notes on years of compulsory education: Pre-primary level is not compulsory in Portugal. It is recommended that the child may attend pre-primary education at least from age 4, with the government guaranteeing the existence of an available opening in public schools or in the solidary private network (government-dependent private education).

Notes on interpretation: 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.

Percentage of students following the reported curriculum: 100%.

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 100 minutes, depending on the school choice (options are 45, 50, 60, 75, 90 or 100 minutes).

Notes on subject allocation: According to legislation, primary schools (grades 1-4) should offer a weekly minimum instruction time of 25 hours. If a school decides to offer the maximum instruction time (i.e., 30 hours), then the non-compulsory curriculum decreases to 5 hours a week.

For grades 1-2, 7 hours are allocated to literacy, 7 hours to mathematics. Then 11 hours of compulsory subjects with flexible timetables are distributed as follows: 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) and *Oferta Complementar* (Complementary Offer). There are also 5 hours allocated to non-compulsory activities called *Atividades de Enriquecimento Curricular* (Curricular Enrichment Activities).

For grades 3-4, 7 hours are allocated to literacy, 7 hours to mathematics, and 2 hours of first foreign language (English). Then 9 hours of compulsory subjects with flexible timetables are distributed as follows: 3 hours to curricular subjects *Estudo do Meio*, which comprises history, geography and sciences; 5 hours are allocated to arts and physical education, 1 hour to *Apoio ao Estudo* and *Oferta Complementar*. There are also 5 hours allocated to non-compulsory activities (Curricular Enrichment Activities), where in some cases, schools may withdraw 1 hour to allocate to Moral and Religious Education.

In grades 5-6, Reading, writing and literature (Portuguese), English and Social studies (which includes history and geography of Portugal) and *Cidadania e Desenvolvimento* (Citizenship and Development) are part of the same curricular area and allocated 8.75 hours. Mathematics and Natural Sciences are also part of the same curricular area and allocated 5.83 hours. Arts and Technology education (which includes visual education, technological education, musical education and ICT) is allocated 5.42 hours. Compulsory flexible subjects chosen by schools are allocated 3.33 hours: 1 hour for *Oferta Complementar*, 0.83 hours for *Complemento à Educação Artística* (Complement to Arts Education) and 1.5h for *Apoio ao Estudo*. There are 0.75 hours of non-compulsory curriculum time allocated to Moral and Religious Education.

At lower secondary (grades 7-9) students learn another foreign language (Language 3) (French, Spanish or German) besides English.

At this level, there is also Arts and Technology Education (Visual Education, Complement to Arts Education and ICT). Social studies (History, Geography and *Cidadania e Desenvolvimento*) are part of the same curricular area. Compulsory flexible subjects chosen by schools are allocated 0.75 hours, referred as *Oferta Complementar*. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

For grade 7, the 15.83 hours of compulsory subjects with flexible timetables are distributed as follows: 4.17 hours for first and second foreign languages (Language 2 and 3), 4.58 hours for History, Geography and *Cidadania e Desenvolvimento*, 4.17 hours for *Ciências Naturais* and *Físico-Química* (Sciences), 2.92 hours for Visual Education, *Complemento à Educação Artística* and ICT. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

For grades 8-9, the 11.66 hours of compulsory subjects with flexible timetables are distributed as follows: 3.75 hours for History, Geography and *Cidadania e Desenvolvimento*, 5 hours for *Ciências Naturais* and *Físico-Química* (Sciences), 2.92 hours for Visual Education, *Complemento à Educação Artística* and ICT. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

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 *Português* (literacy learning), a foreign language (Language 2), Philosophy (Social Sciences) and Physical education. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years.

For grades 10-11, 15.67 hours of compulsory options chosen by students are distributed as follows: 2.5 hours for first foreign language (Language 2), 4.17 hours for Mathematics and Arts Education (triennial subject), 9 hours for Mathematics, Natural Sciences, Social Sciences, first and second foreign languages (Language 2 and 3) and Arts Education (two biannual subjects). Compulsory flexible subjects chosen by schools of 1.83 hours correspond to the flexible time to be managed by the school. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

For grade 12, 9.5 hours of compulsory options chosen by students are distributed as follows: 4.5 hours for Mathematics, Social Sciences and Arts Education (triennial subject), 5 hours for Natural Sciences, Social Sciences, first, second and third foreign languages (Language 2, 3 and 4), Arts Education and ICT (two annual subjects). Compulsory flexible subjects chosen by schools of 1.92 hours correspond to the flexible time to be managed by the school. Non-compulsory curriculum Moral and Religious Education is allocated 0.75 hours.

Subjects reported in the category "Other subjects": *Apoio ao Estudo* (monitored study).

Subjects reported in the category "Non-compulsory curriculum": *Atividades de Enriquecimento Curricular* (Curricular Enrichment Activities) and *Educação Moral e Religiosa* (Moral and Religious Education).

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 per year. In general the instruction time for subjects has a predefined minimum. Schools are autonomous to decide the time of the lesson. Schools may manage up to 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.

The difference between the minimum established for each subject/group of subjects and the total minimum instruction time was reported in the category "Compulsory flexible subjects chosen by schools". 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. [Back to main table for this Indicator](#)

Scotland (United Kingdom):

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.

Notes on the flexibility in the curriculum: Once a young person enters the senior phase at the beginning of Grade 11(S4) (ISCED 34) they will begin studying for National Qualifications. These National Qualifications have a notional time allocation assigned to them - 10 hours of learning time per Credit point. These do not measure the time taken by any individual learner. Therefore courses taken by young people in S4 will have a notional amount of instruction time allocated to them. The courses may be taken over more than one grade. Therefore we feel that vertical flexibility applies to the final year of Scottish compulsory education.

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 interpretation of instruction time trends: In the school year 2015/16, the new legislation (the State Education Programmes) took effect. It no longer allocates instruction time across different levels of education, and the minimum instruction time is defined by grade. It also redistributed instruction time by subject by reducing the proportion of instruction time devoted to "Compulsory flexible subjects chosen by schools" and re-allocating it to specific subjects.

Notes on methodology: There is vertical flexibility for upper secondary level (ISCED 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 upper secondary level (ISCED 34).

Percentage of students following the reported curriculum: Primary education 93%; lower secondary education 88%; upper secondary education 62%.

Notes on the duration of the school year, school week and period length: The school year 2018/19 had 186 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.

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 main table for this Indicator](#)

Slovenia:

Notes on interpretation of instruction time trends: In 2013/14, there was a break in the series regarding instruction time of non-compulsory curriculum (473 hours in primary education and 306 hours in general lower secondary

education). Since then, the data includes interest activities (two lessons per week), supplementary classes (one lesson per week), remedial classes (one lesson per week) and an additional lesson of optional subject in grades 7 to 9.

Between the school years 2014/15 and 2016/17, a reform gradually introduced additional instruction time in non-compulsory curriculum in phases. This additional instruction time refers to non-compulsory lessons in arts, ICT, sports and technics or foreign language for grades 4 to 6 and non-compulsory foreign language for grades 7 to 9.

Since the school year 2014/15, the gradual introduction of the compulsory first foreign language (Language 2) in grades 2 and 3 had begun and gradually expanded. In the school year 2017/18, the implementation has ended and reflected in the data since.

Since the school year 2015/16, first foreign language is introduced as a part of the non-compulsory curriculum in grade 1 (52.5 hours per year).

Notes on methodology: 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. (The adapted curriculum is followed by 3.9% of pupils.)

Percentage of students following the reported curriculum: 95.2%.

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 “Learning about Environment” 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. ICT is integrated into all the subjects in grades 1-9 and is included in various subjects and also taught as extracurricular lessons. In grades 6-8, it is integrated into the subject Technics and Technology. In grades 7-9, 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 grades 7-9, 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 arts, 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.

The Compulsory options chosen by students in grades 7-9 include subjects in the fields of social sciences and humanities, and natural sciences and technology such as ICT, Technology, foreign languages (Language 3-4), Religion/ethics/moral education, Social studies, Physical education, Practical and vocational 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; in grades 4-6: second foreign language, arts, ICT, sports and techniques; in grades 7-9, a foreign language; 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. Students 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 students 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 grade 1, first foreign language 91.4%; in grades 4-6, sports 23.6%, second foreign language 21.8%, ICT 18.6%, techniques 13.8% and arts 7.4%; in grades 7-9, foreign language 6.5%.

In morning care 72.4% of students in grade 1, in after-school classes around 84.4% of students in grades 1-5. Data on the percentage of students attending other non-compulsory instruction time is not available.

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Spain:

Notes on interpretation of instruction time trends: Since the school year 2013/14, the weight used to calculate weighted average of instruction time has changed from the number of students in each Autonomous Community by level of education to the number of students in each Autonomous Community by grade.

Since the school year 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they do not fall within the scope of the data collection (although this time period is defined by Autonomous Communities' legislation as compulsory instruction time). The decrease in the number of hours in primary education is due to the exclusion of school playtime that was included in previous years.

Between the school year 2014/15 and 2015/16, the Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) has introduced some changes in two phases, affecting instruction time, including a higher degree of autonomy at regional level in the allocation of time to different subjects.

Since 2015/16 data, grade 10 is included in general upper secondary education. It was previously included in general lower secondary education.

Notes on methodology: 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 and Vocational Training. The latest consolidated data on the number of students was used, corresponding to the school year 2016/17. 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 2014/15, 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. Therefore, 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 number of students registered in 2016/17, reference year used for the weighted averages in the present data collection.

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. 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).

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 authority, of 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, it 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 main table for this Indicator](#)

Sweden:

Notes on interpretation of instruction time trends: In the school year 2016/17, the Education Act introduced additional 105 hours per annum of mathematics for the group of grades 1 to 9. This also increased instruction time on compulsory curriculum.

In the school year 2018/19, there has been a change in the educational act regulating the instruction time, the regulation has been moved from the Education Act (SFS 2010:800) to the Compulsory School Ordinance (SFS 2011:185). Previously reported instruction time spans from grades 1 to 9, the instruction time has now been divided into three stages; *Lågstadiet* (lower stage) grades 1-3 (primary education), *Mellanstadiet* (middle stage) grades 4-6 (primary education) and *Högstadiet* (higher stage) grades 7-9 (lower secondary education).

Notes on years of compulsory education: Preschool class (final year of pre-primary education (ISCED 02)) is compulsory on the year the child turn six years old. Preschool class has a duration of one year with minimum duration of 525 hours for one school year.

Deviation of coverage from that specified in the manual: The scope includes both public and government-dependent private institutions.

Notes on methodology: In 2017/18, 71% 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, the compulsory school for children with learning disabilities and international schools. They constitute about 1.5% of pupils enrolled in compulsory school.

Pupils starting grades 7, 8 or 9 in the school year 2018/19 follow the old rules for allocation of instruction time, as indicated in the previous version of this publication.

Percentage of students following the reported curriculum: 98.45%.

Notes on subject allocation: Education providers decide how to allocate lessons/hours throughout each stage (lower stage, middle stage and higher stage) 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 in each stage. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language.

Some particularities are as follows:

Natural sciences have a minimum instruction time of 143 hours in lower stage, 193 hours in middle stage and 264 hours in higher stage. Natural sciences consists of three subjects in middle- and higher stages; biology, physics and chemistry. In middle stage each subject in natural sciences should have minimum distribution of 55 hours in each subject, the remaining 28 hours may be distributed freely between the three subjects in the middle stage. In the higher stage, the pupils are guaranteed a minimum instruction time of 75 hours in each subject. The remaining 39 hours may be distributed freely between the three subjects in the higher stage.

Social sciences have a minimum instruction time of 200 hours in lower stage, 333 hours in middle stage and 352 hours in higher stage. Social sciences consist of four subjects in middle- and higher stages; geography, history, religion and civics. Regarding to the subjects in social sciences, middle stage pupils are guaranteed a minimum

teaching time of 70 hours in each subject. The remaining 53 hours may be distributed freely between the four subjects. In the higher stage, the pupils are guaranteed a minimum teaching time of 75 hours in each subject. The remaining 52 hours may be distributed freely between the four subjects in in higher stage.

The total number of instruction time for the second foreign language (Language 3) is 320 hours. The steering documents lays down that schools should not start teaching the second foreign language later than grade 6. If the pupil does not choose a second foreign language, they can study Swedish, Swedish as a second language (provided that pupils have already received education in this subject), English, sign language and mother tongue tuition. Second foreign language is 320 hours, but the instruction time is distributed between middle stage and higher stage, 48 hours in middle stage and 272 hours in higher stage.

In Arts education, total of 460 hours is divided into 230 hours of Music (70 hours in lower stage, 80 hours in middle stage and 80 hours in higher stage) and 230 hours of Art (50 hours in lower stage, 80 hours in middle stage and 100 hours in higher stage).

In practical and vocational skills, it includes the subject home and consumer studies 118 hours in total, 36 hours in lower- and middle stage and 82 hours in higher stage.

The reported hours for 'compulsory options chosen by the students' has been distributed equally (127 hours per stage) over the three different stages that covers grades 1 to 9 for practical reasons.

Pupils starting grade 7, 8 or 9 in the school year 2018/19 follow the old rules for allocation of instruction time, as indicated in the previous version of this publication.

Subjects reported in the category "Non-compulsory curriculum": 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.

Percentage of students in general compulsory education attending the non-compulsory instruction time: In 2017/18, 16.1% 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 each stage 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 recommended/guaranteed for every stage of compulsory education and schools decide distribution of time per year. 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, Non-compulsory curriculum									
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 years of compulsory education: Compulsory education in Switzerland starts in most cantons with two years of pre-primary education (ISCED 02) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years.

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

Notes on methodology: 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 primary and lower secondary levels of education (ISCED 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 instruction time and the distribution of instruction time between subjects vary between Cantons, only figures for the total instruction time per grade and level of education 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 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 2016/17. 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 compulsory instruction time for six years of primary level varies between a minimum of 4 452 and a maximum of 5 255 hours between Cantons. The total compulsory instruction time for the three years of lower secondary level varies between a minimum of 2 341 and a maximum of 3 060 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.

Notes on the duration of the school year, school week and period length: 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.

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Turkey:

Notes on interpretation of instruction time trends: Since 2015/16, Imam and Preacher Schools are included in the calculation of the weighted average of instruction time in lower secondary education. In particular, this explains an increase of 2 percentage points in the proportion of curriculum devoted to religion/ethics/moral education.

Since 2013/14, reporting practice of non-compulsory curriculum has been revised. In the OECD-NESLI data collections (2011 data), extra-curricular lessons which may be offered by primary and lower secondary schools (up to 6 lesson hours a week) were reported under non-compulsory curriculum. However, since not all schools open these extra courses (i.e. schools provide these courses upon request and only if they have the adequate conditions – in terms of teachers and other physical conditions), these courses are no longer included in the data.

Notes on methodology: In Turkey, instruction time for all public schools (ISCED 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.

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, and 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 second foreign language (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 grade 1 and 72 hours per year during grades 2 and 3). [Back to main table for this Indicator](#)

United States:

Notes on years of compulsory education: 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 ([link](#)).

Notes on methodology: 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 2016–17 school year (the most recent year of available data), please visit the following tables: public primary ([link](#)) and secondary ([link](#)) schools, by grade span.

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.

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[Organisation of the school day \(as in Education at a Glance 2019\)](#)

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.

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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.

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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. For primary education, the number of hours per week stipulated 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, the stipulated number of hours per week are 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 (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.

It is common practice to have 7 hours (of 50 minutes) for a full day (4 in the morning, 3 in the afternoon) in primary and 7-8 hours (of 50 minutes) for a full day (4-5 in the morning, 3-4 in the afternoon) 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).

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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 on the number of lessons per day. 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. However, in pre-primary and primary education, each full day includes a break of at least 15 minutes in the morning and a break of at least one hour between morning classes and afternoon classes. In secondary education, lunch break is at least 50 minutes.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): It is possible to organise additional activities and their 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.

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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 shifts per day. The first shift is between 6.00 a.m. and 12.59 p.m., the second shift lasts from 1.00 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 and 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.

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.

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Canada:

Organisation of the standard school week: A standard school week is typically 5 days: Monday to Friday. Start and end times vary with each school. Generally start times are between 8:00 and 9:00 a.m. 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: In primary education it is typically 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 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 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. At least 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, 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 (e.g. leisure activities, sport, child care or remedial courses): 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.

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Costa Rica:

Organisation of the standard school week: For lower and upper secondary, the standard school week is organised by five (5) school days by using the following schedule:

Schedule	Time	Schedule	Time	Schedule	Time
Lesson 1	7:00-7:40 a.m.	Lesson 5	10:10-10:50 a.m.	Lesson 9	1:40-2:20 p.m.
Lesson 2	7:40-8:20 a.m.	Lesson 6	10:50-11:30 a.m.	Lesson 10	2:20-3:00 p.m.
Break 1	8:20-8:30 a.m.	Break 3	11:30 a.m.-12:10 p.m.	Break 5	3:00-3:10 p.m.
Lesson 3	8:30-9:10 a.m.	Lesson 7	12:10-12:50 p.m.	Lesson 11	3:10-3:50 p.m.
Lesson 4	9:10-9:50 a.m.	Lesson 8	12:50-1:30 p.m.	Lesson 12	3:50-4:40 p.m.
Break 2	9:50-10:10 a.m.	Break 4	1:30-1:40 p.m.		

Number of lessons in a standard school day: At lower and upper secondary, the average number of lessons taught 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: In primary schools, students have a break after every two lessons. During the day, they have 4 breaks: first, 10 minutes, second, 20 minutes, third, 40 minutes, fourth, 10 minutes. In lower and upper secondary, there are 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. In the afternoon students enjoy one ten minutes break.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): 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. For lower and upper secondary, schools can offer several activities after classes like idioms workshops, club sports, arts, and more.

Additional activities during the school holidays: During holidays, schools do not offer activities in primary and secondary schools. [Back to 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:

Grade	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 breaks 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.

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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 main table for this Indicator](#)

England (United Kingdom):

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

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 grade 1 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 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 main table for this Indicator](#)

France:

Organisation of the standard school week: For primary schools (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, 5.5 hours of instruction maximum per day and 3.5 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 grades 6-10 of secondary schools, 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: For primary schools (Grades 1-5), 5 hours and 30 minutes 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. In grade 6 (lower secondary), 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. For grades 7-9, 7 hours is the recommended maximum of instruction time per day. For grade 10, it is locally defined by the school administration.

Organisation of the breaks between lessons: In grades 1-5 (primary), 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. For grades 6-10 (secondary), 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): For grades 1-5 (primary), the reform of the organisation of school time in pre-primary and primary schools (see note on *Organisation of the standard school week*) 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.

For grades 1-9 (primary and lower secondary), 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.

In grades 6-9 (lower secondary), 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.

For Grade 10 (upper secondary), 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: In grades 1-5 (primary), 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 per day) and they take place in schools. Each group consists of 5 to 6 students who are evaluated at the end of the session.

For grades 6-10 (secondary), 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.

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Germany:

Organisation of the standard 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). 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.

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 *Ganztagschulen* (all-day schools) and extended *Halbtagschulen* (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, an all-day programme comprising at least seven hours per day is offered on at least three days per week. All-day offers are to be organised under the supervision and responsibility of the head staff and to be carried out in cooperation with the head staff. The activities should be conceptually linked with the lessons in the morning. All-day supervision is organised by teachers, educators, *Sozialpädagogen* (graduate youth and community workers), *pädagogische Fachkräfte* (pedagogic staff) 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.

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Greece:

Organisation of the standard school week: In primary education, there are 176 instruction days for the school year 2018/19, spread over 35-36 weeks of 5 days from Monday to Friday (11th of September - 14th of June).

In lower secondary education, there are 166 instruction days, for the school year 2018/19, 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 periods 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 consists of 4-6 lessons on average per day. Lower secondary education consists of 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 periods. The fields covered in lower secondary remedial classes are modern and ancient Greek, mathematics, physics, chemistry and foreign languages (Language 2).

In the secondary, non-compulsory classes working on projects concerning arts, environmental and health issues, career options and entrepreneurship are also offered after the end of compulsory daily curriculum.

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 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 (Grades 1-4) it is about 5 periods; at lower secondary level (Grades 5-8) about 6 periods and at upper secondary level (Grades 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; 16. § (1)).

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): Schools are responsible for setting their schedules of curricular and extracurricular lessons for incorporating the schedules in their teaching programmes and school regulations. From the school year 2013/14, basic schools (grade 1-8, primary and lower secondary) have to organise activities for children until 4.00 p.m. Students have to participate only if parents ask for exemption in written form. According to recent research results (from the 2014/15 school year) altogether 42% of children stay and participate in the activities (such as student clubs, homework activities, tutoring, etc.).

From the school year 2012/13, community service is obligatory for grades 9-12 (upper secondary), which means that students 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 CXC 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 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, grade 1-4 students have on average 6 lessons and grade 5-7 have 7 lessons. At lower secondary level (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 main table for this Indicator](#)

Ireland:

Organisation of the standard school week: At primary level, 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 general programmes of lower and upper secondary levels, 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: National Literacy and Numeracy for Learning and Life (2011-2020). 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 lower secondary level, 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 lower and upper secondary levels, 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 in lower secondary education.

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 autistic spectrum disorders. 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.

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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). In the 11th and in the 12th grade, on average of 26 days is reduced 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 (For example, the Arab students are learning 183 days in primary education and 177 in the secondary education in a year). 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 days): 32 hours for grades 1-2; 34 hours for grades 3-4 and 35 hours for grades 5-6. 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 second and other languages). 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 (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 lessons of different subjects. 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, 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 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 students, its school and the local 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 Provisions 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 students, its school and the local community and in accordance with the characteristics of each subject and learning activity.

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 breaks between lessons 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.

Additional activities during the school holidays: Each school can offer classes on school holidays provided that the board of education that administers the school acknowledges 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 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: Generally, both 40-minute primary level classes and 45-minute lower secondary level classes are followed by a short break of 10 minutes. Block lessons can be organised to combine lesson times into larger blocks of time; primary schools can combine 80 minutes of lesson time and lower secondary schools can combine 90 minutes of lesson time. A longer 30-minute break follows these combined lessons. They can be reorganised depending on weather conditions, students' developmental characteristics, and other circumstances at school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): Most primary and secondary schools offer extra-curricular activities. After-school activities vary in nature and include art, music, cooking, foreign language study (Language 2-5), dance, sports, and other areas of student interest. At the lower and upper secondary school levels, schools may offer remedial courses as after-school activities. Principals make the final decision on all after-school activity-related matters by taking school conditions into account after having discussions with the school board as well as the committee members.

Additional activities during the school holidays: After-school activities are provided at the primary and secondary school levels during school holidays (Saturdays and summer and winter vacations) depending on the needs of parents and students. [Back to 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).

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. Starting date of the school year for primary and secondary schools is 1st of September, 2018. There are autumn holidays (one week) on October 22-26, 2018. Winter holidays last for two weeks from December 24, 2018 till 4th of January, 2019. There is one week long spring holidays (March 11-15, 2019). End of school year is in May 31, 2019. 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, 19 November); 19– 22 April 2019 (Easter); 1 May 2019 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2019 (Restoration of Independence of the Republic of Latvia, transferred to Monday, 6 May).

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

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
For 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 2-4, 7 lessons in grade 5-10; 7 lessons in grade 11-12.

The duration of one lesson is 45 minutes (grades 2-12). The duration of one lesson is 35 minutes only in grade 1. 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 grades 5-10 (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 5-10 and *gymnasium* grades 1-4 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 and 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 and 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 1-11 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 main table for this Indicator](#)

Luxembourg:

Organisation of the standard school week: For 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 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: On average, 4-7 lessons per day are given in both primary and secondary education.

Organisation of the breaks between lessons: In primary education, there are 15-minute break in the morning and 15 minutes in the afternoon. A lunch break is scheduled for noon and can last from 1 hour and 30 minutes to 2 hours. 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): In primary education, artistic activities (Arts à l'école), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes in collaboration with the municipalities. More and more schools offer remedial activities.

Secondary 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: For 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 schools do not organise activities during holidays except at the end of summer vacation when remedial courses may be offered. [Back to main table for this Indicator](#)

Mexico:

Organisation of the standard school week: The number of school days per week is 5 days 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.

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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: This is at the discretion of the individual school.

Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses): This is at the discretion of the individual school.

Additional activities during the school holidays: This is at the discretion of the individual school.

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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 390 half-days (or 195 full days), and secondary (years 7-13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half-days (or 190 full 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 main table for this Indicator](#)

Norway:

Organisation of the standard school week: The Ministry issues regulations concerning the minimum instruction hours in primary and secondary school. The school owner may issue regulations on instruction 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 (5 272 hours / (190 days × 7 grades)) and at lower secondary education 4.6 lessons of 60 minutes each day (2 622 hours / (190 days × 3 grades)).

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 during the school holidays: School owners (municipalities) 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.

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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 30 minutes. The school head, upon consulting the parents' council and the pupils' self-government, establishes the length of breaks and organises them in a way which allows pupils to consume meals on school premises.

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. Legislation also provides for hours left to the discretion of the school head. These hours are allocated to the activities leading to development of students' interests and abilities/talents with 2 hours per week in a three year cycle (grades 1-3) and with 3 hours per week in a five-year cycle (grades 4-8).

Moreover, schools are obliged to provide day care for those pupils who stay longer at school. Primary schools (ISCED 1) are obliged to organise such activities. Day care centre (*Świetlica*) provides for day care activities which take into consideration educational and developmental needs of children and young people, their psychological and physical abilities, in particular activities developing pupils' interests, activities providing for correct physical development and doing the homework.

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. Local governments and schools can organise additional activities and leisure for children during school holidays. Pupils, parents and teachers can propose their own ideas on how to organise free time. The local government takes the final decision if the school will be open during the school holidays. [Back to 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, 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 main table for this Indicator](#)

Russian Federation:

Organisation of the standard school week: A school week is 5 days for primary and 5-6 days for lower and upper secondary education.

Number of lessons in a standard school day: There are 4-5 lessons for primary, 5-6 lessons for lower secondary and 6-7 lessons for upper secondary education.

Organisation of the breaks between lessons: There are 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: Schools offer different activities during holidays, such as trips to other cities or countries, trainings etc. [Back to main table for this Indicator](#)

Scotland (United Kingdom):

Organisation of the standard school week: 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.

Number of lessons in a standard school day: Pupils are usually in school during the morning and the afternoon, with a lunch break. 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.

Organisation of the breaks between lessons: The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place.

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.

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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 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 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 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 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 lessons a day); in grades 4-6, pupils have 23.5-25.5 lessons per week (on average 5 lessons a day) and in grades 7-9, they have 27-28.5 lessons of 45 minutes per week (on average 5.5 lessons 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.

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 and are taught by qualified teachers. 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.

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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 to 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, 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, where collaboration with parents and teachers' associations (AMPA) may be involved, aiming at balancing family and professional life of parents and contributing to the personal development and education of children. [Back to 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 every three-year stage (lower, middle and higher) during the nine years of compulsory education in every stage 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.

Organisation of the breaks between lessons: Schools decide independently on how to organise breaks.

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, until the spring term the year the pupil turns 13. They can also offer other activities, but there is no data on how they actually do this. There were 4 255 leisure time centres in 2017 and 57.6% of the children aged 6-12 years were enrolled in one of these centres. Compared to 2016, there has been a slight decrease 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.

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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.

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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 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 state instructional time requirements can be found at: <https://www.ecs.org/50-state-comparison-instructional-time-policies/>. 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.

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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	EST
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	NLD
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	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>.)

Sources

Country	Data collection date	Data collection method	Sources
Australia	05-08-2018 for ISCED 1, 2 and 3; 31-12-2018 for ISCED 5 to 8		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	01-10-2017	Annual Census	Statistics Austria: Statistics of teaching staff related to Child Care Statistics, School Statistics and University Statistics.
Belgium	French Community: 15-01-2017; Flemish Community: 01-2017	Flemish Community: Estimates	French Community: Staff payment data Flemish Community: Staff payment data from the Ministry for Education and Training; annual report of the Flemish University Council, data from external providers (e.g. Syntra)
Brazil	30-05-2018 for ISCED 1, 2, 3 and 4; 31-12-2018 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): 2018 School Census(MEC/Inep); 2018 Higher Education Census (MEC/Inep); 2018 Data Collection on Advanced Studies (MEC/Capes)
Canada	01-02-2018 for ISCED 1 and 2; 01-06-2018 for ISCED 5 to 8		Elementary-Secondary Education Survey (ESES); Post-secondary Student Information System (PSIS); National Household Survey (NHS)
Chile	06-30-2018	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	31-12-2018 for ISCED 0, 2, 3 and 4 11-06-2018 for ISCED 5T8	Administrative data from primary sources	ISCED 01: Instituto Colombiano de Bienestar Familiar (Colombian Institute of Family Wellbeing); National Ministry of Education ISCED 02-4: Sistema Integrado de Matrícula (Integrated Enrollment System) ISCED 5-8: Sistema Nacional de Información de Educación Superior (National Higher Education Information System)
Costa Rica	09-03-2018 for ISCED 0, 1, 2 and 3 01-05-2018 for ISCED 5T8	Administrative data	Department of Statistical Analysis of MEP and INTEGRA of MEP. Oficinas de Recursos Humanos de las Universidades Públicas.
Czech Republic	30-09-2017 for ISCED 1, 2, 3 and 4; 31-12-2017 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	01-10-2017	Register data	Longitudinal register (Studentsregister and Course Register); Enrolment in Daycare Register (Status October 2017); Statistical Business Register and Labour Market Register.
Estonia	10-11-2017	Register data	EHIS - Estonian Education Information System
Finland	20-09-2017	Register-based total data (individual-based)	Statistics Finland's employment register
France	30-11-2017	Administrative data	Ministry of National Education, Higher Education and Research
Germany	01-09-2017 for all ISCED levels		Federal Statistical Office (2018), Youth Welfare Statistics; Federal Statistical Office (2018), General school statistics; Federal Statistical Office (2018); Vocational school statistics; Federal Statistical Office (2018), University statistics; Federal Statistical Office (2018), Statistics on Vocational academies

Country	Data collection date	Data collection method	Sources
Greece	20-05-2018		Annual census surveys conducted at the end of the school year for ISCED 0, 1, 2 and 3 for private education; Second Chance Schools (Adult Education and ISCED 2 public institutions) and public special education; Administrative sources for public sector.
Hungary	01-10-2017	Census data (Yearly obligatory statistical survey of education)	Statistical Yearbook of Public Education 2017/2018; Information System of Higher Education
Iceland	01-12-2017 for ISCED 0; 15-10-2017 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 2017 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	30-09-2017	Censuses	ISCED 0: Early Childhood Care and Education Scheme; ISCED 1 Primary Online Database; ISCED 2 and 3 - Post Primary Online Database; ISCED 5T8 Higher Education Authority Student Record System and Census of Non Aided Colleges
Israel	30-06-2018		Administrative files: Ministry of Education, Mayan Hachinuch Hatorani-Education Organisation, Chinuch Hazmai-Education Organisation
Italy	31-12-2017		Census survey and Register
Japan	01-05-2017		School Basic Survey (2017-01-05); Survey Report on School Teachers (2016-01-10)
Korea	01-04-2018		Basic Statistics of Education, KEDI(Korean Educational Development Institute)
Latvia	10-10-2017	Census	Ministry of Education and Science, Central Statistical Bureau of Latvia
Lithuania	01-09-2017 for ISCED 1, 2 and 3; 01-10-2017 for ISCED 4 and ISCED 5 to 8	Register data	Administrative source - the Registers of pedagogue and Education Management Information System data
Luxembourg	01-11-2019 for ISCED 1, 2, 3 and 4; 31-12-2018 for ISCED 5 to 8	Administrative data	Administrative data
Mexico	30-09-2017		Secretariat of Public Education (SEP)
Netherlands	31-12-2017	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	01-07-2018		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	15-11-2017	Count of individuals at a reference week in November 2016. 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.	Register-based employment statistics,, Statistics Norway
Poland	30-09-2017 for ISCED 0-5; 30.11.2017 for ISCED 6-8	Full method	Statistical Office in Gdańsk, Ministry of National Education, Ministry of Science and Higher Education

Country	Data collection date	Data collection method	Sources
Portugal	31-12-2017 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	Annual Surveys on education institutions
Russian Federation	01-01-2018	Data collected centrally on the basis of an annual state statistical observation	Federal State Statistics Service (Rosstat)
Slovak Republic	15-09-2017 for ISCED 1, 2, 3 and 4; 31-10-2017 for ISCED 5 to 8		Database of processing statistical reports of schools, Statistical Yearbook of Education
Slovenia	01-09-2016 for ISCED 0; 30-06-2017 for ISCED 1, 2 and 3; 30-10-2016 for ISCED 6 to 8		Statistical office of the Republic of Slovenia
Spain	31-10-2017	Administrative data	Non-university Education Statistics; Ministry of Education and Vocational Training and University Education Statistics; Ministry of Universities; Other statistics on education and training
Sweden	15-10-2018 for ISCED 1, 2, 3 and 4; 01-07-2018 for ISCED 5 to 8	Register data	Registers
Switzerland	31-12-2018	For ISCED 54, 64, 74, 84: Head counts refer to 31-12-2018, FTE's to the calendar year 2018. Other ISCED levels: head counts and FTE's refer to a particular date chosen at the state (cantons) level between the 15th August 2017 and the 31st December 2017. 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	01-12-2017	Counting	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics
United Kingdom	November 2018 (England only, dates differ in Wales, Northern Ireland and Scotland)	Census	ISCED 0, 1, 24, 34: Data on formal school-settings is collated from different sources in each of the four UK countries. England: School Workforce Census: Provides data on teachers/aides/management in public and GDPI settings. Early Years Census: provides data on teachers/aides in formal non-school settings in England. Wales: Pupil Level Annual School Census: Provides data on teachers/aides/management in public school settings. Scotland: Teacher Census: Provides data on teachers in public school settings. Support Staff statistics: Provides data on aides in public school settings. Northern Ireland: Teacher Workforce Statistics: Provides data on teachers/management in public school settings. UK: UK Education and Training Statistics (ETS): Provides data on teachers in independent school settings in England, Wales and Northern Ireland. Independent School Census: Provides data on aides in independent school settings across the UK. ISCED 25, 35, 55: Education and Training Foundation Staff Individualised Record: Provides data on teachers/aides/management in Further Education (FE) settings in England. ISCED 54, 64, 74, 84: HESA (Higher Education Statistical Agency, Staff database): Provides data on teachers/aides/management in Higher Education institutions across England, Northern Ireland, Scotland, and Wales.
United States	01-09-2017	Cross sectional data and estimations	Common Core of Data; Schools and Staffing Survey; Integrated Post-secondary Education System; Private School Survey

Sources for textbox D2.3

Data referring to the 2018 school year are based on the UOE educational personnel data collection and other data collections on instruction time, salaries of teachers and teaching time, which were administered by the OECD in 2019. 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 2018 is taken from Table D1.1 in Indicator D1 of EAG 2020.

Teaching time: Net statutory contact time in public institutions for reference year 2018 is taken from Table D4.6 in Indicator D4, available on line.

Teachers' salary: Annual statutory salary of teachers with 15 years of experience and the most prevalent qualifications in public institutions for reference year 2018 is taken from Table X2.13. (web only) available in Annex 2 of EAG 2020. The salaries in national currency are converted to equivalent USD using PPPs for private consumption, available in Table X2.6 of Annex 2.

Student-teacher ratio: Student-teacher ratio for reference year 2018 is available in Table D2.1 in Indicator D2 of EAG 2020. However, in order to align with the other indicators used, only the student-teacher ratios in public institutions are used. This data are available in the Education at a Glance database at <http://stats.oecd.org/>.

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 above.

Notes on specific countries

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.

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.

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.

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.

Chile:

In 2017, the allocation criteria of education assistants at ISCED 0 has changed, which led to a decrease in the number of assistants at ISCED 01 in favour of assistants at ISCED 02.

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 2016, 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.

In 2018, the decrease in the number of teachers in ISCED 4 is due to a methodological change in the data collection. The decrease in the number of students and teachers in ISCED 5T8 is due both to methodological changes in the data collection and to demographic changes.

Estonia:

Vocational upper secondary includes vocational lower secondary and vocational post-secondary non-tertiary education. The increase in the number of students in government-dependent private institutions in ISCED 1 and the decrease in independent private institutions in ISCED 5T8 are due to methodological changes in the classification of institutions since 2017.

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:

Starting with *Education at a Glance 2019*, France has used a new source for calculating the average class size in ISCED 1. The older data source could not distinguish multiple-level (mixed) classes, which bring together pupils enrolled in pre-primary education and those enrolled in primary education (it was aggregate data). The new source provides a more accurate data, meaning that, at ISCED 1, the number of students corresponds only to students enrolled in primary education (these are individual data but not exhaustive; the response rate is about 99 %). Contrary to the data for previous years, the number of students and the breakdown by type of private institutions are missing.

From EAG2020 data on teachers have been backdated to 2009 using new source and methodology. Consequently data before 2009 cannot be presented. Data only covers educational system under the supervision of ministries of national education and higher education and research, which is the most important part. Students and staff under supervision of other ministries (notably agriculture and food, and health and social affairs) are not reported. For ISCED 0T3, the total of private institutions is equal to government-dependent private institutions data on independent private institutions are incomplete, but this is a sector with negligible weight.

For primary education, data are for public institutions and government-dependent private institutions (incomplete data for independent private institutions, sector with negligible weight).

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 data on the 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.

For teachers at general and vocational/professional programmes 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). 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:

Vocational upper secondary (ISCED 35) includes vocational post-secondary non-tertiary education (ISCED 45).

Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (formazione professionale regionale).

At ISCED 5 level teachers 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 ISCED 5 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 at this level 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:

Post-secondary non-tertiary programmes are included with upper secondary and tertiary education.

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.

For 2018, the data source for the age and gender distribution of teachers is the Survey Report on School Teachers (2016-10-01), 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 (2017-05-01). The Survey Report on School Teachers is conducted. In addition to that, the Survey Report on School Teachers does not include part-time teachers at all education levels. Moreover, it collected the number of teachers for Compulsory Education School,

Secondary education school, schools for special education needs as one category and so that it cannot divide along with ISCED level appropriately, the data for the age and gender distribution of teachers does not include them either. 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.

Netherlands:

For student and teacher data in upper secondary and tertiary education, there is change in methodology and therefore a break in time series in 2017. The number of teachers in private institutions is estimated based on the number of students in private institutions and the student-teacher ratios in public institutions.

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 and the gender distribution of teachers.

Due to a change in the source of employment statistics, there is a break in the time series on teaching staff between reference years 2014 and 2015. In addition, 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.

Data on ISCED 6T8 teachers by age is provided in FTE instead of headcounts.

The decrease in the number of students at primary level and the decrease at lower secondary level between 2017 and 2018 can be explained by the reorganisation of the education system in Poland. Lower secondary schools are to be replaced by an 8-year single education structure covering both primary and lower secondary levels. During the transition period, the distribution of teachers between primary and lower secondary education is estimated, and the number of students is adjusted accordingly.

Portugal:

Upper secondary includes post-secondary non-tertiary education.

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.

For 2017 and 2018, tertiary education includes vocational upper secondary education and post-secondary non-tertiary. For previous years, tertiary education includes post-secondary non-tertiary education.

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).

Slovak Republic:

The increase of teacher aides in 2016 is part of the government's policy and strategy.

Slovenia:

Ratio of student to teaching staff: 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 2016/17, while it was collected through a questionnaire filled by educational institutions in previous years. Primary school teachers who provide pupils with programme and curricular continuity, such as those in after-school classes, are now included (break in series). This results in a lower student-teacher ratio in primary education.

The methodology to breakdown data on teachers between ISCED 1 and ISCED 2 has changed between 2016 and 2017. This explains the significant change in the share of female teachers (for ISCED 1 and ISCED 2) from year 2016 to 2017.

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. In Sweden, there is no definition class size, and class information is based on reporting from schools. This means that the interpretation of class size may defer across schools.

The decrease in the number of teachers in primary education is due to a change the methodology for data collection.

Switzerland:

Vocational upper secondary includes post-secondary non-tertiary education.

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:

Data in all 'private institutions' groups together academy schools (government dependent private institutions) and independent schools (independent private institutions) in the UK. However, whilst academies are privately managed and are classed as GDPs, their funding agreements clarify various requirements and standards linked

to funding that mean they are accountable to public requirements to a much greater extent than independent private institutions.

Class size and Management personnel and teacher aides: Since 2017, the methodology for calculating lower secondary (ISCED 2) class sizes has changed following improvements to data collection processes. Before 2017, ISCED 2 class sizes were estimated based on all secondary data (ISCED 2&3 together).

Since 2018, actual class size data from Wales, Northern Ireland and Scotland has been included in average class size data. Before 2018, data for Wales, Northern Ireland and Scotland was estimated.

Student-teacher ratios: ISCED 3 vocational programmes include students and teachers in ISCED 25 and ISCED 55+ settings since teacher data cannot be separated between ISCED levels.

Since 2018, the methodology for splitting between teacher and management personnel has changed following improvements to available data sources. Before 2018, management personnel figures were included in teacher data at ISCED levels 1-3 in general settings.

In 2018, there was a change in the methodology for the collection of teacher data (different data sources and breakdowns for staff).

United States:

Tertiary education includes post-secondary non-tertiary.

INDICATOR D3: How much are teachers and school heads paid? [\(Back to chapter D\)](#)

	D3					
	Methodology Sources					
	Statutory salaries of teachers	Actual salaries of teachers and school heads	Allowances for teachers	Teacher metadata	Statutory salaries of school heads	Allowances for school heads
Australia	AUS	AUS	AUS	AUS	AUS	AUS
Austria	AUT	AUT	AUT	AUT	AUT	
Belgium (Fl.)	BFL	BFL	BFL	BFL	BFL	
Belgium (Fr.)	BFR	BFR	BFR	BFR		
Canada	CAN			CAN	CAN	
Chile	CHL	CHL	CHL	CHL	CHL	CHL
Czech Republic	CZE	CZE	CZE	CZE	CZE	CZE
Colombia	COL		COL		COL	COL
Denmark	DNK	DNK	DNK	DNK	DNK	DNK
England	ENG	ENG	ENG	ENG	ENG	ENG
Estonia	EST	EST	EST	EST	EST	EST
Finland	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
Hungary	HUN	HUN	HUN	HUN	HUN	HUN
Iceland	ISL	ISL	ISL	ISL	ISL	ISL
Ireland	IRL		IRL	IRL	IRL	IRL
Israel	ISR	ISR	ISR	ISR		ISR
Italy	ITA	ITA	ITA	ITA	ITA	ITA
Japan	JPN		JPN	JPN	JPN	
Korea	KOR	KOR	KOR	KOR	KOR	
Latvia	LVA	LVA	LVA	LVA	LVA	LVA
Lithuania	LTU	LTU	LTU	LTU	LTU	LTU
Luxembourg	LUX	LUX	LUX	LUX	LUX	LUX
Mexico	MEX		MEX	MEX	MEX	MEX
Netherlands	NLD	NLD	NLD	NLD	NLD	NLD
New Zealand	NZL	NZL	NZL	NZL	NZL	NZL
Norway	NOR	NOR	NOR	NOR		NOR
Poland	POL	POL	POL	POL	POL	POL
Portugal	PRT	PRT	PRT	PRT	PRT	PRT
Scotland	SCO		SCO	SCO	SCO	SCO
Slovak Republic	SVK	SVK	SVK	SVK		SVK
Slovenia	SVN	SVN	SVN	SVN	SVN	SVN
Spain	ESP		ESP	ESP	ESP	ESP
Sweden	SWE	SWE	SWE	SWE	SWE	SWE
Switzerland	CHE		CHE	CHE		CHE
Turkey	TUR	TUR	TUR	TUR		TUR
United Kingdom						
United States	USA	USA	USA	USA	USA	
Argentina						
Brazil	BRA	BRA	BRA	BRA	BRA	
China						
Costa Rica	CRI	CRI	CRI	CRI	CRI	CRI
India						

Indonesia						
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 allowances 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.

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

Sources

The indicator draws on data from the 2019 Joint Eurydice-OECD data collection on salaries of teachers and school heads and refer to the school year 2018/19 (or 2019 for the southern hemisphere). 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 and actual salaries of teachers and school heads

Country	Sources	Reference period
Australia	Statutory salaries: State and Territory Departments of Education Actual salaries: Weighted average of data provided by jurisdictions	Statutory salaries: 2019 Actual salaries: 2019
Austria	<i>Statutory salaries:</i> Legal documents (Civil Service Act, statutory pay schemes: <i>Gehaltsgesetz, Vertragsbedienstetengesetz, Landeslehrer-Dienstrechtsgesetz, Landesvertragslehrpersonengesetz</i> - link: www.ris.bka.gv.at) <i>Legal documents</i> (Civil Service Act, statutory pay schemes: <i>Gehaltsgesetz, Vertragsbedienstetengesetz, Landeslehrer-Dienstrechtsgesetz, Landesvertragslehrpersonengesetz</i> - link: www.ris.bka.gv.at) <i>Actual salaries:</i> Management Information Systems, not publicly available School heads' statutory salaries: Legal documents (Civil Service Act, statutory pay schemes: <i>Gehaltsgesetz, Vertragsbedienstetengesetz, Landeslehrer-Dienstrechtsgesetz, Landesvertragslehrpersonengesetz</i> - link: www.ris.bka.gv.at)	Statutory salaries: 2018/19 Actual salaries: 2018/19
Belgium (Fl.)	<i>Statutory salaries:</i> Decisions of the Flemish government <i>Actual salaries:</i> Staff payment database and staff assignment database of the policy domain of education and training.	Statutory salaries: 2018/19 Actual salaries: 2018/19
Belgium (Fr.)	<i>Statutory salaries:</i> Ministry of the French Community – legal framework for salary scale: http://www.enseignement.be/index.php?page=24891&navi=2106 <i>Actual salaries:</i> Ministry of the French Community of Belgium: payroll file.	Statutory salaries: 2019 Actual salaries: 2019
Brazil	<i>Statutory salaries:</i> Ministerial order of Ministry of Education No 1595, of December 28, 2017 and National Law for Teacher's Wage Floor n. 11.738,16/07/2008 Ministerial order of Ministry of Education No 1595, of December 28, 2017 and National Law for Teacher's Wage Floor n. 11.738,16/07/2008	Statutory salaries: 2018/19 Actual salaries: 2017/18

Country	Sources	Reference period
	<i>Actual salaries:</i> Ministry of Education (MEC): 2017 School Census(MEC/Inep) and Ministry of Labour: 2017 Annual Report of Social Information (RAIS: Relação Anual de Informações Sociais)	
Canada	Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements. Years to grow from minimum to maximum salary and the way salary grows: in most jurisdictions, the source is a combination of collective agreements, payroll files, and school board financial data.	Statutory salaries: 2018/19 Actual salaries: 2018/19
Chile	<i>Statutory salaries:</i> Law N° 20.903 of New System of Teacher Education and Professional Development. <i>Actual salaries:</i> Actual salaries are based on a dataset reported in 2019 by the Superintendency of Education, that registers all payments to teaching staff made in 2018. This dataset is produced as a by-product of the accountability process of funds received by public schools from the Central Government for the provision of education.	Statutory salaries: 2018/19 Actual salaries: 2017/18
Colombia	<i>Statutory salaries:</i> Law 1278 of 2002. https://www.mineducacion.gov.co/1621/articles-86102_archivo_pdf.pdf Salary Law 980 of 2017 http://www.funcionpublica.gov.co/documents/418537/24002985/DECRETO+980+DEL+09+DE+JUNIO+DE+2017+1278.pdf/fd2043c6-cc59-4383-a97d-ae9fdd7b5fb0 <i>Actual salaries:</i> Data obtained from administrative records	Statutory salaries: 2018 Actual salaries: 2018
Costa Rica	<i>Statutory salaries:</i> General Directorate of Civil Service: Salary resolution DG-160-2019 (1 July 2019). <i>Actual salaries:</i> INTEGRA2 (Software from the Ministry of Finance with which the salaries of almost the entire state of Costa Rica are paid.)	Statutory salaries: 2018/19 Actual salaries: 2018
Czech Republic	<i>Statutory salaries:</i> 1) Government Regulation on Pay Terms of Employees in Public Services and Administration (Sb. 341/2017) (https://aplikace.mvcr.cz/sbirka-zakonu/) 2) Information system of salaries in the public sector of the Ministry of Finance (ISS) <i>Actual salaries:</i> Information system of salaries in the public sector of the Ministry of Finance (ISS) 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.	Statutory salaries: 2018/19 Actual salaries: 2017/18
Denmark	<i>Teachers' statutory salaries:</i> The national salary scale and additional national salary regulations decided by collective agreements between the national teacher unions and the national authorities for public employers, ie. Local Government Demark (KL) and the Ministry of Finance (Public Sector Innovation). The newest collective agreement (OK18) sets the framework for the working conditions including salaries for the period of 1st April 2018 to 31st March 2021. <i>School heads' statutory salaries:</i> Collective agreements at national level and national salary scales: https://www.kl.dk/media/17018/o18-6901-overenskomst-for-paedagogisk-uddannet-personale-ansat-i-lederstillinger-i-kommunerne.pdf https://modst.dk/media/34204/045-19.pdf <i>Actual salaries:</i> Data for ISCED 02,1+2 is from National statistical database for Danish municipalities and regions (Kommunernes og Regionernes Løndatakontor) https://www.krl.dk/ /sirka. Data for ISCED 34 (Upper secondary - general) is from the national statistical database ISOLA (Agency for Modernisation - Ministry of Finance - https://isola.modst.dk https://modst.dk/systemer/personalestatistik/brugervejledninger/	Statutory salaries: 2018/19 Actual salaries: 2018/19
England	Department for Education, Custom data extract, November 2019	Statutory salaries: 2018/19 Actual salaries: 2018/19
Estonia	<i>Teachers' statutory salaries:</i> Regulations: Basic Schools and Upper Secondary Schools Act - https://www.riigiteataja.ee/en/eli/501022018002/consolide Preschool Child Care Institutions Act - https://www.riigiteataja.ee/en/eli/529012018008/consolide	Statutory salaries: 2018/19 Actual salaries: 2017/18

Country	Sources	Reference period
	<p>Qualification Requirements for Heads of School, Head Teachers, Teachers and Support Specialists - https://www.riigiteataja.ee/akt/130082013005</p> <p>The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary - https://www.riigiteataja.ee/akt/122122018024</p> <p><i>School heads' statutory salaries:</i> Regulations: Basic Schools and Upper Secondary Schools Act (https://www.riigiteataja.ee/en/eli/501022018002/consolide); Preschool Child Care Institutions Act (https://www.riigiteataja.ee/en/eli/529012018008/consolide)</p> <p><i>Actual salaries:</i> State Accounting System, Estonian Education Information System (http://www.ehis.ee/)</p>	
Finland	<p><i>Statutory salaries:</i> Collective agreement for municipal personnel 2018-2019 https://www.kt.fi/sopimukset/kvtes/2018 and Collective agreement for education personnel 2018-2019 https://www.kt.fi/sopimukset/ovtes/2018</p> <p><i>Actual salaries:</i> Statistics Finland</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>
France	<p><i>Teachers' statutory salaries:</i></p> <ul style="list-style-type: none"> - Decree setting the index-related salary scales of the teaching staff (ISCED 1-2-3) of the Ministry of National Education : decree of May 5th, 2017 and decree of December 21st, 2017 (which delays the increase of the statutory salary scale to January 1st, 2019) : https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000034601473&categorieLien=id - Regulation setting the value of the public service index point : Decree n°16-670 of May 25th, 2016 : https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032584286&categorieLien=id (more detailed information on Ministry of State Administration website : https://www.fonction-publique.gouv.fr/connaître-point-dindice) <p>Proportion of teachers paid according to the salary range : publication RERS 2019, tables 9.01 et 9.08.</p> <p>Also see the Ministry of Education and Youth "La rémunération des enseignants": https://www.education.gouv.fr/la-remuneration-des-enseignants-7565</p> <p><i>School heads' statutory salaries:</i> ISCED 1 :</p> <ul style="list-style-type: none"> > Salary scale is the same as <i>professeurs des écoles</i> > Decree of 12 September 2008 concerning "l'indemnité de sujétion spéciale de direction": https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000019465287&dateTexte=20200204 <p>ISCED 24 and 34 : Décret n° 2017-958 du 10 mai 2017 : https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000034675445&fastPos=4&fastReqId=479974852&categorieLien=id&oldAction=rechTexte</p> <p>Also see the Ministry of Education and Youth website, on the webpage "Etre personnel de direction" : http://www.education.gouv.fr/cid1133/personnels-de%20-direction.html%20%20La%20carriere%20et%20la%20remuneration%20des%20personnels%20de%20direction</p> <p><i>Actual salaries:</i> Salaries : Insee, <i>Système d'information sur les agents des services publics</i> (Siasp) - data processing by the ministry of education (DEPP)</p> <p>% of teachers by ISCED level of attainment : Insee, <i>Enquête emploi en continu</i> - - data processing by the ministry of education (DEPP)</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2017</p>
Germany	<p><i>Besoldungsgesetze der Länder and Tarifvertrag der Länder</i>, Evaluation of the Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>
Greece	<p><i>Teachers' statutory salaries:</i> Ministry of Education, Research & Religious Affairs, Directorate for Remuneration and Other Allowances Accounting: Unit B. Legislation: Law 4024/2011 (G.G. 226/A), Law 4325/2015 (G.G. 47/A), Law 4354/2015 (G.G. 176/A), Circular of the General Accounting Office with ref. nr. 2-31029/ΔΕΠ/06.05.2016 (ΑΔΑ: ΩΛ9ΣΗ-0ΝΜ), Circular of the General Accounting Office with ref. nr. 2-78400-0022/14.11.2011 (ΑΔΑ: 4577Η-5ΕΤ)</p> <p><i>Teachers' actual salaries:</i> ΙΤΥΕ ΔΙΟΦΑΝΤΟΣ - ΙΤΥΕ ΔΙΑΣ (administrative payroll data)</p> <p><i>School heads' statutory salaries:</i> Ministry of Education & Religious Affairs, Directorate for Remuneration and Other Allowances Accounting: Unit B. Legislation: Law 4024/2011 (G.G. 226/A), Law 4325/2015 (G.G. 47/A), Law</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>

Country	Sources	Reference period
	4354/2015 (G.G. 176/A), Circular of the General Accounting Office with ref. nr. 2-31029/ΔΕΠ/06.05.2016 (ΑΔΑ: ΩΛ9ΣΗ-0ΝΜ), Circular of the General Accounting Office with ref. nr. 2-78400-0022/14.11.2011 (ΑΔΑ: 4577Η-5ΕΤ), Directions for the implementation of Law 4354/2015 Ref.Nr 2/1015 /ΔΕΠ/5/1/2016, Law 4327/2015 article 17 on selection criteria relating to years of service required for school heads (as amended by Law 4473/2017 (G.G. 78/A), Law 4152/2013 as amended by Circular Letter with Ref. nr 123948/Δ2/06-09-2013. Law 4547/2018 (G.G. 102/A/12-06-2018) art. 19 change on school head allowances and art. 49 school heads' teaching sessions per week. Statistical data on the proportion of school heads according to the type of school they serve have been extracted from the information system "Myschool" (Ministry of Education, Research & Religious Affairs, Directorate of Educational Technology and Innovation), and apart from teachers with permanent contracts, they also include substitute teachers who served as school heads in school year 2018-19. <i>School heads' actual salaries:</i> ITYE DIOFANTOS - ITYE DIAS	
Hungary	<i>Teachers' statutory salaries:</i> The Act on the central budget issued in 2017 No C. for the Central Budget 2018 (The Act on the central budget stipulates a base for calculation every year, Act on the central budget of 2017 regulates the amount for 2018 61§). The Act on general education (65§)and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools. <i>Teachers' actual salaries:</i> Annual statistical survey on individual earnings carried out in May each year by the Ministry for National Economy. The survey covers all institutions and teachers in the public sector. <i>School heads' statutory salaries:</i> The Act on the central budget issued in 2017 No C. for the Central Budget 2018 (The Act on the central budget stipulates a base for calculation every year, Act on the central budget of 2017 regulates the amount for 2018). 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.	Statutory salaries: 2019 Actual salaries: 2019
Iceland	<i>Teachers' statutory salaries:</i> ISCED 02: Collective agreement between Teachers Union and Icelandic Association of Local Authorities, June 1. 2015 - March 31. 2019. ISCED 1 and 2: Collective agreement between Teachers Union and Icelandic Association of Local Authorities December 1 2017 - June 30 ISCED 3: Collective agreement between Teachers Union and Ministry of Finance, November 1 2017 - June 1 2018. All documents relating to pay scale and conditions of compensation can be found at http://ki.is (only in Icelandic) Labour Costs that is a sample survey conducted by Statistics Iceland. <i>School heads' statutory salaries:</i> Collective agreement between Union of School Heads and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019. For ISCED 34 the data is based on the pay scale for heads of government agencies. <i>Actual salaries:</i> Data on earnings is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey conducted by Statistics Iceland.	Statutory salaries: 2018/19 Actual salaries: 2018/19
Indonesia	m	
Ireland	<i>Teachers' statutory salaries:</i> Circular Letter 0051/2018 Department of Education and Skills relating to salary scales from 1 October 2018. Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0051_2018.pdf ; Circular Pay 0004/2010 Department of Education and Science. Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0004_2010.pdf <i>School heads' statutory salaries:</i> Circular Letter 0051/2018 Department of Education and Skills relating to salary scales from 1 October 2018. Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0051_2018.pdf Circular 0004/2010 for allowances paid to principals and additional allowances paid to teachers who commenced teaching prior to February 2012. Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0004_2010.pdf . Governance Manual for Primary Schools 2019-2023. Available at: https://www.education.ie/en/Schools-Colleges/Information/Boards-of-Management/governance-manual-for-primary-schools-2019-2023.pdf . Department of Education and Skills Circular 0010/2018. Staffing arrangements in Primary Schools for the 2018/19 school year Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0010_2018.pdf	Statutory salaries: 2018/19 Actual salaries: 2018/19

Country	Sources	Reference period
	<p>Department of Education and Skills Circular 0010/2018 Appendix A Schedule of Enrolment of Pupils Governing the Appointment and Retention of Mainstream Class Teachers in Ordinary Schools, Gaelscoileanna and Gaeltacht National Schools for the 2018/19 school year. Available at: https://www.education.ie/en/Schools-Colleges/Services/Teacher-Allocations/Teacher-Allocation/ta_primary_faq_circular_0010_2018.pdf</p> <p>Department of Education and Skills Circular 0010/2018 Appendix B Enrolments required for Administrative Principal status and Administrative Deputy Principal status in Ordinary Schools, Gaelscoileanna and Gaeltacht National Schools for the 2018/19 school year. Available at: https://www.education.ie/en/Schools-Colleges/Services/Teacher-Allocations/Teacher-Allocation/ta_primary_faq_circular_0010_2018.pdf</p> <p>Circular 0007/2018 VOLUNTARY SECONDARY SCHOOLS APPROVED ALLOCATION OF TEACHING POSTS 2018/19 SCHOOL YEAR. Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0007_2018.pdf</p> <p>Circular 0008/2018 COMMUNITY AND COMPREHENSIVE SCHOOLS APPROVED ALLOCATION OF TEACHING POSTS 2017/18 SCHOOL YEAR. Available at: https://circulars.gov.ie/pdf/circular/education/2018/08.pdf</p> <p>Circular 0009/2018 EDUCATION AND TRAINING BOARDS APPROVED ALLOCATION OF TEACHING POSTS 2018/19 SCHOOL YEAR. Available at: https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0009_2018.pdf</p> <p>Department of Education and Skill: Statistical Bulletin Enrolments September 2018- Preliminary Results. Available at: https://www.education.ie/en/Publications/Statistics/Data-on-Individual-Schools/enrolments/statistical-bulletin-enrolments-september-2018-preliminary-results.pdf</p> <p>Also data retained by the Department's Teacher Payments Section. <i>Actual salaries:</i> Department of Education and Skills</p>	
Israel	The main data sources are the 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.	Statutory salaries: 2018/19 Actual salaries: 2018/19
Italy	<p><i>Teachers' statutory salaries:</i> National Collective Contract for personnel in the education and research sector - Years 2016-2018 (https://www.aranagenzia.it/contrattazione/comparti/comparto-dellistruzione-e-della-ricerca/8944-ccnl-2016-2018-del-comparto-istruzione-e-ricerca.html)</p> <p><i>Teachers' actual salaries:</i> Administrative database used to pay the monthly wages to all teachers</p> <p><i>School heads' statutory salaries:</i> National Collective Contract for education and research area - Years 2016-2018 (GU n.168 del 19-7-2019) - https://www.aranagenzia.it/contrattazione/aree-dirigenziali/area-dellistruzione-e-della-ricerca/contratti.html</p> <p>Regional supplementary contracts</p> <p><i>School heads' actual salaries:</i> Administrative database used to pay the monthly wages to school heads</p>	Statutory salaries: 2018/19 Actual salaries: 2018/19
Japan	m	Statutory salaries: 2018/19 Actual salaries: 2018/19
Korea	<p><i>Statutory salaries:</i> Public Officials Remuneration Regulations(Presidential Decree No.28211), Early Childhood Education Act(Act No.15232), Elementary and Secondary Education Act(Act No.14603)</p> <p><i>Actual salaries:</i> Basic Statistics of Education [Ministry of Education(MOE) and Korean Educational Development Institute(KEDI)]</p>	Statutory salaries: 2019 Actual salaries: 2019
Latvia	<p><i>Statutory salaries:</i> Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016), https://likumi.lv/ta/id/283667-pedagogu-darba-samaksas-noteikumi</p> <p>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 and amended in September 2018),</p>	Statutory salaries: 2018/19 Actual salaries: 2018/19

Country	Sources	Reference period
	<p>https://likumi.lv/ta/id/269965-noteikumi-par-pedagogiem-nepieciesamo-izglitiba-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides</p> <p><i>Actual salaries:</i> State Education Information System (Valsts izglītības informācijas sistēma, VIIS) where educational institutions (schools) enter information about teachers, their age, gender, workload and work remuneration. Link: https://www.viis.lv/</p>	
Lithuania	<p><i>Statutory salaries:</i> 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)</p> <p><i>Actual salaries:</i> The Lithuanian Department of Statistic (www.stat.gov.lt)</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>
Luxembourg	<p>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse/service des statistiques et analyses</p> <p>http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitement-fonctionnaire/index.html</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>
Mexico	Secretariat of Public Education (Secretaria de Educación Pública, SEP)	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>
Netherlands	<p>Two collective labour agreements are used to determine the amount in euro per salary scale. For primary education:</p> <p>https://www.poraad.nl/files/werkgeverszaken/cao_po_2016-2017_versie_per_1_januari_2017.pdf</p> <p>and</p> <p>https://www.poraad.nl/themas/werkgeverszaken/cao-po/cao-po-2018-2019)</p> <p>for secondary education:</p> <p>https://www.vo-raad.nl/system/downloads/attachments/000/000/067/original/VOR_CAO_2016_WEB.pdf?1469437862</p> <p>and</p> <p>https://www.vo-raad.nl/system/downloads/attachments/000/000/644/original/cao_vo_2018-2019.pdf?1533119006</p> <p>Data on the number of teachers in each salary scale is acquired from administrative data from payroll administrations of schools. These data are used for weighing between the different salary scales.</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2018/19</p>
New Zealand	<p><i>Statutory salaries:</i> Primary and Secondary Teachers' Collective Agreements</p> <p><i>Actual salaries:</i> Data comes from the national administrative database for teacher payroll.</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2017/18</p>
Norway	<p><i>Statutory salaries:</i> The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions:</p> <p>https://www.ks.no/globalassets/fagomrader/lonn-og-tariff/hovedtariffavtalen-1.5.2018-30.4.2020.pdf</p> <p><i>Actual salaries:</i> A database named PAI owned by KS</p>	<p>Statutory salaries: 2018</p> <p>Actual salaries: 2019</p>
Poland	<p>School Education Information System database (SIO) administered by the Ministry of National Education; Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 1 August 2017 on the specific qualifications required from teachers (with further amendments).</p> <p>Teachers' actual salaries: School Education Information System database (SIO) administered by the Ministry of National Education; Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 1 August 2017 on the specific qualifications required from teachers (with further amendments).</p>	<p>Statutory salaries: 2019</p> <p>Actual salaries: 2017/18</p>
Portugal	<p><i>Statutory salaries:</i> Education Financial Management Institute and Directorate-General for Education and Science Statistics. Please see the "Teacher's Career Statute":</p> <p>https://dre.pt/application/conteudo/542994</p> <p>https://dre.pt/application/conteudo/335228</p> <p>https://dre.pt/application/conteudo/491219</p> <p><i>Actual salaries:</i> Ministry of Education (administrative data); Education Statistics.</p>	<p>Statutory salaries: 2018/19</p> <p>Actual salaries: 2017/18</p>

Country	Sources	Reference period
Scotland	Scottish Negotiating Committee for Teachers (http://www.snct.org.uk)	Statutory salaries: 2018/19 Actual salaries: 2018/19
Slovak Republic	<i>Teachers' statutory salaries:</i> Law No. 202/2017 on Salary scales for pedagogical staff and wage scales according to length of experience, Regulation No. 2017-12260/37642:1-50A0, https://www.minedu.sk/data/att/12033.pdf <i>Law No. 388/2018 on Salary scales for pedagogical staff and wage scales according to length of experience, Regulation No. 2018-16958:1-50A0, https://www.minedu.sk/data/att/14029.pdf <i>Teachers' actual salaries:</i> Statistics questionnaires http://www.cvtisr.sk/cvti-sr-vedecka-kniznica/informacie-o-skolstve/statistiky/casove-rady.html?page_id=9724, No.21 <i>School heads' statutory salaries:</i> Law on the Remuneration of Employees in the Performance of Work No. 553/2003 http://www.zakonypreludi.sk/zz/2003-553 Law No. 202/2017 on Salary scales for pedagogical staff and wage scales according to length of experience, Regulation No. 2017-12260/37642:1-50A0 https://www.minedu.sk/data/att/12033.pdf and Law No. 388/2018 https://www.minedu.sk/data/att/14029.pdf and Law No. 388/2018</i>	Statutory salaries: 2018/19 Actual salaries: 2018/19
Slovenia	Statutory salaries: Public Sector Salary System Act (http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO3328) Collective agreement for public sector (http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP234) Collective agreement for the education sector in the Republic of Slovenia (http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP19) Collective Agreement for non-commercial activities in the Republic of Slovenia (http://www.pisrs.si/Pis.web/pregledPredpisa?id=KOLP11) Organization and Financing of Education Act (http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/ANG/Organisation_and_Financing_of_Education_Act_Oct_2016.pdf) Rules on the classification of posts of directors in education and sport into wage groups within wage group ranges (http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV13353) Teachers' Actual salaries: ISCED 1, 24 and 34 levels: Statistical Office of the Republic of Slovenia - SURS (https://www.stat.si/StatWeb/en) ISCED 0 level: 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 - AJ PES (https://www.ajpes.si/ispap/) Teachers by level of attainment: Statistical Office of the Republic of Slovenia - SURS (https://www.stat.si/StatWeb/en) School heads' actual salaries: 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 - AJ PES (https://www.ajpes.si/ispap/)	Statutory salaries: 2018/19 Actual salaries: 2017/18
Spain	National and regional regulations (data on formal arrangements). The data source is the Ministry of Education and Vocational Training, integrating data provided by the Departments of Education of the Autonomous Communities.	Statutory salaries: 2018/19 Actual salaries: 2018/19
Sweden	Register of wage and salary structures and employment in the primary municipalities 2018 (Lönestrukturstatistik, primärkommunal sektor för år 2018). The register contains individual data from all municipalities in Sweden. All salaries refer to full-time salaries, which means that part-time salaries have been calculated on a full-time basis. https://www.scb.se/vara-tjanster/bestalla-mikrodata/vilka-mikrodata-finns/individregister/lonestrukturstatistik/ Register of teaching personnel 2018 (Registret över pedagogisk personal för år 2018) https://www.scb.se/vara-tjanster/bestalla-mikrodata/vilka-mikrodata-finns/individregister/skolverkets-register-over-pedagogisk-personal-lararregistret/ Register of personnel in pre-primary 2018 (Registret över personal i förskola och pedagogisk omsorg för år 2018).	Statutory salaries: 2017 Actual salaries: 2017

Country	Sources	Reference period
	https://www.scb.se/lamna-uppgifter/undersokningar/Forskola-och-annan-pedagogisk-verksamhet-barn-och-personal-per-15-oktober/ The data has been processed in order to fit the instruction of this survey.	
Switzerland	FSO: Labour cost structural statistics, Swiss Teacher Association LCH: Earnings statistics 2019	Statutory salaries: 2018 Actual salaries: 2019
Turkey	NATIONAL STATISTICS by Ministry of National Education: http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270	Statutory salaries: 2019 Actual salaries: 2019
United States	National Teacher and Principal Survey (NTPS) https://nces.ed.gov/surveys/ntps Salaries from the 2017/18 school year are inflated to 2018/19 estimates using the Consumer Price Index.	Statutory salaries: 2018/19 Actual salaries: 2018/19

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Subnational data

Table X3.D3.2. Participation in subnational data collection on salaries of teachers

Country	Statutory salaries (Table D3.1)	Actual salaries (Table D3.4)	Comment
	(1)	(2)	(3)
OECD			
Australia	No	No	Subnational data collected solely for the purpose of creating a national estimate.
Austria	No	No	Not relevant due to a centralised education system with no difference at the subnational level
Belgium	Yes	Yes	
Canada	Yes	No	Actual salaries: Canada does not collect average actual teachers' salaries
Chile	No	No	Not relevant due to a centralised education system with no difference at the subnational level.
Colombia	No	No	Not relevant due to a centralised education system with no difference at the subnational level.
Costa Rica	m	m	
Czech Republic	m	m	
Denmark	No	No	Not relevant due to a small country with less than 6 million people and limited distances.
Estonia	No	No	Statutory salaries: Not relevant as teacher's minimum salary is regulated at the national level. Actual salaries: It is possible to calculate actual salaries at county level or to group counties (at the TL3 level).
Finland	No	No	Not relevant as salaries are defined to a great extent in the national collective agreements for state and municipal civil servants for the educational sector.
France	No	No	Not relevant due to a centralized education system with few difference at subnational level (there are no "regional decision makers" as understood by some more decentralized countries).
Germany	No	No	The Länder have the data but have decided not to publish them. This applies to both the national and the international level.
Greece	m	m	
Hungary	m	m	
Iceland	No	No	Not relevant due to a small population, of which two thirds live in the capital area.
Ireland	No	No	Not relevant due to a centralised education system with no geographical or subnational variation.
Israel	No	No	Not relevant due to a centralised education system with no difference at the subnational level.
Italy	m	m	
Japan	No	No	Appropriate data to fill the subnational questionnaire are not available
Korea	No	No	

Country	Statutory salaries (Table D3.1)	Actual salaries (Table D3.4)	Comment
	(1)	(2)	(3)
Latvia	No	No	Not relevant due to relatively small population number and a centralised education system with no difference at subnational level. However there are differences in actual data between the capital city Riga and less developed rural territory as small schools with smaller number of students are more located in rural regions and this has impact on average actual teachers' salaries (actual salaries are higher in larger schools and lower in small schools, unless a small school's teacher can get a full workload working in several schools).
Lithuania	No	No	Not relevant due to relatively small population number and a centralised education system with no specific and fundamental differences between the 10 counties
Luxembourg	m	m	
Mexico	m	m	
Netherlands	m	m	
New Zealand	No	No	Not relevant due to a centralised education system with no difference at the subnational level
Norway	m	m	
Poland	m	m	
Portugal	No	No	
Slovak Republic	No	No	Not relevant due to relatively small size of the country
Slovenia	No	No	Not relevant due to a small country with only two statistical NUTS regions that do not differ in terms of governance.
Spain	m	m	
Sweden	No	No	Statutory salaries: Not relevant as Sweden has only actual salaries. Actual salaries: The subnational data collection is relevant. However Sweden only submit data every two years.
Switzerland	No	No	Data on actual and statutory salaries of teachers are based on estimates for the whole of Switzerland, but estimates for each canton are not reliable.
Turkey	m	m	
United Kingdom	Yes	Yes	
United States	Yes	Yes	
Partners			
Brazil	m	m	
Russian Federation	Yes	Yes	

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Statutory salaries of teachers: Subnational Table D3.1.

Northern Ireland:

Northern Ireland announced on the 28th April 2020 that an agreement had been reached to resolve the long running industrial dispute of teachers' pay and workload. The agreement gives effect to a pay award for all teachers in Northern Ireland of 2.25% from September 2017 and an additional 2% payable from September 2018. This means teachers will receive the pay increase backdated until September 2017 under the deal (<https://www.education-ni.gov.uk/news/formal-agreement-teachers-pay-and-workload>)

Statutory salary figures in EAG 2020 refer to Northern Ireland salaries after the 2020 announcement to provide a backdated pay increase for years 2017/18 and 2018/19.

Actual salaries of teachers: Subnational Table D3.4.

Northern Ireland:

Northern Ireland announced on the 28th April 2020 that an agreement had been reached to resolve the long running industrial dispute of teachers' pay and workload. The agreement gives effect to a pay award for all teachers in Northern Ireland of 2.25% from September 2017 and an additional 2% payable from September 2018. This means teachers will receive the pay increase backdated until September 2017 under the deal (<https://www.education-ni.gov.uk/news/formal-agreement-teachers-pay-and-workload>)

Actual salary figures in EAG 2020 refer to Northern Ireland salaries before the 2020 announcement to provide a backdated pay increase for years 2017/18 and 2018/19.

Notes on specific countries

Statutory salaries of teachers: Tables D3.1, D3.5, D3.6, D3.10, D3.14, D3.15 and D3.16

Statutory salaries of teachers: 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 given level of education,
- The most prevalent qualification at different points in teachers' careers
- The maximum level of qualification at a given 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 D3.1. 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, methodology and interpretation

Australia:

Notes on coverage and methodology: 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.

Notes on interpretation: 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.

Explanatory notes: (1) Salaries are determined by an industrial Award [that is, the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award]. Bargaining parameters are approved and set by the Government Treasury. (6) The Industrial Award itself is negotiated between the Department of Education and the Teachers' Federation.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Annual leave loading equivalent to 17.5% of four weeks salary:

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Austria:

Notes on coverage and methodology: 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.

Notes on interpretation: 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.

Explanatory notes: The provinces have the responsibility for ECEC provision in Austria. There is no federal statistic that contains information about actual or statutory salaries. Statutory salaries can be found in provincial law for some provinces but there is no systematic overview for the whole of Austria. For the salaries of kindergarten teachers who are in an employment relationship with the federal provinces it is not possible to make any general statements. For the employment relationships (duration, contract type, (in)definite term) it is not possible to make a general statement about the occupational field of early childhood education. The respective legal requirements of provincial kindergartens are set out in the provincial kindergarten laws. The legal requirements for kindergarten teachers in private establishments are regulated by provisions in collective agreements. The minimum qualification for kindergarten teachers in general is a specialist training, good repute and extract from police records and suitable health documented by a medical certificate.

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.

Comments on qualifications: (pre-primary) Primary teachers teaching in 'pre-school classes' were reported in primary schools at ISCED 0 in previous years. However, this practice has been abandoned because the information lead to severe misinterpretations by users of the EAG data. These teachers are primary school teachers who are not different from other primary school teachers except the fact that the programme that they teach in is located at ISCED02.

(Lower and upper secondary) The bachelor is the minimum requirement, but within 5 years from the start of the employment teachers have to attain a master degree. Otherwise their employment ends. Attaining the master degree has no influence on the salary level. It is a criteria for the continuation of the employment and for this reason a minimum qualification for teachers who have been in service for 5 years or longer.

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Belgium (Flemish Community):

Notes on coverage and methodology: 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.

Notes on interpretation: For the calculation of the 'Proportion of teachers paid according to this salary range' full time and part time teachers are taken into account.

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. Teachers in the first two years (first stage) of upper secondary education are at minimum required to have a Bachelor of 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):

Notes on coverage and methodology: 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 646.61 + (gross salary x 2.5%)

- Holiday bonus = Gross salary x 70% x 86.93%

Notes on interpretation: 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:

Notes on coverage and methodology: 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.

Notes on interpretation: Comments on qualifications of teachers: Brazil has a decentralised system, each one of the 27 states and more than 5 thousand municipalities has their own teachers career plan. Because of that, the salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. However, there is a minimum national salary for teachers working in public schools

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:

Notes on coverage and methodology:

The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

- 1) At least seven (50%) provinces and territories provide a response, and
- 2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response.

- 1) At least seven (50%) provinces and territories provide the same response, and
- 2) That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2019 joint Eurydice-OECD salaries of teachers and school heads data collection survey.

Notes on interpretation:

Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

Many different collective agreements are used 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/districts. These agreements are typically valid for a 2-5 year period and are then renegotiated through a formal process. [Back to main table for this Indicator](#)

Chile:

Notes on coverage and methodology: 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 2019 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).

Explanatory notes: The Law 20.093 states the New System of Teacher Education and Professional Development Law (2016) which develops a career and a new pay structure for teachers. The teaching career is based on a progression system through which teachers are classified in one of the five career levels, based on the results of a periodical evaluations they have to take. These levels are associated to 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. All career allowances are subject to the readjustment of the public sector.

Notes on interpretation: 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. Therefore, minimum qualification level for starting teachers is being classified in level "Beginner", while minimum qualification level for teachers with more than 8 years of experience is "Intermediate".

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](#)

Colombia:

Notes on coverage and methodology: Data on salaries correspond to the regulated by the statute teacher 1278 / 2002 and do not include or additional bonuses or compensation.

Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. The new teachers are those linked within the year to the official sector, but does not imply that they are newly graduates. Only classroom teachers from statute 1278 are taken.

The teaching experience is counted from the date of recruitment in the public sector

Notes on interpretation: For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases the salary of 10 years is equal to the 15 years

Notes on qualifications: (pre-primary and primary) Teachers must overcome the merit contest for entry into the teaching career. (Lower secondary) The professors must overcome the merit contest for the teaching career. Professionals with different degrees than a bachelor's degree in education must prove that they have completed or have completed a postgraduate degree in education, or that they have completed a programme in pedagogy. (Upper secondary) In Colombia, teachers in secondary education can teach indistinctly for ISCED 24 and ISCED 34 levels. So we cannot differentiate between the two levels. The percentage applied for ISCED 24 applies for both.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Christmas bonus, service bonus and holiday bonus. [Back to main table for this Indicator](#)

Costa Rica:

Notes on coverage and methodology: 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).

Notes on interpretation: 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:

Since January 2019 the salaries of public service employees has increased. Statutory salaries of non-teaching staff and teachers were increased by 10%, and another 5% for teachers allowances and additional payments.

Notes on coverage and methodology: The annual gross statutory salary is calculated combining two different salary tables from the Government Regulation on Pay Terms of Employees in Public Services and Administration: one valid from September 2018 to December 2018 (4 months in school year 2018/2019) and the second from January 2019 to August 2019 (8 months in school year 2018/2019).

Salary tables consist of 6 pay categories (8th-10th for pre-primary teachers, 11th-13th for primary and secondary teachers) depending on complexity, responsibility and demandingness of the work, and 7 pay grades according to the length of professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Teachers are placed to the 10th pay category (pre-primary teachers) and to the 13th pay category (primary and secondary teachers) only on exceptional circumstances (usually school counsellors with completed prescribed qualification).

The reported statutory salaries are estimates combining the salary tables with data on number of teachers in each pay category and pay grade according to the database ISS 2017 and ISS 2018 (reference year 2017/18).

Notes on interpretation: A particular pay scale system is set for the education staff (teachers and school heads, SEN specialist, educational childcare staff, psychologist, teachers' assistant).

Salary tables for teachers have 6 pay categories (8th-10th for pre-primary teachers, 11th-13th for primary and secondary teachers) depending on complexity, responsibility and strenuousness of the work they perform and 7 pay grades according to the length of professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years). Teachers are placed to the 10th pay category (pre-primary teachers) and to the 13th pay category (primary and secondary teachers) only on exceptional circumstances (predominantly school heads). The pay scales do not allow pay advancement by gaining further qualifications, with the exception of educational management staff. To perform these roles, it is required by law to have completed the prescribed in-service training. After its completion, the school head may delegate activities to the teacher which place the teacher into a higher pay category (at the basic school and the upper secondary school from the 12th to the 13th pay category). Some other additional responsibilities and management of the teachers are paid by the system of allowances (for example class teachers, teachers responsible for coordination in the area of ICT, prevention of social-risky behaviour and some others).

The qualification of teachers follow the Act on Education Staff: 1) Pre-primary teachers at nursery schools (ISCED 02) receive their qualification in four-year secondary school programmes in the field of pedagogy of pre-school education completed with the *Maturita* examination (ISCED 354 – the most common pathway), in shortened study programmes completed with the *Maturita* examination (ISCED 354), or at a tertiary level of education (ISCED 6 or 7). 2) Primary teachers (ISCED 1) are required to have a Master's degree (ISCED 746 or 747). 3) Teachers of general subjects at secondary levels (ISCED 24, 34) are required to have a Master's degree (ISCED 746 or 747). The teachers of the general subjects more often obtain the teaching qualification in the concurrent study.

Qualification requirements for salary purpose:

- 8th pay category: secondary education with a *Maturita* examination (ISCED 354);
- 9th pay category: tertiary professional education (ISCED 655) or secondary education with a school-leaving examination (ISCED 344, 354);
- 10th pay category: Bachelor's degree (ISCED 645) or tertiary professional education (ISCED 655);
- 11th – 12th pay category: Master's degree (ISCED 746, 747) or Bachelor's degree (ISCED 645);
- 13th pay category: Master's degree (ISCED 746, 747).

According to the recommendation of the Ministry of Education, Youth and Sports the teachers are placing in pay categories this way:

a) Three pay categories are designed for teachers at ISCED 02:

- 8th pay category: Particularly starting teachers, teachers without a professional qualification who do not have sufficient knowledge to create an educational program.
- 9th pay category: Teachers who form an educational program or perform all educational activities using available methods to develop children's interests, knowledge and abilities; introducing teachers.

- 10th pay category: School heads or teachers who form and coordinate a school educational programs or who form educational programs for children with special educational needs and individual education plans.

b) Three pay categories are designed for teachers at ISCED 1,24 and 34:

- 11th pay category: Particularly starting teachers of general programs performing activities in cooperation with the introducing teacher or teachers who do not complete Master's degree and who need methodological recommendations to perform their work.

- 12th pay category: Teachers conducting comprehensive educational activities related to the creation and updating of pedagogical documentation, who complete Master's degree program, which the employer may not provide methodological recommendations.

- 13th pay category: School heads or teachers who form and coordinate a general or vocational educational programs or who form international educational projects (e. g. COMENIUS) or projects of adult education and training.

Exception:

- A teacher who does not have an appropriate qualification can perform direct educational activity if he/she was at least 55 years-old 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 at least 50 years-old 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 [Back to main table for this Indicator](#)

Denmark:

Notes on coverage and methodology: 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.

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.

Notes on interpretation: In addition to the reported statutory salaries, 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. These personal bonuses are not included in the reported statutory salaries.

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 most prevalent education for a teacher is a Master's degree or equivalent (ISCED 7). In general a teacher in upper secondary must have completed a master in a specific subject e.g. in biology or history. As a newly appointed teacher in upper secondary general education, the teacher must complete pedagogy (*Pædagogikum*) over the first year. [Back to main table for this Indicator](#)

England:

Notes on coverage and methodology: The statutory salaries reported are weighted averages of the separate geographical pay ranges: the Inner London Area, Outer London Area, the Fringe Area, and England and Wales (excluding the London Area). A fully-qualified classroom teacher who has achieved Qualified Teacher Status (QTS) is paid on the main, upper or leading practitioner pay range. The starting salary for teachers with minimum qualifications refers to a weighted average of the minimum salary points on the main pay range across all four geographical pay ranges. The salary after 15 years of experience and at the top of the range for teachers with minimum qualifications refers to a weighted average of the maximum salary points on the upper pay range across all four geographic pay ranges.

A significant proportion of provision of ISCED 02 education (65% of provision for 3-year-olds) is provided in settings other than schools. The statutory salaries provided apply only to teachers of pupils in nursery and primary schools and do not apply to other ISCED 02 settings. Teachers of students at ISCED 34 are employed in both schools and further education colleges. The figures are only for teachers of pupils in schools and do not apply to further education colleges.

Proportion of teachers paid according to this salary range: The population of teachers used as the denominator is full-time teachers paid on the unqualified teacher, main, upper and leading practitioner pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

Notes on interpretation: Classroom teacher: The statutory salary ranges apply to classroom teachers paid as fully-qualified teachers on the main, upper and leading practitioner pay ranges. A fully-qualified classroom teacher who has achieved Qualified Teacher Status (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 board for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

Sources:

Department for Education, Schools, pupils and their characteristics, January 2019
<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2019>.

Department for Education, Education provision: children under 5 years of age, January 2019
<https://www.gov.uk/government/statistics/education-provision-children-under-5-years-of-age-january-2019>.

Decision making authority: The top level authority responsible for determining statutory salaries is the UK Government.

Minimum qualification to enter the teaching profession

Classroom teachers who have achieved Qualified Teacher Status (QTS) and are not employed in a leading practitioner post are paid on the main or upper range. The main and upper pay ranges exist to allow for salary progression based on performance and can be accessed by all teachers.

QTS is a professional accreditation based on the Teachers' Standards, which define the minimum level of practice expected of teachers. Assessment for QTS should enable trainee teachers to meet all the Teachers' Standards, set by the Secretary of State, across the age range of training and ensure that no trainee teacher is recommended for the award of QTS until they have met all of the Standards.

Most initial teacher training programmes leading to QTS also lead to an academic award such as the PGCE (consecutive model) or a bachelor's degree (concurrent model). The award of the academic qualification is separate from the award of QTS. It is awarded by a university or other higher education institution with degree awarding powers (DAP), which, as such, is responsible for its own awards, the conditions on which they are awarded and qualification titles.

Maximum qualification to enter the teaching profession

Classroom teachers who have achieved Qualified Teacher Status (QTS) and are employed in a leading practitioner post are paid on the leading practitioner pay range. 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.

The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (STPCD 2018, p. 21). [Back to main table for this Indicator](#)

Estonia:

Compared to previous year, statutory salaries have increased by around 9% as a result of budget negotiations, following the objective in the (2013) Estonian Lifelong Learning Strategy 2020 to raise teachers' salaries to the level of the average salary of highly educated employees. However, there have been no changes in the compensation system.

Notes on coverage and methodology: The data on the annual gross statutory salary refers to the fixed minimum wage that applies for all teachers. The notion of starting statutory salary depending on the level of qualification (minimum or maximum) does not exist in Estonia.

Notes on interpretation: 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. (1) 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. [Back to main table for this Indicator](#)

Finland:

Notes on coverage and methodology: 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: Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay is temporarily reduced 30% in 2017 - 2019.

Notes on interpretation: 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:

Notes on coverage and methodology: The teachers' statutory salaries are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales.

The following bonuses received by all teachers at a given level of education are an integral part of teachers' statutory salaries in France :

At ISCED 02 and 1 levels

- Residence allowance

- ISAE (bonus for follow-up and tutoring): since 2016-2017, the bonus is EUR 1 200 per year (the bonus was EUR 400 in 2013-2014, 2014-2015 and 2015-2016)

At ISCED 24 and 34 levels

- Residence allowance

- Fixed portion of ISOE (bonus for follow-up and tutoring):

Since 2016-2017, the bonus is EUR 1 213.56 per year (EUR 1 199.99 before). The variable portion of this bonus is not included in the statutory salary because only teachers who are invested the role of "professeur principal" (head teacher) receive it.

- Bonus for 1 HSA overtime hour (heure supplémentaire année): This overtime hour cannot be refused by teachers of secondary education. The other types of extra hours are not included in the statutory salary. *Notes on interpretation:*

Comments on qualifications of teachers: People who want to become teachers at all levels of ISCED (02-3) must obtain a master's degree and pass a competitive examination. The specifically designed 2-year master's programmes for teachers (introduced in 2015) are currently being redesigned. The Law for a School of trust (2019) created the Higher National Institutes of Professorship and Education (INSPE), in charge of providing this new teacher training.

Different types of competitive examinations are required depending on the level of education or status of the future teachers:

ISCED 02-1: Teachers who want to become "professeurs des écoles" have to pass the competitive examination "concours de recrutement de professeurs des écoles".

ISCED 2-3: There are two different status for teachers at this level of education:

- "Professeurs certifiés" (minimum and most common qualification): candidates have to pass the competitive examination "concours du certificat d'aptitude au professorat de l'enseignement du second degré"

- "Professeurs agrégés" (maximum qualification) : candidates have to pass the competitive examination "concours national d'agrégation"

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:

Notes on coverage and methodology: 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. 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.

Notes on interpretation: *Erzieherinnen* and *Erzieher* (state recognised youth or child-care workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst – TVöD*), with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule. Higher levels are achieved only after several years with the same employer. Employees in establishments bound by collective wage agreements are significantly better off than those in establishments not bound by collective wage agreements. According to a study of the Hans-Böckler Foundation, around 75% of *Erzieherinnen* and *Erzieher* work in establishments bound by collective wage agreements.

(Primary and secondary) Depending on the *länder*, teacher candidates must pass a first state examination or have a Master's degree before the preparatory service. All of them must take a second exam after the preparatory service.

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:

Notes on coverage and methodology: Data on gross annual statutory salaries are reported on the basis that teachers complete certain years of work experience on 1st September 2018. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016 (ref. nr. 2-31029/ΔΕΠ/06.05.2016, directions for article 27), a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Whereas a month's salary in 2019 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A), or a month's salary in 2019 is the sum of the base salary of the frozen salary scales of 2011 and four quarters (4/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. From 1st January 2018 salary progression has been activated.

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.

Average salary data of workers with tertiary education used in indicator D3.2 include salaries before taxation in the current reference year following the specifications that most countries follow. In the previous reference years (*Education at a Glance 2018* and previous editions) average salary data of workers with tertiary education included net salaries, i.e. salaries after taxation, which were mistakenly compared to teachers' gross annual statutory and actual salary data. This divergence from specifications in the salary data of tertiary educated workers in previous years explains differences between the values of D3.2 in *Education at a Glance 2019* and previous editions of *Education at a Glance*.

Notes on interpretation: The salaries for teachers of pre-primary education include only teachers working in Pre-Primary Education Schools (*Nipiagogeia*) 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:

Notes on coverage and methodology: Act on the central budget for 2018 issued in 2017 No C: stipulates an amount of HUF 101 500 for further calculation. The Act on general education 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 Act on general education (Annex 7) 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).

In summary, the base salary differs depending on the qualification of the 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.

Notes on interpretation: From 2013 on the 326/2013 government decree stipulates a yearly increase of salaries until 2017. In 2017 it became part of the Act on general education. The BA starting salary at ISCED Levels 02 & 1 has been adjusted to the minimum wage of HE graduates. Should teachers at lower secondary level have MA degree, they are entitled to be paid according to the salary scheme linked to teachers with MA degree (i.e. the same as at ISCED 34). The legal regulations stipulate that the minimum qualification for teachers at ISCED 02, 1, 24 is BA/BSc, while teachers at ISCED 34 is MA/MSc. At present Teacher education is exclusively MA for ISCED 24, meaning continuous change in the category.

Comments on qualifications of teachers: (primary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two-year experience on 1st September 2013 are categorised as trainee teachers. This induction period lasts 2 years according to the "Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))" and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)).

(Lower secondary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two-year experience on 1st September 2013 are categorized as trainee teachers. This induction period lasts two years according to the "Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions (2§ (1))" and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam (2§ (6)).

Salary range – for teachers at lower secondary level – related to BA degree is reported as "Other minimum qualification of teachers with some years of experience " (rows CS1 to CS3). The BA degree is also the most prevalent one at that level and the salaries are reported in the most prevalent qualification at each stage in the career and salary range (rows D1 to D4).

(Upper secondary) Act CXC of 2011 on Public Education (97.§ (20) stipulates that teachers without two year experience on 1st September 2013 are categorized as trainee teachers. This induction period lasts 2 years according to the "Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions [2§ (1)]" and the trainee has a mentor who helps him/her (15/A § and 15/B§). After this induction period the trainee has to pass an exam [2§ (6)]. [Back to main table for this Indicator](#)

Iceland:

Notes on coverage and methodology:

Data for ISCED levels 0, 1, 2 and 3 statutory salaries has been assembled by a panel of experts from the Teachers Union and Icelandic Association of Local Authorities in cooperation with the Ministry of Education. Data on actual salaries has been compiled by the Statistics Office and reported for the first time in this survey. The statutory salary of teachers in ISCED3 is a combination of a general agreement on pay and a special agreement for each institution, an institutional framework for salaries. The institutional agreements are specific for each institution. In order to arrive at an estimated statutory salary for ISCED 3 teachers an institutional agreement was selected from one representative school. The data reported is an estimation based on a representative selection of a school and group of teachers.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Included are two annual one time payments. One in December and one in June. Applies to all school levels, both public and government dependent schools. :

Notes on interpretation: For pre-primary, a collective agreement exists between The Association of Local Authorities and The Teachers Union on behalf of the Union of Pre-School Teachers, starting June 1 2015 and ending March 31 2019. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For primary a lower secondary, a collective agreement between The Association of Local Authorities and The Teachers Union on behalf of the Union of School Teachers, starting December 1 2016 and ending November 30 2017. Renewed agreement dated December 1 2017 ending June 30 2019. The agreement outlines, pay, pay-scales and progression, organisation of working time, other rights and compensations, professional development, sick leave and vacation time. The collective agreement applies to public and private schools.

For upper secondary, there is a base collective agreement, but each institute enters into a specific institutional agreement which compensates the institute for extra expenses in salaries.

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:

Notes on coverage and methodology: 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 1st January 2018, the national minimum wage was EUR 9.55 per hour which increased to EUR 9.80 per hour on 1st January 2019.

Notes on interpretation: (pre-primary) 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 1st January 2018, the national minimum wage was EUR 9.55 per hour which increased to EUR 9.80 per hour on 1st January 2019.

(Pre-primary) From 31 December 2016, as stated in the Child Care Act (Early Years Services) Regulations 2016, all staff working directly with children are required to hold a minimum of Level 5 Major Award on the National Framework of Qualifications in Early Childhood Care and Education.

The State pays a capitation fee to playschools and daycare services participating in the Early Childhood Care and Education scheme. In return, they provide a pre-school service free of charge to all children within the qualifying age range for a set number of hours over a set period of weeks. For Preschool Services participating in the ECCE scheme, room leaders are required to hold a minimum QQI Level 6 Major Award in Early Childhood Care and Education (or equivalent) from December 2016. A higher capitation is also available to Preschool Services where the Preschool Leader has achieved a major award in early childhood care and education at Level 7 on the National Framework of Qualifications (NFQ) and where the assistants have achieved the minimum Level 5 Award.

Comments on qualification of teachers:

(Primary) The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 October 2018. Under this revised payscale 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.

(Lower secondary) The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 October 2018. Under this revised payscale 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.

(Upper secondary) The salary for teachers with minimum qualifications is for teachers who entered teaching from 2012, as effective from 1 October 2018. Under this revised payscale 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.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: For teachers who entered teaching prior to 1 January 2011 and have minimum qualification allowances in addition to their base salaries: At ISCED 1, the salary above includes salary at relevant point on common salary scale for teachers (EUR 50 430 at 12th point of scale after 10 years; EUR 56 171 at 17th point of scale after 15 years; EUR 63 196 at top of scale) + allowance for Bachelor Education (Pass) Degree (EUR 1 842). At ISCED 24 and ISCED 34, the salary above includes the salary at the relevant point on the common salary scale (EUR 51 813 at 13th point of scale after 10 years; EUR 56 171 - at 18th point of scale after 15 years; EUR 63 196 at top for scale) + allowance of EUR 1 842 for primary degree (pass) and allowance of EUR 591 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long service allowance of EUR 2 324.

For teachers who entered teaching prior to 1 January 2011 and have qualification allowances in addition to their base salaries: At ISCED 1, the salary above includes salary at relevant point on common salary scale for teachers (EUR 50 430 - at 12th point of scale after 10 years; EUR 56 171 at 17th point of scale after 15 years; EUR 63 196

at top of scale) + 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 51 813 at 13th point of scale after 10 years; EUR 56 171 - at 18th point of scale after 15 years; EUR 63 196 at top for scale) + allowance of EUR 4 918 for primary degree (Honours) and allowance of EUR 591 for Post Graduate Diploma in Education (Pass). Teachers at the top of their career after 10 years also receive a long service allowance of EUR 2 324.. [Back to main table for this Indicator](#)

Israel:

Notes on coverage and methodology: 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. Since the new reforms, a starting teacher begins with an ISCED 6 first-degree qualification (BA) minimum. Since 2009, all school teachers, whatever their years of experience, need a minimum ISCED 6 first-degree qualification. Since 2011, the minimum level of qualification for kindergarten teachers is also ISCED 6.

Comments on salary scales: In 2018/19, the New Horizon reform implementation in all levels of education exceeded over 98% of the F.T.E. teachers position. In upper secondary education, 81% 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 F.T.E. teachers included in the concerned reform and the salaries of the F.T.E. 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.

Notes on interpretation: Annual statutory teacher salary is 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 coordination is cancelled for new teachers in the first year teaching, with the assumption that new teachers will not receive such duty.

The actual salary includes all the bonuses and allowances even if few teachers only received them. For the statutory salary we reported only the basic salary, the bonuses and allowances paid to all the teachers.

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.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: Vacation / Clothing / Jubilee Grant. [Back to main table for this Indicator](#)

Italy:

Notes on qualifications of teachers: (pre-primary) the minimum qualification consists of a specific master on education (ITE). Pre-primary school teachers, after the completion of their specific ITE, have to pass a public competition at national level to entry to the profession. After being assigned to a teaching position, teachers are required to pass a one-year probationary period, in order to become fully qualified teachers.

(Primary) the minimum qualification consists of a specific master on education (ITE). Primary school teachers, after the completion of their specific ITE, have to pass a public competition at national level to entry to the profession. After being assigned to a teaching position, teachers are required to pass a one-year probationary period, in order to become fully qualified teachers.

Teachers of the lower secondary level are required to hold a second-cycle qualification (Master's degree ISCED 7) and 24 credits in the pedagogical areas, to be acquired either within the degree itself or in addition to it, in order to be admitted to recruitment competitions. Succeeding in a competitive examination gives access to a permanent teaching position. After that teachers are required to pass a one-year probationary period (induction), in order to become fully qualified teachers. In case of no vacant teaching posts available, it still allows prospective teachers to become qualified teachers.

Teachers of the upper secondary level are required to hold a second-cycle qualification (Master's degree ISCED 7) and 24 credits in the pedagogical areas, to be acquired either within the degree itself or in addition to it, in order to be admitted to recruitment competitions. Succeeding in a competitive examination gives access to a permanent teaching position. After that teachers are required to pass a one-year probationary period (induction), in order to become fully qualified teachers. In case of no vacant teaching posts available, it still allows prospective teachers to become qualified teachers.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: 13th month, Professional Salary Profit (three class of years of service - the same to ISCED) , contractual allowances: [Back to main table for this Indicator](#)

Japan:

Notes on coverage and methodology: Statutory salaries are described based on the model salary schedule for reference placed in ordinance in many prefectures.

Additional payments that all teachers receive on top of their base salaries that are included in statutory salaries: Terminal allowance, special allowance for compulsory education staff

Notes on interpretation: 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:

Notes on coverage and methodology: 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 good attendance, Holiday bonuses, Allowances for meals and transportation expenses, Allowance for the teaching profession.

Notes on interpretation: 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 teaches 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:

Notes on coverage and methodology: The Regulation only sets the minimum monthly salary rate. School heads decides on the teachers' salaries depending on their workload and performance and on the school budget. Salaries can be higher but not lower than the minimum defined in the Regulation.

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 workload 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.

Notes on interpretation: The regulation on teachers' work remuneration sets only minimum monthly salary rate. According to the teachers' salary reform launched in 2016, there was a transition period for minimum salary rate for pre-school teachers. In September 2016 the rate was EUR 620 for one work-load per month, but with September 2017 minimum salary rate for pre-school teachers increased to EUR 680. For teachers working in ISCED levels 1-3 minimum salary rate for one workload per month was the same on September 2016 and on September 2017, i.e., EUR 680. The minimum statutory salaries for pre-primary teachers are thus now the same for one pedagogical workload. However, one workload of pre-primary teacher is 40 hours per week, but one monthly salary rate for other teachers corresponds to 30 hours per week workload. Moreover, in compliance with the teachers salary increasing schedule, with September 2018 the minimum salary rate for all ISCED 0-3 teachers is EUR 710 for one work-load per month. (It can be added that with September 2019 the rate is raised again to EUR 750, but this is outside of the scope of the current survey).

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](#)

Lithuania:

Compared to previous year data, statutory salaries at pre-primary, primary and secondary levels increased by 30% to 43% (depending on the stage of the career) due to the combination of an increase in salaries of teachers and an increase of taxes included in gross salaries reported.

Notes on coverage and methodology: 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). Teachers qualification depends on years of experience [Back to main table for this Indicator](#)

Luxembourg:

Compared to previous year data, the part of the social security and the pension scheme paid by the employers are excluded from the reported statutory salaries (-2.8% for social security and -8% for pension scheme compared to the reported statutory salaries the previous years), as required by the guidelines of the data collection.

Notes on coverage and methodology: 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. 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.

Notes on interpretation: 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:

Notes on coverage and methodology: 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.

Notes on interpretation: 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:

Notes on coverage and methodology: Weights used in this average 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 a year (allowances included), weighted by the ratio in salary scales in October the year before. The ratio of 1 October 2018 has been used in this questionnaire. We have used the same ratio for all the categories if applicable.

ISCED 02 and 1: Salaries are weighed to take account of different salary ranges. The salary ranges and the proportion of teachers who are in each range can be found in Table X3.D3.5.

Unweighted start and maximum-salary (resp. scale LA and scale LB). LC is almost not used in practice therefore scale LB is chosen as max.

ISCED 23 and 34: Salaries are weighed to take account of different salary ranges. The salary ranges and the proportion of teachers who are in each range can be found in Table X3.D3.5. Unweighted maximum salary is LD. The salaries of the three salary scales are the same country-wide. In the Randstad area (Urban region in the western part of the Netherlands) more teachers have a higher salary scale (*Randstadregeling*). Unweighted maximum-salary (scale LD) and the weighted one for the start and 10 years (scales LB, LC and LD).

Most of the teachers in secondary education teach at ISCED level 2 and ISCED level 3.

Notes on interpretation: ISCED 02: only teachers in primary schools (group 1 and 2, children in age group 4 and 5 at the start of the schoolyear). Daycare is excluded.

ISCED24/34: 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 a first-degree qualification and more often salary scale LD and teachers in lower secondary education have a second-degree qualification and more often LB or LC. But the distribution of teachers between these different scales at these ISCED levels is not exactly known. A related problem is that this classification does not correspond with the bachelor/master classification. In most cases, a first degree qualification is obtained through a masters degree and a second-degree qualification through a bachelors degree. However, this does not apply in all cases. For example, a first-degree qualification for physical education is obtained through a bachelors degree and the master Special Educational Needs does not result in a first-degree qualification. Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: holiday pay (8%), year-end allowances (7.1 % in ISCED 1 and 7.4 % in ISCED 2).

Notes on interpretation: 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.

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:

Compared to previous year, statutory salaries for teachers and school heads increased as a consequence of a new collective agreement agreed in 2019 and implemented in 2019.

Notes on coverage and methodology: 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.

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.

Notes on interpretation: 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 points: 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:

Notes on coverage and methodology: 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.

Notes on interpretation: 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 from workers in the private sector. [Back to main table for this Indicator](#)

Poland:

Notes on coverage and methodology: Annual statutory teacher salaries include additional payments that constitute a regular part of the annual base salary such as the seniority allowance, the 13th pay and holiday benefits.

In case of teachers with 10 years of experience 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 case of teachers with 15 years of experience 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 make up this category.

Notes on interpretation: The amended Teachers' Charter (amendment adopted on the 18th of February 2000) has introduced four grades in the teaching career (steps on the professional advancement scale):

- trainee teacher
- contract teacher

- appointed teacher
- chartered teacher

There are no differences in the remuneration systems between teachers teaching in general and vocational programmes. Any possible differences in scheduled gross annual salaries of teachers in vocational and general programmes may be due to different minimum qualifications required from these teachers.

Salaries of educational personnel who may not have pedagogical qualifications (that may happen in the case of professional personnel who teach vocational subjects) cannot be higher than a salary of the teacher with the highest promotion grade (chartered teacher). Only a small percentage of professional personnel does not have pedagogical qualifications (around 1%) in the population of all teachers/professional personnel teaching vocational subjects at the ISCED levels from 3-5.

Due to the educational reform in Poland implemented since the beginning of 2017, starting in September 2017 the 3-year gimnazjum (lower secondary school - ISCED 24) will be gradually phased out. Pupils graduating from the 6th grade of primary school become pupils of grade 7 in a new 8-year primary school. During transitional period (school year 2018/19) ISCED 1 includes 6 years of primary school and ISCED 2 includes grade 7 and 8 of primary school and 1 grades of lower secondary school.

Comparing to previous year, minimum teacher salaries calculation method remains unchanged.

Notes on qualifications: Bachelor's degree or Bachelor's of Applied Science degree can be obtained at any field of education (depending on the subject being taught) but it is necessary (with few exceptions) to complete also pedagogical training certified by the diploma of studies completion or another document issued by the HEI institution or Teacher Training College diploma or a certificate of the completion of vocational qualification course. There is a probationary period and an induction programme. After a two-year internship period, the teacher takes the exam before examination commission for teachers applying for promotion to the degree of contract teacher (the second professional promotion step for teachers). [Back to main table for this Indicator](#)

Portugal:

Notes on coverage and methodology: 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.

Regardless of the entry qualifications and the education level, all teachers are paid on the same salary range, which consists of ten levels of four years each, except the 5th level which lasts two years. The criteria ruling salary progression include participation in professional development activities and quotas.

Lower and upper secondary teachers belong to the same formal group (i.e. professores do 3.º ciclo do ensino básico e do ensino secundário). For this data collection, each teacher has been classified in the ISCED level in which his/her teaching load is higher.

As a large proportion of upper secondary teachers teach both General courses and Vocational ones (and often at the same institution), Portugal reports aggregated data for upper secondary teachers in "General" (34) and "Vocational" (35). A teacher who does not teach scientific-humanistic courses in a given school year, may teach these courses in the following year.

Lower and upper secondary teachers belongs to the same 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. Data refers to full-time equivalent teachers from public schools under the tutelage of the Ministry of education (excluding vocational schools). In the schools referred above, lower and upper secondary teachers may teach general and/or vocational courses.

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).

Notes on interpretation: In Portugal, regardless of the admissible teaching entry qualifications, all the teachers are paid accordingly to the same salary range.

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. To become a teacher they must have pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions); [Back to main table for this Indicator](#)

Scotland (United Kingdom):

Notes on coverage and methodology: 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](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. Teachers' statutory salaries refer to the main grade scale.

Additional payments that all teachers receive on top of their base salaries and included in statutory salaries: School teachers receive holiday pay.

Notes on interpretation: 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; ISCED 6) and postgraduate qualifications (PGDE; ISCED 7). 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:

Notes on interpretation: 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:

Notes on coverage and methodology: Legislation and collective agreements 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 placed in grades 30 and 43, and, since 2019, 31 to 44. Pre-school teachers (ISCED level 0) are placed in grades 30 to 41, and, since 2019, 31 to 42. From January 2019, teachers have been appointed one salary grade higher on the salary scale.

Primary and lower secondary education (ISCED 1 and 2) are provided in the same schools in an integrated programme, and ISCED 01 and 02 as well.

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 886.63) and (IV) reimbursement for meals during work (on average EUR 3.86 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 (4 months); 31. salary grade (8 months) + holiday bonus + reimbursement for meals during work;
- Salary after 10 years' experience: holding professional title Mentor (*mentor*), 34. Salary grade (4 months); 35. salary grade (8 months) + 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 (4 months); 40. salary grade (8 months) + 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 (4 months); 42. salary grade (8 months) + 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 (4 months); 31. salary grade (8 months) + holiday bonus + reimbursement for meals during work;
- Salary after 10 years' experience: holding professional title Mentor (*mentor*), 35. Salary grade (4 months); 36. salary grade (8 months) + 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 (4 months); 41. salary grade (8 months) + 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 (4 months); 44. salary grade (8 months) + length of service bonus for 40 years of employment + holiday bonus + reimbursement for meals during work.

Notes on interpretation Statutory salaries are determined by the Public Sector Salary System Act (Central/State government or top level authorities) and with the Collective Agreement for Public Sector and other regulations based on the Act and CA, 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 (since 2019, 31 to 44), while pre-school teachers (ISCED level 0) from 30 to 41 salary grade (since 2019, 31 to 42).

Notes on qualifications: In Slovenia, teachers may enter the teaching profession after acquiring initial teacher education (starting salary). After at least 5 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](#)

Spain:

Notes on coverage and methodology: 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*, as term use in Spanish) 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*, as term use in Spanish) as Continuous Professional Development (CDP), 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:

Notes on coverage and methodology: There are not statutory salaries. The reported salaries refer to actual salaries including bonuses and allowances for the calendar year 2018.

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.

Notes on interpretation: Salary scales do not exist in Sweden. Salaries and working conditions are stipulated in the country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation 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.

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.

To be qualified to teach at a school, a teacher should be registered and qualified for certain subjects and grades. Registration is required for a teacher to be able to independently set grades and to be a mentor to new teachers. Only registered teachers are qualified for permanent employment. A teacher can apply to be registered after a degree in initial teacher training. Generally, newly employed teachers must also complete an introductory period. The introduction should be adapted if the newly employed is newly graduated or has previous professional experience. The teacher will develop his / her teaching for a minimum of one academic year with the support of a mentor. [Back to main table for this Indicator](#)

Switzerland:

Notes on coverage and methodology: Teacher compensation is 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.

Notes on interpretation: 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:

Notes on coverage and methodology: 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.

Notes on interpretation: 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:

Notes on coverage and methodology: 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.

Notes on interpretation: 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 2020, 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 2020, 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 qualification was revised for some categories in 2015 and this should be considered when comparing EAG estimates to data previously 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.D3.3. Definition of minimum and most prevalent qualification level for teachers (2019)

	Pre-primary		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	1	2	3
Australia	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6
Austria	m	m	m
Belgium (Flemish Community)	Bachelor for education : pre-primary (ISCED 6)	Bachelor for education : pre-primary (ISCED 6)	Bachelor for education : pre-primary (ISCED 6)
Belgium (French Community)	Pre-primary Teacher Bachelor degree (ISCED 6)	Pre-primary Teacher Bachelor degree (ISCED 6)	Master in educational science (ISCED 7) or Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur)
Brazil	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)
Canada	m	m	m
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.
Colombia	CINE 4 (ISCED 4)	CINE 6 (ISCED 6)	CINE 7 (ISCED 7)
Costa Rica	Bachelor's degree (ISCED 6) - 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 taking 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;	The KT-3 group is formed by doctors and graduates in Education Sciences, with a specialisation in Pre-school;
Czech Republic	Certificate on completing upper secondary education with <i>Maturita</i> examination (ISCED 354) in a field aimed specially at pre-primary school teacher training.	Certificate on completing upper secondary education with <i>Maturita</i> examination (ISCED 354) in a field aimed specially at pre-primary school teacher training.	Certificate on completing upper secondary education with <i>Maturita</i> examination (ISCED 354) in a field aimed specially at pre-primary school teacher training.
Denmark	Professional Bachelor's Degree of Social Education (ISCED 6)	Professional Bachelor's Degree of Social Education (ISCED 6)	Professional Bachelor's Degree (BA) of Social Education (ISCED 6)
England	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive
Estonia	Higher education and pedagogical competences. Teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.	Higher education and pedagogical competences. Teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.	Higher education and pedagogical competences. Teacher qualification requirements who work with children with special needs: higher education, special pedagogical competences and pedagogical competences.
Finland	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education. ISCED 6 concurrent.	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education. ISCED 6 concurrent.	Bachelor-level qualification of kindergarten teacher/social services incl. studies in early education and socio-education ISCED 6 concurrent

	Pre-primary		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	1	2	3
France	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))
Germany	Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools (ISCED level 6)	Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools (ISCED level 6)	Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools (ISCED level 6).
Greece	Relevant Bachelor's degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.	Relevant Bachelor's degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.	Relevant Bachelor's degree (ISCED 6) - plus examination (Supreme Council for Civil Personnel Selection (ASEP)) for permanent positions.
Hungary	BA (ISCED 6) <i>óvodapedagugus</i> /kindergarten teacher	BA (ISCED 6) <i>óvodapedagugus</i> /kindergarten teacher	BA (ISCED 6) <i>óvodapedagugus</i> /kindergarten teacher
Iceland ¹	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)
Ireland ¹	Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)	Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)	Major Award at Level 5 on the National Framework of Qualifications or equivalent (ISCED 4)
Israel ¹	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	DR (PhD - ISCED 8), teaching certificate and teaching traineeship
Italy	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
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
Korea	Pre-primary teachers are required to have a teaching certificate with a major in early childhood education and pedagogical training at ISCED 5. Passing a competitive national examination is also required to be fully qualified.	Pre-primary teachers are required to have a teaching certificate with a major in early childhood education and pedagogical training at ISCED 5. Passing a competitive national examination is also required to be fully qualified.	Not applicable
Latvia	Higher education (Bachelor or Master level (ISCED 6 or 7) or college level (ISCED 5)) in pedagogy and professional teacher's qualification, which include completion of in-school placement, final examinations and diploma thesis. For foreign language teacher, music teacher and sports teacher a respective qualification is necessary.	Higher education (Bachelor or Master level (ISCED 6 or 7) or college level (ISCED 5)) in pedagogy and professional teacher's qualification, which include completion of in-school placement, final examinations and diploma thesis. For foreign language teacher, music teacher and sports teacher a respective qualification is necessary.	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 mandatory for all teachers to be eligible to work in teaching profession (without specifying or making distinction on minimal, maximal or typical qualifications).
Lithuania	Bachelor's degree in education (ISCED 6), no qualification category	Higher education (Bachelor degree ISCED 6), with a pedagogical qualification	Higher education (Bachelor degree ISCED 6), with qualification category.
Luxembourg	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree (ISCED 6) plus competitive examination
Mexico ¹	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Netherlands	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)

	Pre-primary		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	1	2	3
New Zealand	m	m	m
Norway ¹	Bachelor's degree (3 yrs.) – ISCED 6	Bachelor's degree (3 yrs.) – ISCED 6	Bachelor's degree (3 yrs.) - ISCED 6
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)	Master's degree with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions);
Scotland	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).
Slovak Republic	Upper secondary vocational education (ISCED 354)	Upper secondary vocational education (ISCED 354)	Master's Degree (ISCED 760)
Slovenia	Bachelor's degree (ISCED 6) in pre-school education, at least 5 months experience, and the state professional examination	Bachelor's degree (ISCED 6) in pre-school education, at least 5 months experience, and the state professional examination	Bachelor's degree (ISCED 6) in pre-school education, at least 5 months experience, and the state professional examination
Spain	Bachelor degree, Grado, in pre-primary and primary education (ISCED 6). Before adaption to the European Higher Education Area (EHEA), it was a first education university degree, Magisterio, in pre-primary and primary education (ISCED 6).	Bachelor degree, Grado, in pre-primary and primary education (ISCED 6). Before adaption to the European Higher Education Area (EHEA), it was a first education university degree, Magisterio, in pre-primary and primary education (ISCED 6).	Bachelor degree, Grado, in pre-primary and primary education (ISCED 6). Before adaption to the European Higher Education Area (EHEA), it was a first education university degree, Magisterio, in pre-primary and primary education (ISCED 6).
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 the pre-primary level (ISCED 5 qualification)
Switzerland	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Turkey	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	"MA or PhD (ISCED 7 or 8) in the field , and an Official proof of skills in foreign language (up to three languages)
United States ¹	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category excludes less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Bachelor's degree (ISCED 6)	MA or higher (ISCED 7/8)

1. Most prevalent qualification changes with level of experience

	Primary		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	4	5	6
Australia	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6
Austria	Bachelor of Education (ISCED 6)	Bachelor of Education (ISCED 6)	Bachelor of Education (ISCED 6)
Belgium (Flemish Community)	Bachelor for education : primary (ISCED 6)	Bachelor for education : primary (ISCED 6)	Bachelor for education : primary (ISCED 6)
Belgium (French Community)	Primary Teacher Bachelor degree (ISCED 6)	Primary Teacher Bachelor degree (ISCED 6)	Master in educational science (ISCED 7) or Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur)
Brazil	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)	Upper secondary (ISCED 3)
Canada	m	m	m
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.
Colombia	CINE 4 (ISCED 4)	CINE 6 (ISCED 6)	CINE 7 (ISCED 7)
Costa Rica	Bachelor's degree (ISCED 6) - 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;	The PT-6 group forms the doctors and graduates in Educational Sciences, with specialization in primary;
Czech Republic	Master's degree (ISCED 746 or 747) including pedagogical qualification.	Master's degree (ISCED 746 or 747) including pedagogical qualification.	Master's degree (ISCED 746 or 747) including pedagogical qualification.
Denmark	Teachers at grade 2-7: Professional Bachelor's Degree of Education (ISCED 6). Teachers at grade 1 (<i>børnehaveklasseledere</i>): Professional Bachelor's Degree of Social Education (ISCED 6)	Teachers at grade 2-7: Professional Bachelor's Degree of Education. (ISCED 6). Teachers at grade 1 (<i>børnehaveklasseledere</i>): Professional Bachelor's Degree of Social Education (ISCED 6)	Teachers at grade 2-7: Professional Bachelor's Degree of Education. (ISCED 6). Teachers at grade 1 (<i>børnehaveklasseledere</i>): Professional Bachelor's Degree of Social Education (ISCED 6)
England	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive
Estonia	Master degree (ISCED 7) 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 (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.	Master degree (ISCED 7) 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 (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.	Master degree (ISCED 7) 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 (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.
Finland	Masters-level qualification with education science as major. ISCED 7 concurrent.	Masters-level qualification with education science as major. ISCED 7 concurrent.	Masters-level qualification with education science as major ISCED 7 concurrent

	Primary		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	4	5	6
France	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))	<i>Professeur des écoles</i> : Master's Degree (ISCED 7) + competitive examination ("concours de recrutement de professeur des écoles" (CRPE))
Germany	Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7 or 8) plus preparatory service (12-24 months)
Greece	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.
Hungary	BA (ISCED 6) <i>tanító</i> /primary teacher	BA (ISCED 6) <i>tanító</i> /primary teacher	BA (ISCED 6) <i>tanító</i> /primary teacher
Iceland ¹	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)
Ireland ¹	Bachelor of Education (pass degree) (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (pass degree) (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)
Israel ¹	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	DR (PhD - ISCED 8), teaching certificate and teaching traineeship
Italy	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
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 Law
Korea	Primary teachers are required to have a teaching certificate with a major in primary education and pedagogical training at the University of Education (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Primary teachers are required to have a teaching certificate with a major in primary education and pedagogical training at the University of Education (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	a
Latvia	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subject area, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subject area, including completion of in-school placement, final examinations and diploma thesis.	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 mandatory for all teachers to be eligible to work in teaching profession (without specifying or making distinction on minimal, maximal or typical qualifications).
Lithuania	Bachelor's degree in education (ISCED 6), no qualification category	Higher education (Bachelor degree ISCED 6), with a pedagogical qualification	Higher education (Bachelor degree ISCED 6), with qualification category.
Luxembourg	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree in education (ISCED 6) plus competitive examination	Bachelor's degree (ISCED 6)
Mexico ¹	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)

	Primary		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	4	5	6
Netherlands	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)	Teacher training program (ISCED 6)
New Zealand	Bachelor of Teaching (ISCED 6)	Bachelor degree (ISCED 6) and a recognised teaching qualification	A teaching qualification with a Masters degree (ISCED 7)
Norway ¹	4 years of education (bachelor degree) – ISCED 6	5 years of education (bachelor degree) – ISCED 6	Master's degree (6 yrs) - ISCED 7
Poland	Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	Master's degree with pedagogical training (ISCED-A 760)	Master's with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period and an induction programme; competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period; an induction programme; competitive application (for the available teaching positions);.
Scotland	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).
Slovak Republic	Master's degree in pedagogy (ISCED 7)	Master's degree in pedagogy (ISCED 7)	Doctoral degree (ISCED 860)
Slovenia	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination
Spain	Bachelor degree, Grado, in pre-primary and primary education (ISCED 6). Before adaption to the European Higher Education Area (EHEA), it was a first education university degree, Magisterio, in pre-primary and primary education (ISCED 6).	Bachelor degree, Grado, in pre-primary and primary education (ISCED 6). Before adaption to the European Higher Education Area (EHEA), it was a first education university degree, Magisterio, in pre-primary and primary education (ISCED 6).	Bachelor degree, Grado, in pre-primary and primary education (ISCED 6). Before adaption to the European Higher Education Area (EHEA), it was a first education university degree, Magisterio, in pre-primary and primary education (ISCED 6).
Sweden	Teacher with pedagogical education for grades 1-6 (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)
Switzerland	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Turkey	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	"MA or PhD (ISCED 7 or 8) in the field , and an Official proof of skills in foreign language (up to three languages)
United States ¹	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category excludes less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Master's degree (ISCED 7)	MA or higher (ISCED 7/8)

1. Most prevalent qualification changes with level of experience

	Lower secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	7	8	9
Australia	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6
Austria	Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - 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 Education (ISCED 6)/ Master degree (ISCED 7) - 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 Education (ISCED 6) / Master's degree (ISCED 7) + 1 year induction programme
Belgium (Flemish Community)	Bachelor for education : secondary education (ISCED 6)	Bachelor for education : secondary education (ISCED 6)	Bachelor for education : secondary education (ISCED 6)
Belgium (French Community)	Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = <i>Agrégation de l'enseignement secondaire inférieur</i>)	Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = <i>Agrégation de l'enseignement secondaire inférieur</i>)	Master in educational science (ISCED 7) or Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = <i>Agrégation de l'enseignement secondaire supérieur</i>)
Brazil			Bachelor's degree (ISCED 6)
Canada	ISCED 6	ISCED 6	m
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.
Colombia	CINE 6 (ISCED 6)	CINE 6 (ISCED 6)	CINE 7 (ISCED 7)
Costa Rica	Bachelor's degree (ISCED 6) - 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 taking 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.	a) 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	Master's degree (ISCED 746 or 747) and pedagogical qualification.	Master's degree (ISCED 746 or 747) and pedagogical qualification.	Master's degree (ISCED 746 or 747) and pedagogical qualification.
Denmark	Professional Bachelor Degree's (BA) of Teacher Education (ISCED 6)	Professional Bachelor Degree's (BA) of Teacher Education (ISCED 6)	Professional Bachelor Degree's (BA) of Teacher Education (ISCED 6)
England	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) concurrent or consecutive

	Lower secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	7	8	9
Estonia	Master degree (ISCED 7) 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 (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.	Master degree (ISCED 7) 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 (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.	Master degree (ISCED 7) 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 (ISCED 7) or qualification corresponding to it, teacher training and special pedagogical competences.
Finland	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive
France	Professeur certifiés: Master's Degree (ISCED 7) + competitive examination (" <i>concours du certificat d'aptitude au professorat de l'enseignement du second degré</i> " (CAPES))	Professeur certifiés: Master's Degree (ISCED 7) + competitive examination (" <i>concours du certificat d'aptitude au professorat de l'enseignement du second degré</i> " (CAPES))	Professeur agrégés: Master's Degree (ISCED 7) + competitive examination (" <i>concours d'agrégation</i> ")
Germany	Master of Education or Equivalence (ISCED level 7 or 8) plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED level 7 or 8) plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED level 7 or 8) plus preparatory service (12-24 months)
Greece	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.
Hungary	MA (ISCED 7) <i>tanár</i> /teacher	BA (ISCED 6)	MA (ISCED 7)
Iceland ¹	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)
Ireland ¹	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)
Israel ¹	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	DR (PhD - ISCED 8), teaching certificate and teaching traineeship
Italy	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
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
Korea	Secondary teachers are required to have a teaching certificate and to complete pedagogical courses at a general university (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Lower secondary teachers with higher than minimum qualifications hold a teaching certificate and have completed pedagogical courses at a teacher's college (ISCED 6). Passing a competitive national examination is also required to be fully qualified.	Not applicable

	Lower secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	7	8	9
Latvia	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subjects' area, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective teaching subjects' area, including completion of in-school placement, final examinations and diploma thesis.	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 mandatory for all teachers to be eligible to work in teaching profession (without specifying or making distinction on minimal, maximal or typical qualifications).
Lithuania	Bachelor's degree in education (ISCED 6) no qualification category	Bachelor's degree in education (ISCED 6) no qualification category	Higher education (Bachelor degree ISCED 6), with qualification category.
Luxembourg	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree (ISCED 7)
Mexico ¹	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Netherlands	Teacher training program (ISCED 6 or ISCED 7)	Teacher training program (ISCED 6 or ISCED 7)	Teacher training program (ISCED 6 or ISCED 7)
New Zealand	Bachelor of Teaching (ISCED 6) (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 a separate explicit ISCED 24 system. The first two 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 (ISCED 6) and a recognised teaching qualification	A teaching qualification with a Masters degree (ISCED 7)
Norway ¹	4 years of education (bachelor degree – ISCED 6)	5 years of education (bachelor degree – ISCED 6)	master degree (6 yrs) - ISCED 7
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)	Master's with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period;an induction programme;competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period;an induction programme;competitive application (for the available teaching positions);	Pre-Bologna " <i>Licenciatura</i> " or Post-Bologna " <i>Mestrado</i> " (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period;an induction programme;competitive application (for the available teaching positions);.
Scotland	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).
Slovak Republic	Master's degree in pedagogy (ISCED 7)	Master's degree in pedagogy (ISCED 7)	Doctorate (ISCED 8)

	Lower secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	7	8	9
Slovenia	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination
Spain	Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 300 ECTS accumulated at least, including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long first university degree (ISCED 7) plus a certificate of pedagogical aptitude (CAP) was required.	Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 300 ECTS accumulated at least, including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long first university degree (ISCED 7) plus a certificate of pedagogical aptitude (CAP) was required.	Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 300 ECTS accumulated at least, including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long first university degree (ISCED 7) plus a certificate of pedagogical aptitude (CAP) was required.
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 grades 7-9 (ISCED 5 qualification)
Switzerland	Master's degree (ISCED 7)	Master's degree (ISCED 7)	Master's degree (ISCED 7)
Turkey	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelors Degree (ISCED 6) in the relevant field, obtained from a faculty of education	"MA or PhD (ISCED 7 or 8) in the field , and an Official proof of skills in foreign language (up to three languages)
United States ¹	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category excludes less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Master's degree (ISCED 7)	MA or higher (ISCED 7/8)

1. Most prevalent qualification changes with level of experience

	Upper secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	10	11	12
Australia	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6	A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. ISCED 6
Austria	Bachelor of Education (ISCED 6)/ Master degree (ISCED 7) - 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 Education (ISCED 6)/ Master degree (ISCED 7) - 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 Education (ISCED 6)/ Master degree (ISCED 7) - 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 (ISCED 6)	Master's (ISCED 7) in the specified content of the course and certificate of teaching competence	Master's (ISCED 7) in the specified content of the course and certificate of teaching competence
Belgium (French Community)	Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur)	Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur)	Teaching Master degree (ISCED 7) or Master degree (ISCED 7) + Upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur)
Brazil	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Canada	m	m	m
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.
Colombia	CINE 6 (ISCED 6)	CINE 6 (ISCED 6)	CINE 7 (ISCED 7)
Costa Rica	Bachelor's degree (ISCED 6) - 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.	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	Master's degree (ISCED 746 or 747) and pedagogical qualification	Master's degree (ISCED 746 or 747) and pedagogical qualification	Master's degree (ISCED 746 or 747) and pedagogical qualification
Denmark	Master's Degree (ISCED 7)	Master's Degree (ISCED 7)	Master's Degree (ISCED 7)
England	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive	Bachelor's Degree (ISCED 6) and Qualified Teacher Status (QTS) Concurrent or consecutive
Estonia	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame For Gymnasium optional courses: higher education (ISCED 5 or higher)	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame For Gymnasium optional courses: higher education (ISCED 5 or higher)	Master degree (ISCED 7) or qualification corresponding to it and teacher qualification according to the qualification frame For Gymnasium optional courses: higher education (ISCED 5 or higher)
Finland	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive	Masters-level qualification with teaching subject as major ISCED 7 concurrent or consecutive

	Upper secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	10	11	12
France	Professeur certifiés Master's Degree (ISCED 7) + competitive examination ("concours du certificat d'aptitude au professorat de l'enseignement du second degré" (CAPES))	Professeur certifiés Master's Degree (ISCED 7) + competitive examination ("concours du certificat d'aptitude au professorat de l'enseignement du second degré" (CAPES))	Professeur agrégés: Master's Degree (ISCED 7) + competitive examination ("concours d'agrégation")
Germany	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)	Master of Education or Equivalent (ISCED level 7) plus preparatory service (12-24 months)
Greece	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.	Relevant Bachelor's degree (ISCED 6) (or bachelor's degree plus further qualifications on teaching and pedagogy) - plus ASEP examination for permanent positions.
Hungary	MA (ISCED 7) tanár/teacher	MA (ISCED 7) tanár/teacher	MA (ISCED 7) tanár/teacher
Iceland ¹	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)	Master's of Education (ISCED 7)
Ireland ¹	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)	Batchelor of Education (ISCED 6) or Primary Degree and Post Graduate Masters in Education (ISCED 6 and ISCED 7)
Israel ¹	BA (ISCED 6), teaching certificate and teaching traineeship	BA (ISCED 6), teaching certificate and teaching traineeship	DR (PhD - ISCED 8), teaching certificate and teaching traineeship
Italy	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination
Japan	Educational personnel certificates which are defined by the Education Personnel Certification Law	Educational personnel certificates which are defined by the Education Personnel Certification Law	Educational personnel certificates which are defined by the Education Personnel Certification Law
Korea	Secondary teachers are required to have a teaching certificate and complete pedagogical courses at a general university (ISCED 6). Passing a competitive national examination is also required for a permanent position.	Secondary teachers with higher than minimum qualifications hold a teaching certificate and have completed pedagogical courses at a teacher's college (ISCED 6). Passing a competitive national examination is also required for a permanent position.	Not applicable
Latvia	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective field of teaching subject, including completion of in-school placement, final examinations and diploma thesis.	Higher education (Bachelor or Master level, ISCED 6 or 7) in pedagogy or in a field of teaching subject and professional teacher's qualification in respective field of teaching subject, including completion of in-school placement, final examinations and diploma thesis.	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 mandatory for all teachers to be eligible to work in teaching profession (without specifying or making distinction on minimal, maximal or typical qualifications).
Lithuania	Bachelor's degree in education (ISCED 6) no qualification category	Higher education (Bachelor degree ISCED 6), with a pedagogical qualification	Higher education (Bachelor degree ISCED 6), with qualification category.
Luxembourg	Master's degree in education (ISCED 7) plus competitive examination	Master's degree in education (ISCED 7) plus competitive examination	Master's degree (ISCED 7)

	Upper secondary, general programmes		
	Minimum qualification	Most prevalent qualification	Maximum qualification
	10	11	12
Mexico ¹	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)
Netherlands	Teacher training program (ISCED 7)	Teacher training program (ISCED 7)	Teacher training program (ISCED 7)
New Zealand	L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (ISCED 6)	L7 qualification on the NZ Qualifications Framework and a recognised teaching qualification (ISCED 6)	A teaching qualification with a Masters degree (ISCED 7)
Norway ¹	Bachelor degree (4 yrs.) - ISCED 6	Master degree (6 yrs) - ISCED 7	Master degree (6 yrs) - ISCED 7
Poland	Master's degree with pedagogical training (ISCED-A 760)	Master's degree with pedagogical training (ISCED-A 760)	Master's with pedagogical training (ISCED-A 760)
Portugal	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7), ITE (concurrent or consecutive), successful completion of probationary period and induction programme.	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7), ITE (concurrent or consecutive), successful completion of probationary period and induction programme.	Pre-Bologna "Licenciatura" or Post-Bologna "Mestrado" (ISCED 7); initial teacher education (concurrent or consecutive); successful completion of a probationary period;an induction programme;competitive application (for the available teaching positions);.
Scotland	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).	Standard for Full Registration requires Bachelor's degree (ISCED 6) and Postgraduate teaching qualification (ISCED 7) or Bachelor's degree in education (ISCED 6).
Slovak Republic	Master's degree in pedagogy or a bachelor plus complementary qualification on teaching (ISCED 7)	Master's degree in pedagogy or a bachelor plus complementary qualification on teaching (ISCED 7)	Doctorate (ISCED 8)
Slovenia	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination	Relevant master's degree (ISCED 7), at least 5 months experience, and the state professional examination
Spain	Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 300 ECTS accumulated at least, including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long first university degree (ISCED 7) plus a certificate of pedagogical aptitude (CAP) was required.	Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 300 ECTS accumulated at least, including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long first university degree (ISCED 7) plus a certificate of pedagogical aptitude (CAP) was required.	Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (ISCED 7, 300 ECTS accumulated at least, including ISCED 6). Before adaption to the European Higher Education Area (EHEA), a long first university degree (ISCED 7) plus a certificate of pedagogical aptitude (CAP) was required.
Sweden	Teacher with pedagogical education for the upper secondary level (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)
Switzerland	Master's degree (ISCED 7)	Master's degree (ISCED 7)	Master's degree (ISCED 7)
Turkey	Bachelor's Degree (ISCED 6) in the relevant field, obtained from a faculty of education	Bachelor's Degree (ISCED 6) in the relevant field, obtained from a faculty of education	"MA or PhD (ISCED 7 or 8) in the field , and an Official proof of skills in foreign language (up to three languages)
United States ¹	The minimum qualification varies by state, but for the purposes here it is an ISCED 6 qualification. This category excludes less than BA, which can make up 1-3% of the sample by ISCED and experience level.	Master's degree (ISCED 7)	MA or higher (ISCED 7/8)

1. Most prevalent qualification changes with level of experience

Table X3.D3.4. Reporting of social/pension contributions in teachers' statutory salaries (2019)

	Inclusion of social security and pensions scheme contributions							
	Paid by the employers				Paid by the employees			
	Pre-Primary (1)	Primary (2)	Lower Secondary (3)	Upper Secondary (4)	Pre-Primary (5)	Primary (6)	Lower Secondary (7)	Upper Secondary (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
Colombia	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
Lithuania	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
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
Russian Federation	m	m	m	m	m	m	m	m
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.D3.5. Number of salary scales used for teachers, by level of education (2019)

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
Australia Back to main table for this Indicator	1 scale	1 scale	1 scale	1 scale
Austria Back to main table for this Indicator		2 scales: Old service act (87%) New service act (14%)	2 scales: Old service act (92%) New service act (8%)	2 scales: Old service act (98%) New service act (2%)
Belgium (French Community) Back to main table for this Indicator	12 scales : 301 (99%) 501 (1%) 174 (0%) 30A (0%)	12 scales : 301 (94%) 501 (3%) 182 (1%) 30A (1%)	15 scales : 301 (85%) 501 (7%) 30A (3%) 30B (1%)	15 scales : 501 (81%) 346 (7%) 50A (4%) 34B (2%)
Chile Back to main table for this Indicator	3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students. (m) Schools with more than 80% of vulnerable students (m)	3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students. (m) Schools with more than 80% of vulnerable students (m)	3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students. (m) Schools with more than 80% of vulnerable students (m)	3 scales Schools with more than 60% of vulnerable students, but less than 80% of vulnerable students. (m) Schools with more than 80% of vulnerable students (m)
Czech Republic Back to main table for this Indicator	1 scale 8th pay category (10%) 9th pay category (29%) 10th pay category (37%)	1 scale 11th pay category (7%) 12th pay category (23%) 13th pay category (31%)	1 scales 11th pay category (4%) 12th pay category (16%) 13th pay category (29%)	1 scale 11th pay category (6%) 12th pay category (24%) 13th pay category (38%)
England Back to main table for this Indicator	4 scales: Unqualified Teachers (1%) Main Pay Range (60%) Upper Pay Range (39%) Pay Range for Leading Practitioners (0%)	4 scales: Unqualified Teachers (1%) Main Pay Range (60%) Upper Pay Range (39%) Pay Range for Leading Practitioners (0%)	4 scales: Unqualified Teachers (1%) Main Pay Range (40%) Upper Pay Range (57%) Pay Range for Leading Practitioners (2%)	4 scales: Unqualified Teachers (1%) Main Pay Range (40%) Upper Pay Range (57%) Pay Range for Leading Practitioners (2%)
Estonia Back to main table for this Indicator	4 scales: Younger teacher (8%) Teacher (77%) Senior teacher (7%) Teacher educationalist (expert in methods) (0%)	1 scale	1 scale	1 scale
France Back to main table for this Indicator	1 scale Professeurs des écoles (99%)	1 scale Professeurs des écoles (99%)	1 scale Professeurs certifiés (83%)	1 scale Professeurs certifiés (66%)
Israel Back to main table for this Indicator	2 scales Scale applicable before the reform (1%) New Horizon (99%)	2 scales Scale applicable before the reform (1%) New Horizon (99%)	2 scales Scale applicable before the reform (2%) New Horizon (98%)	2 scales Scale applicable before the reform (19%) Oz Letmura (81%)
Mexico	7 scales: Tradicional K1A	7 scales: Tradicional K1A	6 scales: Tradicional K1A	3 scales: Profesor titular "A" (Tiempo completo)

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
Back to main table for this Indicator	K1B K1F K1C K1D K1E	K1B K1F K1C K1D K1E	K1B K1C K1D K1E	Profesor titular "B" (Tiempo completo) Profesor titular "C" (Tiempo completo)
Netherlands Back to main table for this Indicator	3 scales: L10 (72%) L11 (28%) L12 (0%)	3 scales: L10 (72%) L11 (28%) L12 (0%)	3 scales: LB (43%) LC (32%) LD (26%)	3 scales: LB (43%) LC (32%) LD (26%)
Slovak Republic Back to main table for this Indicator	1 scale Pay Scale for pedagogues (100%)	1 scale Pay Scale for pedagogues (100%)	1 scale Pay Scale for pedagogues (100%)	1 scale Pay Scale for pedagogues (100%)

[Actual salaries of teachers and school heads: Table D3.2, D3.3, D3.8, D3.9, D3.12, and D3.13.](#)

Methodology and interpretation

Australia:

Notes on coverage and methodology: Data are based on weighted averages of state and territory education department responses.

Notes on interpretation: 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:

Notes on coverage and methodology for teachers: 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.

Calculation of average salaries: The actual average salaries were calculated for full-time equivalent teachers.

Headmasters, deputies and assistants as well as heads of departments are excluded.

Notes on coverage and methodology for school heads: mean of the school heads monthly compensations over a school year.

Notes on interpretation: For ISCED 34 vocational programmes are included. [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Notes on coverage and methodology for teachers: The sources are the staff payment database and the staff assignment database of the policy domain of education and training. Full time personnel aged 25 to 64 years in general subjects and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and general secondary schools on 15 January of the reference year. The allowances and additional payments are included)

Notes on coverage and methodology for school heads: The source is the staff payment database of the policy domain of education and training. Full time personnel aged 25 to 64 years and required qualifications are included in the calculations and the scales mentioned in public regular pre-primary, primary and secondary schools on 15 January of the reference year. The allowances and additional payments are included.

Notes on interpretation for school heads: For lower and upper secondary, only those schools that reflect the structure of ISCED level 2 and ISCED level 3 are included. [Back to main table for this Indicator](#)

Belgium (French Community):

Notes on coverage and methodology: Average salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.

Notes on interpretation: 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](#)

Brazil:

Notes on coverage and methodology: 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 found 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 coverage and methodology for teachers: Estimated by adding monthly salary payments to teachers in 2018, and dividing by the number of teachers in each category. In case of missing data of salary payments in a given month, the expected salary was imputed by estimating the monthly payment each teacher should receive, given the average value of the payments that were in fact received in the year.

The average annual payments per ISCED level is estimated by accounting in the calculations all teachers that declare teaching at a given level.

Salary payments do not include pension contributions, health insurance or unemployment benefits paid by employers.

Notes on coverage and methodology for school heads: Estimated by adding monthly salary payments to school heads in 2018, and dividing by the number of heads in each category. In case of missing data of salary payments in a given month, the expected salary was imputed by estimating the monthly payment each school head should receive, given the average value of the payments that were in fact received in the year.

The average annual payments per ISCED level is estimated by accounting in the calculations all school heads that had enrolled students at a given level.

Salary payments do not include pension contributions, health insurance or unemployment benefits paid by employers.

Notes on interpretation: Data presented for 2017 Salaries was estimated using the same methodology. [Back to main table for this Indicator](#)

Costa Rica:

Notes on coverage and methodology: The data for the month of October 2018 are extracted, and extrapolated for the calculation of annual amounts. [Back to main table for this Indicator](#)

Czech Republic:

Notes on coverage and methodology for teachers: Information system of salaries in the public sector of the Ministry of Finance (ISS). The percentage of teachers for the reference year 2017/18 is calculated from the ISS databases for 2017 and 2018.

Notes on coverage and methodology for school heads: Estimated data. Basic schools include primary and lower secondary education. Therefore, salaries 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 upper secondary (ISCED 34).

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Denmark:

Notes on coverage and methodology for teachers: The reported actual salaries refer to all teachers by ISCED level. The part of pension contributions paid by employers has been excluded.

Notes on interpretation for teachers: The statistical databases containing actual 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 importance in the Danish salary system because both parts are transferred to the teacher's account for pension. So the actual salary data are therefore presented in the databases either with the total pension contribution included, or without pension contributions as a whole. The pension contribution paid by the employee has been calculated as 1/3 of the total pension contribution and added to the salaries

Please note that teachers in schools for students with special needs are not included, even though these schools are also public. This exclusion ensures the consistency with the method used in previous years.

Notes on coverage and methodology for school heads: The reported actual salaries refer to all school heads by ISCED level. The part of pension contributions paid by employers has been excluded.

Notes on interpretation for school heads: The statistical databases containing actual salary data for school heads 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 importance in the Danish salary system because both parts are transferred to the teacher's account for pension. So the actual 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:

Notes on coverage and 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. It includes teachers paid on all four geographical pay ranges in the framework.

Notes on coverage and 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 teachers paid on all four geographical pay ranges in the framework. Executive headteachers, that is to say headteachers who are responsible for more than one school, have been excluded.

Notes on interpretation: Percentage of teachers with attainment at ISCED level 5 or lower / level 6 / levels 7 or 8: The figures do not add up to 100% because there are a minority of teachers for whom the ISCED level is unknown. Both maintained schools and academies are publicly funded, but whereas maintained schools classify as public schools, academies classify as publicly funded independent schools. Academies are not required to follow the statutory pay ranges for maintained schools. Both maintained schools and academies are included in the actual salary figures.

ISCED 02 and ISCED 1: The actual salary figures provided for ISCED 02 and ISCED 1 are combined. A significant proportion of provision of ISCED 02 is provided in settings other than schools. The figures are only for teachers of pupils in nurseries and primary schools and do not apply to other ISCED 02 settings.

ISCED 24 and 34: The actual salary figures provided for ISCED 24 and 34 are combined. A significant proportion of provision at ISCED 34 is provided in further education colleges, including sixth form colleges. The figures are only for teachers of pupils in schools and do not apply to further education colleges. [Back to main table for this Indicator](#)

Estonia:

Notes on coverage and methodology: The total cost of wages of public school teachers/heads of all ages (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.

Notes on interpretation: The data of average annual actual teacher/school head compensation are not only for the group of 25-64, but for all teachers/school heads. We do not have salaries information by age or by gender. 92% of public preschool teachers and 91% of public general education teachers are aged between 25-64. Percentage of teachers/school heads aged 25-64 by ISCED level of attainment: percentage of teachers in full-time equivalent. [Back to main table for this Indicator](#)

Finland:

Notes on coverage and methodology: Data from October of the reference year. Monthly actual salary with the holiday bonus which is 4-6% of the salary. The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority of teachers at ISCED 02.

Notes on interpretation: For the years 2017-2019 holiday pay was cut due to a nationwide competitiveness pact. This reduced the holiday pay roughly 30%. This is why, there are negative changes in average gross annual earnings between the school years 2016/17 and 2017/18. [Back to main table for this Indicator](#)

France:

Notes on coverage and 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 (*fonction publique d'Etat* - FPE). This source is based on the concept of "position" periods, aggregating the periods the employee served at one workplace.

The data reported on teachers' and school heads' actual salaries refer to full-time teachers and school heads (employed for more than 95 per cent of the statutory number of hours of work for a full-time employee over a complete school year) from ISCED 02-34 who have passed through a competitive examination and are civil servants.

Data covers the whole France (excluding Mayotte), and only the public sector. Trainees and VET programmes are excluded from the scope.

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 particular tasks.

Note on interpretation for teachers:

The scope of teachers' actual salaries is broader than the one of teachers' statutory salaries: it includes teachers with maximum qualifications ("professeurs agrégés") at ISCED 2-3.

At ISCED 02-1 levels teachers with a partial release from their teaching obligations accounting for 50% or more of the full teaching time are excluded from the teachers' scope but included in the school heads' scope at ISCED 02-1 levels.

Concerning the percentage of teachers by ISCED level of attainment:

The available data do not enable to differentiate teachers of ISCED 02 level from those of ISCED 1 level and teachers of ISCED 24 level from those of ISCED 34 level.

Note on interpretation for school heads:

The actual salaries for school heads at ISCED 02-1 levels and at ISCED 2-3 levels are aggregated data for these levels. [Back to main table for this Indicator](#)

Germany:

Notes on coverage and methodology for teachers: 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. Holiday pay is included. The figures provided for the actual salaries are estimations. In addition to the figures provided, the family allowance must be taken into account for which, however, no data are available. 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*.

Greece:

Notes on coverage and methodology for teachers: Gross salaries include base salaries, and allowances given to individual teachers depending on their circumstances (e.g. number of dependent children, allowance for teaching in remote areas, etc.) before taxation and including all contributions paid by teachers for pension, insurance, solidarity, etc. Data for ISCED 1 include teachers in pre-primary schools (for children aged 4-5) supervised by the Hellenic Ministry of Education and Religious Affairs and in special needs education.

Data for ISCED 34 include teachers in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED 24 level.

Notes on coverage and methodology for school heads: Data for ISCED 1 include school heads in pre-primary schools (for children aged 4-5) supervised by the Hellenic Ministry of Education and Religious Affairs and in special needs education.

Data for ISCED 34 include school heads in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED 24 level.

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 teachers who are school heads or teachers who serve as school councilors or directors or regional directors etc. have not been included. Salaries of pre-primary teachers refer only to teachers in Kindergartens (for children aged 4-5) 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 teachers in general programmes and teachers in vocational upper secondary programmes or special needs education programmes or adult education programmes.

ISCED 02 and ISCED1: administrative data from 52.376 teachers with permanent contracts and 14.732 full-time substitute teachers have been used including teachers serving in special needs education schools, as their exclusion from the data was not possible. ISCED 24 and ISCED 34: administrative data from 58.176 teachers with permanent contracts and 7.841 full-time substitute teachers have been used including teachers in vocational secondary schools, adult education programmes (for completion of ISCED 2), and special needs education schools, as their exclusion from the data was not possible. All ISCED levels: Average salaries of teachers aged 25-64 and the average salaries by gender include teachers older than 64 and younger than 25. Attainment level statistics exclude categories of substitute teachers for whom full attainment level data were not available (13 982 ISCED 02 and ISCED 1 teachers and 8 493 ISCED 24 and 34 teachers were not included in the calculation of attainment statistics for this reason). Attainment data are given with reservation, as they are not collected and updated systematically

by the payroll system, and it is possible that part of the data have not been updated (especially data on attainment at ISCED levels 7 or 8).

Notes on interpretation for school heads: Gross salaries include base salaries, the school head allowance, and allowances given to school heads depending on their circumstances (e.g. number of dependent children, allowances for working in remote areas, etc.) before taxation and including all contributions paid by the school heads 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. School head attainment data are given with reservation, as attainment data are not collected systematically by the payroll system, and it is possible that a part of the data (on school heads with attainment at ISCED level 7 or 8) have not been updated.

Administrative payroll data have been used. In ISCED 02 and ISCED 1 school heads' average salary data, school heads serving in special needs education schools have also been included, as their exclusion from the data was not possible. In ISCED 2 and ISCED 3 school heads' average salary data, school heads serving in special needs education schools have also been included, as well as school heads in vocational secondary schools, adult education programmes (for completion of ISCED 2), due to the fact that their exclusion from the data was not possible. Average salaries of school heads aged 25-64 and the average salaries by gender include school heads older than 64 and younger than 25. Attainment data are given with reservation, as they are not collected and updated systematically by the payroll system, and it is possible that part of the data have not been updated (especially data on attainment at ISCED levels 7 or 8). [Back to main table for this Indicator](#)

Hungary:

Notes on coverage and methodology for teachers: 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.

Notes on interpretation for teachers: We can not 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 these teachers teach in lower secondary grades as well. [Back to main table for this Indicator](#)

Iceland:

Notes on coverage and methodology: 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. In pre-primary about 50% of employees working with caring and teaching of children are classified as teachers aids and are not included in the data. Pre-primary also include teachers in ISCED 01. It is not possible to distinguish between primary and lower secondary school teachers. Upper secondary also include teachers in ISCED 35 (vocational programmes).

Notes on interpretation: The period is the academic school year from August 2017 to July 2018. Salaries are rounded to the nearest thousand ISK. In pre-primary schools it is not possible to distinguish between teachers with ISCED level 6 and 7. Thus, some teachers in pre-primary schools that have ISCED level 7 are included in ISCED level 6. [Back to main table for this Indicator](#)

Israel:

Notes on coverage and methodology for teachers: :

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), by setting the OECD guidelines.

Notes on coverage and methodology for school heads:

1) According to the manual, actual salary is based on annual salary of all the FTE that is 90% or more of full time statutory job. In each level of education, the actual salary is calculated by dividing the total wages of those positions

by the number of F.T.E., according to necessary adjustments and supplements paid one time a year, like bonus for vacation or clothing.

2) The data reported in the table are for school heads working full-time (over 90% statutory definition of a local job in Israel), by setting the OECD guidelines.

3) In 2008 begin the realization of the New Horizon Reform in the preprimary, primary and lower secondary education. All the school heads in the primary and lower secondary education are working under the conditions of the reform. There are no school heads in the pre-primary education.

Notes on interpretation: 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.

Notes on interpretation for school heads: The school heads whose level of attainment is ISCED6 or lower, are school heads in post for a long time. Today, in all the education levels, a new school head needs at least a MA (ISCED 7) to receive the job. [Back to main table for this Indicator](#)

Italy:

Notes on coverage and methodology for teachers: Weighted average of salaries between classes of teachers during the school year from September 2017 to August 2018.

Teachers at ISCED 0 and ISCED 1 level have the same qualification and remuneration, therefore the value refers to an aggregate of the two levels.

Notes on coverage and methodology for school heads: Weighted average annual salary of school heads by age group during the school year from September 2017 to August 2018.

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](#)

Korea

Notes on interpretation: For ISCED 02, only public kindergarten (governed by the Ministry of Education) is included in the data collection; public child care (governed by the Ministry of Health and Welfare) is not included in the data collection as no data is available. [Back to main table for this Indicator](#)

Latvia:

Notes on coverage and methodology for teachers: Actual salaries are calculated together from all funding sources (state and local government). Only salaries of teachers working 0.9 of one work-load and more are included. Average actual salaries of full-time teachers are calculated according to their age groups.

Notes on coverage and methodology for school heads: Information about incidental/occasional additional payments to teachers is not included; however other allowances are included. State Education Information System contains data whether a teacher has higher (not below ISCED 5 for pre-primary teachers, and not below ISCED 6 for primary to upper-secondary teachers) education or not. Data are not differentiated further whether a teacher has actually ISCED 6, and 7, or ISCED 8 level of attainment.

Notes on interpretation: 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. (Note: there are no male teachers working full-time in primary education, only part-time employees). [Back to main table for this Indicator](#)

Lithuania:

Notes on coverage and methodology for teachers: Actual data include all teachers, working in state companies. It is average statutory salary including allowances and taxes. [Back to main table for this Indicator](#)

Netherlands:

Notes on coverage and methodology for teachers: The actual salary figures are calculated as from the pay scales and allowances stipulated in the collective agreement weighted to the number of teachers paid on each salary scale and step (according to data provided by the school boards), including part-time teachers (converted to full-time equivalents). Additional allowances that school boards may grant are not included.

Notes on methodology for school heads: The actual salaries are the weighted average for the FTE's for each scale and period times the statutory salary for each combination of scale and period. The level of attainment is acquired by questionnaires.

Notes on interpretation: Teachers hired via employment agencies are excluded. These data are not available. [Back to main table for this Indicator](#)

New Zealand:

Notes on methodology: 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.

Notes on interpretation: The New Zealand Education System does not have a 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.

Data supplied for these tables for ISCED schools includes all teachers at Intermediate (Year 7 & 8) and Restricted Composite (Year 7-10) schools, as well as Teachers on a Primary Contract at Secondary (year 7-15 or 9-15) Schools, and Teachers on a Secondary Contract at Composite (Year 1-15) schools. [Back to main table for this Indicator](#)

Norway:

Notes on coverage and methodology: 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. KS reviews the data and the municipalities must, if necessary, correct the data.

Notes on interpretation: 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:

Notes on coverage and methodology for teachers: Teachers' salaries for the school year 2017/18 were calculated on the basis of the actual data collected in the School Education Information System (SIO) as of the 31 March 2018. 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 2018 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 coverage and methodology for school heads: School head salaries for the school year 2017/2018 were calculated based on actual data collected in the School Education Information System (SIO) and they reflect the situation on the March 31, 2018. 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 2018 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.

Notes on interpretation: 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:

Notes on coverage and methodology for teachers: The average annual gross salary has been calculated on the basis of salaries paid in May 2018. Allocation of teachers in lower or upper secondary education has been made according to their respective teaching load.

Notes on interpretation: Explanation of the differences between the data that is now reported, and the data reported and published in the past, by Eurydice Network:

- All the teachers were considered by Eurydice Network, regardless of age;
- The same average gross annual salary for lower and upper secondary teachers was reported, since in Portugal these teachers can teach lower and/or upper secondary programmes.

Actual salaries must exclude the part of social security and pension scheme contributions paid by the employers. If they are included, please indicate and justify: In Portugal, in public schools under the tutelage of the Ministry of Education, lower secondary and upper secondary teachers (ISCED 2 and 3) may have part of his/her weekly teaching time allocated to vocational programmes. However, the differences are not significant.

Notes on methodology for school heads: Average annual gross salaries have been calculated on the basis of the salaries paid in May 2018. As the same school/school cluster could teach programmes of various ISCED levels, the same value was considered to all ISCED levels.

Notes on interpretation: 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](#)

Slovak Republic:

Notes on interpretation: 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. These salaries include teachers' salaries and salaries of school heads. They can not 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:

Notes on coverage and methodology for teachers: Data on the average annual actual teachers' salaries refer to: ISCED 02 level - include pre-school teachers at ISCED 01 and 02; ISCED 1 level - generalist (class) teachers; ISCED 2 level - subject specialist teachers; ISCED 34 level - general subjects teachers (in general and vocational upper secondary schools) and educators at residence halls for students.

At ISCED 1, 2 and 34 levels, the reported actual salaries include the average of three monthly salaries in 2017 and nine in 2018 (provisional data). The calculations are based on the payments to teachers who worked full-time for the same employer the entire year (SURs). At ISCED 02, the reported actual salaries correspond to the sum of the average salaries of teachers at ISCED 01 and 02 in the school year 2017/2018. Data include teachers of all ages (ISPAP).

Notes on coverage and methodology for school heads: Data on the average actual school heads' salaries is composed of a sum of average salaries received in school year 2017/18. Data include head teachers of all ages. 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).

Notes on interpretation: 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:

Notes on coverage and methodology for teachers: Actual teachers' salary are based on data of teachers with pedagogical qualifications from Statistics Sweden (SCB) and include bonuses and allowances. Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education (but exclude the salaries of teachers teaching vocational subjects).

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 registers are combined using a personal code for each individual.

Notes on coverage and methodology for school heads: First, a joint table was created from the Register of teaching personnel 2018 and the Register of personnel in pre-primary 2018. Duplicates were corrected. (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher. However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head's salaries in OECD teachers with a teacher service and a school head service of (for example of 50/50 or 65/65) was only counted as teacher.

Second, a match was made to the Register of wage and salary structures and employment in the primary municipalities 2018, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction. Allowances are included.

Notes on interpretation for teachers: 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.

Notes on interpretation for school heads: It is not possible to distinguish the salaries between school heads on ISCED 1 and ISCED 24, therefore the same salary is reported. Data is missing for school heads on ISCED 34 aged 25-34 because of too few observations. [Back to main table for this Indicator](#)

Turkey:

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.

Notes on interpretation for teachers: 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. [Back to main table for this Indicator](#)

United States:

Notes on methodology: In reporting data for this survey, the U.S. relied on a nationally representative sample survey of schools, teachers and principals. Data reported for actual salaries of teachers include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. Data reported for actual salaries of school heads are the same as reported for statutory salaries - median salaries based on school head's reported base salaries - but include only salaries of school heads ages 25 to 64..

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.

Notes on interpretation: Data reported for actual salaries of teachers include median teacher earnings from base pay, extracurricular activities, and merit/bonus pay. Data reported for actual salaries of school heads are the same as reported for statutory salaries - median salaries based on school head's reported base salaries - but include only salaries of school heads ages 25 to 64. [Back to main table for this Indicator](#)

Criteria and decision level for various types of salary payments for teachers: Tables D3.17 and D3.19.

Interpretation

Australia:

Notes on interpretation: 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 students counselling, special tasks:: Collective bargaining as set out in the Enterprise Agreement for each jurisdiction. Information on amount of allowance and how it is calculated has not been provided by jurisdictions.

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. Information on amount of allowance and how it is calculated has not been provided by jurisdictions. [Back to main table for this Indicator](#)

Austria

Allowances related to participation in school or other management in addition to teaching duties: Head of department: 67% of head's allowance;

Administrative support of head: 33% or 50% of head's allowance depending on the type of school;

Allowances related to teaching more classes or hours than required by full-time contract: overtime: 1.3% of the monthly salary per teaching-hour;

Allowances related to students counselling: EUR 79 to EUR 315 per month depending on the school-size;

Allowances related to special tasks: Coordination: EUR 84 to EUR 100 per month depending on the school-size;

Allowances related to class teacher/form teacher: EUR 93 to EUR 205 per month depending on level of education/type of school for 10 month a year;

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Depending on the number of starting teachers EUR 118 to EUR 197 per month. [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 45.82173 per month; max EUR 137.488 per month. [Back to main table for this Indicator](#)

Belgium (French Community):

Notes on interpretation: Most representative salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.

Allowances related to teaching more classes or hours than required by full-time contract: Lessons in addition to a full time schedule (= ancillary function) represent only 0.0035% of total hours worked at ISCED levels 02, 1, 24 and 34. Additional teaching hours are paid on the minimum salary scale and do not entitle to holiday benefits nor to thirteen month benefits.

Allowances related to special tasks: The amount vary according to the level in which the training student is doing his trainee:

- EUR 2.61 per period (of 50 minutes) if the student does his trainee at ISCED 02, 1 or 2, with a maximum of 40 days per year and per teacher.

- EUR 3.86 per period (of 50 minutes) if the student does his trainee at ISCED 3, with a maximum of 160 days per year and per teacher.

Allowances related to further formal qualifications: Teachers at ISCED 02, 1 and 24 who, in addition to the minimum qualification (bachelor), hold a master's degree in educational science, are paid at scale 501 (the most common scale at ISCED 34) instead of the scale 301. At the beginning of career, they are paid EUR 39 786.76 instead of EUR 31 980.33 (scale 301). [Back to main table for this Indicator](#)

Brazil

Notes on interpretation: Brazil has a decentralised system, therefore each one of the 27 states and more than 5 thousand municipalities has their own teachers career plan. [Back to main table for this Indicator](#)

Chile:

Allowances related to teaching more classes or hours than required by full-time contract:

Must be authorised by the competent authority of the teacher.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Mentoring was established as mandatory for all teachers first and second year of professional practice, in which the Government makes a payment to both mentor and beginner teacher for participation in mentoring.

Allowances related to outstanding performance in teaching: A national evaluation system was established where teachers must be evaluated every 4 years. They must take a test of specific knowledge and a portfolio that certifies teaching competences, according to these teachers are assigned to levels of professional development, and receive an assignment (Assignment of teaching professional development) associated with their performance.

Allowances related to teaching in a disadvantaged, remote or high cost area: There is an allocation that rewards teachers who work in schools with a high concentration of vulnerable students, which is higher as teachers have a better certification (they have been assigned to advanced levels of Teacher Development). Therefore, it is an incentive for teachers with better teaching skills to move to schools with high vulnerability. Teachers also receive an allocation by area that is a percentage set by law on basic minimum teacher remuneration. [Back to main table for this Indicator](#)

Colombia

Notes on interpretation: For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

Allowances related to participation in school or other management in addition to teaching duties: All the teaching positions go out to public contest and have defined the functions and their salary is determined by national law. There are directive positions called coordinators, but these are not teachers and do not have teaching obligations. Teachers cannot assume management responsibilities.

Allowances related to teaching more classes or hours than required by full-time contract: The value of overtime is determined in the salary law.

Allowances related to engaging in extracurricular activities: It is voluntary at the discretion of individual teachers or heads of schools. No additional payment.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: it is not required.

Allowances related to further formal qualifications: The entrance to the teaching career is carried out through a merit contest and salary range is in accordance with the teacher's qualification. A teacher enters at a specific salary range, and when he/she finishes a postgraduate program, must hand in formally the corresponding documents, to receive an increase in their salary, according to the increment established by the salary law.

Allowances related to successful completion of (continuing) professional development activities: Having analysed the definition of "professional development activities" in the manual, it became clear that there is no direct salary increase or allowance for having participated in these activities. These are offered by the national and local governments, and may give points during promotion merit contests, so this is to be considered an allowance.

Allowances related to outstanding performance in teaching: The exercise of the teaching career will be linked to the permanent evaluation. Education professionals are personally responsible for their performance in the corresponding work, and as such they must submit to the evaluation processes of their work. But Colombia has not established monetary incentives for outstanding performance or evaluation results.

There will be at least the following types of evaluation:

- a. Trial period evaluation.
- b. Periodic regular evaluation of annual performance.
- c. Competency evaluation.

Allowances related to teaching in a disadvantaged, remote or high cost area: The salary law establishes an increase in the base salary as a set percentage for teachers who work in areas that are difficult to access (for geographical or violence-based reasons)

Allowances related to residence allowance: Transportation and food aid is paid to teachers who earn up to a certain salary level. [Back to main table for this Indicator](#)

Costa Rica:

Allowances related to participation in school or other management in addition to teaching duties: Teachers get this allowance when working with specific functions for example the assessment committee.

Allowances related to students counselling: In primary, some teachers have an extra payment for working in two specific technical committees. There is a position for a specific teacher to deal with these activities in secondary education.

Allowances related to special tasks: In primary, teachers who are leaders get an additional 25% of salary in order to provide technical support to others teachers. There also other leader teachers to tutor children to make them improve their grades. These teachers get an additional 25% in their salaries as well.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: In primary, teachers who are leaders get an additional 25% of salary in order to provide technical support to others teachers.

Allowances related to 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 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 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: 5-50% according to the level of leadership. School heads set the criteria for assigning the exact amount.

Allowances related to teaching more classes or hours than required by full-time contract: 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.

Allowances related to students counselling: School prevention specialist - further qualifications is required – CZK 1 000-2 000 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.

Allowances related to engaging in extracurricular activities: 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.

Allowances related to special tasks: Individual allowance, up to 50 % (in exceptional cases up to 100 %) of the highest salary steps in the given range. 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.

Allowances related to class teacher/form teacher: Allowance for a 'class teacher': CZK 500-1 300 monthly. School head sets the criteria for assigning the exact amount.

Allowances related to 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. 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.

Allowances related to other tasks and responsibilities of teachers: Remuneration for the successful completion of an extraordinary or exceptionally important work task. School head decides on the exact amount.

Allowances related to 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 activities of special education teachers related to the spatial orientation of visually disabled children and pupils or to those with speech difficulties): CZK 1 000-2 000 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.

Allowances related to outstanding performance in teaching: The individual allowance can also be paid for the continuing excellent performance at work. The teacher performance is evaluated by the school head.

Other allowances related to teachers' qualifications, training and performance: 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 students with special educational needs (in mainstream classes): Teachers working in classes with pupils of different age: CZK 750-2 500 monthly. School heads set 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 750-2 500 monthly. School heads set the criteria for assigning the exact amount.

Allowances related to family status: No allowances are paid on the base of family status only. In case of bad socio-economic situation the teacher (as any other) can apply for children`s benefits.

Other allowances: Among the forms of support for teachers can also be included a possibility to grant employees a special pay (pay completely outside the salary system) to appraise their work by employers, e.g. at an anniversary.

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Denmark:

Applicable to all criteria: The compensation system are negotiated and decided by collective agreements between, on the one hand, the teachers' unions (e.g. BUPL/LC/akademikerne) and, on the other hand, the national employers' authorities, ie Ministry of Finance (Minister of Innovation) and Local Government Denmark (KL). 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.

ISCED 34: On a national level, it has been decided collectively that the specific entitlement criteria and amounts will be decided locally. Thus, the national collective agreements puts out the framework (pay scales, grades and steps, payment for pension etc.) under which local (school-level) negotiations take place. Category 6 (collective agreement) is used for all task categories in column nr. 1, with the caveat that the specific regulation is

administered on a local level (at school level). For each task category the text columns specifies what is meant by this.

The responses shown in Tables D3.17 and D3.19 are those that seem fitting for ISCED 02,1 + 2. The reason for this choice is that the authority level differs between these ISCED levels and ISCED34. In the cases, where there are differences to ISCED34, ISCED34 is reported as the exception to the rule, and an explanation is provided on the differences with other levels. Often the only difference will be that the local authority level is different.

Allowances related to participation in school or other management in addition to teaching duties: At primary and lower secondary level where the teacher who handles the deputy function at schools where no deputy is employed is granted a supplement of DKK 15 400 .

At upper secondary level (ISCED 34) the job as deputy school leader is regulated by special collective agreement like the agreement for school leaders. The salary for deputy school leaders will typical be higher than the top salary for teachers, but lower than the principal's salary.

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 larger number of teachers with subordinate management tasks such as project managers, managers of professional groups will typically be compensated with time reduction and/or additional payment. Decision on this is typically taken at the local school level by the school leader.

Allowances related to students counselling: The collective agreement stipulates that the municipality/school management at ISCED 1 and 2, and the school management at ISCED 34, will decide on these allowances. Not applicable to ISCED 02

Allowances related to engaging in extracurricular activities: This task is not typically carried out by the schools, but instead it is local sports/game/drama-clubs/organizations that organize these events/activities.

Allowances related to special tasks: The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on these allowances.

At ISCED levels 01, 1 and 24, an additional payment of DKK 10 000 can be payed as a 'teaching guidance allowance'.

Allowances related to class teacher/form teacher: Not applicable to ISCED 02.

At ISCED 1 and 2, the municipality/school management can take the specific decisions locally, but there is no additional payment for doing this task.

At ISCED 34, It is decided through collective agreement that the school management can take the specific decisions locally.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: At ISCED 02, 1 and 2, the municipality/school management can take the specific decisions locally, but there is typically no additional payment for doing this task, although some at some schools extra payment is a possibility.

At ISCED 34, it is decided through collective agreement that the school management can take the specific decisions locally.

Teachers usually have a reduction in the teaching time although an extra payment may also be possible.

Allowances related to further formal qualifications: At upper secondary level, the school management may grant an additional payment to teachers having a higher qualification than the minimum.

Allowances related to successful completion of (continuing) professional development activities: The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance.

Allowances related to outstanding performance in teaching: The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance.

The typical compensation nature is regular payments, which teachers can receive through assessment of teaching skills, personal skills etc.

Allowances related to teaching students with special educational needs (in mainstream classes): At ISCED 02, 1 and 2, it is decided through collective agreement that the municipality/school management can take the specific decisions locally, but normally no allowance is paid.

At ISCED 34, it is to the discretion of the school management.

Allowances related to teaching in a disadvantaged, remote or high cost area: The collective agreement stipulates that the municipality/school management at ISCED 02, 1 and 2, and the school management at ISCED 34, will decide on this allowance.

The payroll for teachers gives a little higher salary in high-cost areas. In order to attract teachers to areas where it is difficult to attract teachers, a higher salary is sometimes paid. Decisions about this are taken locally.. [Back to main table for this Indicator](#)

England:

Notes on interpretation: The framework for pay, which is set at central level and published in the School Teachers' Pay and Conditions Document (STPCD), allows for an allowance 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. Such allowances are called "teaching and learning responsibility" payments (TLR). TLRs are not subject to the geographical variations that apply to statutory salary ranges.

Before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

The relevant body (the school's governing body or local authority) determines whether to award an allowance and its level.

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 2018, 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 GBP 7 853 and no greater than GBP 13 288.

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 2018, 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 GBP 2 721 and no greater than GBP 6 646.

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 2018, 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 GBP 540 and no greater than GBP 2 683.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): The framework for pay allows for additional payments to be made for 'participation in out-of-school hours learning activity agreed between the teacher and the headteacher'. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to students counselling: The relevant body (the school's governing body or local authority) determines whether to award a TLR for students counselling and its level. See above for types and amounts.

Allowances related to engaging in extracurricular activities: Participation in out-of-school hours learning activity agreed between the teacher and the headteacher can be awarded as an (occasional) additional payment. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level. If a TLR is awarded, the payment is regular (see above).

Allowances related to special tasks: Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school' can be awarded as an (occasional) additional payment. The relevant body (the school's governing body or local authority) determines whether to award a payment and its level.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The relevant body (the school's governing body or local authority) determines whether to award a TLR for participating in mentoring programmes and supporting new teachers and its level. See above for types and amounts.

Allowances related to other tasks and responsibilities of teachers: The framework for pay 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.

Allowances related to further formal qualifications: When determining the 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.

Allowances related to successful completion of (continuing) professional development activities: When determining the 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.

Allowances related to outstanding performance in teaching: The framework for pay, 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 students with special educational needs (in mainstream classes): The framework for pay allows for teaching pupils with special educational needs to be included in a teacher's normal duties. 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."

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 GBP 2 149 and no greater than GBP 4 242.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): 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 the London Area). This is to reflect the cost of living in different areas of England.

Other allowances: The framework for pay allows for payments to be made as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. 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:

Notes on interpretation: 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).

Allowances related to class teacher/form teacher: It is within the total working time; being a class teacher makes the base salary higher or it is paid as an additional payment

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: It is within the total working time; being a class teacher makes the base salary higher or it is paid as an additional payment

Allowances related to outstanding performance in teaching: Teachers may get rewarded at local and school level. At national level, teachers awarded in the event "Aasta õpetaja gala" (The Teacher of The Year) get a financial reward.

Allowances related to teaching students with special educational needs (in mainstream classes): Schools get additional resources, but it is up to head master how the money is used. Information of use of those funds is missing within ministry. [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 participation in school or other management in addition to teaching duties: The reduction of statutory teaching time varies from 1-16 weekly lessons depending on the size of school.

Allowances related to teaching more classes or hours than required by full-time contract: 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 this 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. The statutory minimum for

one extra lesson per week is EUR 90.22 per month (x12 months) and EUR 129.92 per month (x12 months) for a lower secondary teacher.

Allowances related to class teacher/form teacher: The compensation is calculated based on the statutory salary and statutory teaching time. For ISECD 3 definition under local autonomy. The statutory minimum for one extra lesson per week is EUR 90.22 per month (x12 months), EUR 129.92 for a lower secondary teacher.

Allowances related to 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 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 of "Which authority level decides on the entitlement criteria and amounts for allowances" "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 participation in school or other management in addition to teaching duties: For particular tasks, the amount vary according to the tasks assigned (to EUR 312 to EUR 3 750).

Allowances related to teaching more classes or hours than required by full-time contract: Heures Supplémentaires Annuelles (HSA): from EUR 1 139 to EUR 1 253 for *professeurs certifiés* and from EUR 1 654 to EUR 1 819 for *professeurs agrégés*.

Allowances related to students counselling: Fixed annual salary bonus named:

- "ISAE" at ISCED 02-1 (EUR 1 200)

- "ISOE" at ISCED 24-34 (EUR 1 214).

Allowances related to engaging in extracurricular activities: Pre-primary and primary teachers may be in charge of extracurricular activities which are paid between EUR 22 and EUR 27 per hour (maximum rates)

Allowances related to 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.

Allowances related to class teacher/form teacher: Variable portion of the "ISOE" allowance only given to the class teachers: EUR 906 to EUR 1 426.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1 250.

Allowances related to other tasks and responsibilities of teachers: Heures Supplémentaires Effectives (HSE): only ponctual hours. Each is paid 1/36th of one HSA with an indemnity equal to a 25% surcharge.

Allowances related to teaching students with special educational needs (in mainstream classes): All = allowance for teachers in charge of children with special needs (EUR 2 500). All = allowance for specialised teacher (EUR 844 to EUR 2 609).

Allowances related to teaching in a disadvantaged, remote or high cost area: Allowance for teachers teaching in disadvantaged area (REP and REP+ allowance) - REP = EUR 1 734; REP+ =EUR 3 479 (withdrawn on 28 August 2018).

Allowances related to residence allowance (not dependent on a particular location): It is the "Indemnité de résidence" payed each month. The amount depends on the area. <https://www.service-public.fr/particuliers/vosdroits/F32511>.

Allowances related to family status (e.g. married, number of children): It is the "SFT" (family supplement) payed each month. The amount depends on the number of children. <https://www.service-public.fr/particuliers/vosdroits/F32513>.

Other allowances: Bonus for entering in the teaching profession, only at the first certification: EUR 1 500 (paid in two instalments). [Back to main table for this Indicator](#)

Germany:

Allowances related to 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 allowances: General post allowance for Studienräte in salary group A13. A fixed amount that varies between the Länder. The general post allowance may not exceed 75% 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:

Allowances related to teaching more classes or hours than required by full-time contract: 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.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): These tasks are performed by teachers but no allowance is granted.

Allowances related to class teacher/form teacher: Teachers in Greece who take on the responsibilities of a class teacher, are required to do this by law and do not receive an allowance for performing these responsibilities.

Allowances related to 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.

Allowances related to other tasks and responsibilities of teachers: It is teachers' duty to participate in the school's teachers' board, that has a wide range 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). Teachers must also perform administrative tasks related to the functioning of the school, which are not compensated economically.

Allowances related to 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.

Allowances related to Successful completion of (continuing) professional development activities: Professional development is a teacher's responsibility but the legislation does not include provisions for monitoring teachers' successful completion and participation in professional development activities, and teachers do not receive an allowance.

Allowances related to 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 support of a special needs education teacher because of financial constraints. No allowance is granted for performing these tasks.

Allowances related to 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.

Allowances related to 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 182 700 per month and for a master's degree it is HUF 203 000 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. The percentages of the allowances are legally regulated.

Allowances related to participation in school or other management in addition to teaching duties: 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 182 700 and for a master's degree it is HUF 203 000 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%.

Allowances related to teaching more classes or hours than required by full-time contract (e.g. overtime compensation): Collective agreement concluded by the Klebelsberg Maintenance Centre. Only at public schools. (http://kk.gov.hu/download/7/fe/80000/KLIK_PSZ%20kollekt%C3%ADv_1122.pdf) 13.1 point says that the calculation method is the following: base salary (without allowances) divided by 138.5. This is the rate for one class.

Allowances related to 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.

Allowances related to special tasks: If a teacher takes the extra role of a school inspector expert or pedagogical advisor, the obligatory number of teaching classes is reduced from 22-26 to 18. They may qualify for the overtime compensation if working more hours.

Allowances related to class teacher/form teacher: According to qualification a certain percentage of the base salary linked to the qualification is paid as allowance. This percentage varies from 10% to 30%.

Allowances related to 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).

Allowances related to other tasks and responsibilities of teachers: Allowance for teaching ethnic minority classes in an ethnic minority language: varying from 10% to 40% of the base salary of the degree of the teacher.

Other allowances related to teachers' qualifications, training and performance: Every six years, teachers may sit on an exam to be promoted to the next career level, namely Teacher II or Master teacher, with better salary ranges.

Allowances related to teaching students with special educational needs (in mainstream classes): 5-10% of the base salary.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): 10-30% of the base salary.

Other allowances: Allowance for former school head/s (for 10 years or more) that continue teaching at the same school: 25% of his/her former school head allowance. [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 participation in school or other management in addition to teaching duties: Base salary increased by 5.6% for ISCED 02-24.

Allowances related to teaching more classes or hours than required by full-time contract: 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's monthly salary.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): Schools are required to hire student counsellors with specialist training and qualifications. Student counsellors are placed in a specific step in the pay scale. Student counselling is not part of classroom teachers' responsibilities.

Allowances related to special tasks: Teachers at ISCED 02, 1 and 24 who serve as "Leiðsagnarkennari" get an ad hoc salary increase of 5.6% (2 salary steps) for the school year.

Class teacher/form teacher: ISCED 1-2: 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: Reduction in teaching time, 40 minutes each week.

Allowances related to successful completion of (continuing) professional development activities: continuing professional development (CPD) is already a part of teachers total annual working time. However specialised CPD may contribute to further pay rises.

Allowances related to teaching students with special educational needs (in mainstream classes): ISCED 02-24: Two steps on the pay scale, which amounts to 5.6% pay rise. [Back to main table for this Indicator](#)

Ireland:

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): At ISCED 1, 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. The allowance for deputy principals at ISCED 1 with teaching duties ranges from EUR 3 769 to EUR 13 051 in accordance with the number of teachers in the school. 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 principals at ISCED 1 without teaching duties ranges from

EUR 13 051 to EUR 18 966. At ISCED 24 and ISCED 34, deputy principals in schools with 1- 400 students have teaching duties which vary in accordance with student enrolment, The allowance for Deputy Principal Teachers with teaching duties at ISCED 24 and 34 ranges from EUR 3 769 to EUR 15 878 in accordance with the teacher Whole Time Equivalents in the school based on student enrolment. For example, deputy principals in schools with student enrolment between 300 and 400 students may have up to 25% of their time allocated to teaching duties. Deputy principals in schools of more than 400 students (21 teacher Whole Time Equivalents or more) typically do not have teaching duties. The allowance for such Deputy Principals ranges from EUR 17 088 to EUR 27 217 in accordance with the teacher Whole Time Equivalents based on student enrolment. 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 other tasks and responsibilities of teachers: At ISCED 1, there are two payment options available to permanent qualified primary teachers who are a) Registered in the primary sector and b) Teaching in the primary sector during the July Programme which is an extension of the school year for children with special needs. Option 1: Additional salary to include allowances where payable, and calculated on the basis of each day worked. Option 2: The qualified primary hourly rate for each standard full school day (5 hours and 40 minutes) of the programme, Monday to Friday only. At ISCED 1, the hourly rate for qualified teachers who work in the July provision is EUR 37.29.

At ISCED 24 and ISCED 34, there are two payment options available to permanent qualified post primary teachers who are: a) Registered in the post primary sector and b) Teaching in the post primary sector during the July Programme. Option 1: Additional salary to include allowances where payable and calculated on the basis of each day worked. Option 2: The qualified post primary hourly rate for each standard full school day of the programme, Monday to Friday only. At ISCED 24 & 34, the hourly rate for qualified teachers who work in the July provision is EUR 44.84.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Teachers currently in the teaching profession that entered the system prior to 2011 (77.2% at ISCED 1; 77.7% at ISCED 24 & 34) get specific qualification allowances. For primary degree (Honours), EUR4 918; at secondary level, additional EUR591 for a Post Graduate Diploma in Education (Pass). Teachers at the top of the salary scale after 10 years also receive a long service allowance of EUR 2 324. These allowances are not included in the salaries of teachers who commenced teaching from or on 1 January 2011.

Allowances related to 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 January 2011, 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 or on 1 January 2011. [Back to main table for this Indicator](#)

Israel:

Allowances related to participation in school or other management in addition to teaching duties: Vice-principals receiving additional fees for administration hours. (Does not affect on 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).

Allowances related to teaching more classes or hours than required by full-time contract: Subject to the allocation of hours for the school and to the principal's decision (the obligation for the teacher is to one FTE), with the teacher's consent.

Allowances related to students counselling: MA 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.

Allowances related to engaging in extracurricular activities: With authorization 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 by the local authority and not by the Ministry of Education.

Allowances related to special tasks: 1. Ministry of Education authorizes teachers to guide qualified teachers. 2. The principal chooses trainers for training and mentoring student teachers, It is voluntary. For special tasks, like level coordinator, professional coordinator or training for teaching students, a teacher receives a percentage reward. In

kindergartens, the head teacher can guide the kindergarten assisting staff and other substitute teachers as part of her ongoing work.

Allowances related to class teacher/form teacher: 11.5% for the first grade and 10% for the others. Teachers receive preschool management fees ranging from 17% to

21% of salary (except for a minority of teachers who work as part of a garden cluster)

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Percentage monthly payment, 12 months a year, 2.4% for each supported new teacher, up to 3 per mentor.

Allowances related to further formal qualifications: A higher degrees such as MA/PhD changes the base salary (in percentage).

Allowances related to 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

Allowances related to outstanding performance in teaching: 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 teacher have to get assessment by the principal)

Allowances related to teaching in a disadvantaged, remote or high cost area: The maximum payment for required teachers is very rare and is based on an individual contract

Allowances related to residence allowance: There is a special grant for teachers in peripheral communities who receive a rent refund. This rent refund is limited.

Allowances related to family status: In the pre-primary education, the teachers have the possibility to receive a payment defined as a percentage of statutory base salary. Supplement in NIS for daycare centres, according to the children up to age 5. A teacher aged more than 50 and a mother with children up to age 14 can benefit of a reduction in working time. [Back to main table for this Indicator](#)

Italy:

Allowances related to participation in school or other management in addition to teaching duties: Annual payment. The head teacher in cooperation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to teaching more classes or hours than required by full-time contract: Teachers on a full teaching load may be requested, where necessary, to take on up to 6 extra hours of teaching a week in their subject for the school year. In these cases, they receive a monthly additional payment.

Allowances related to students counselling: The head teacher with the collaboration of the teachers assembly decide as regards the criteria for assigning teachers to these roles, but the criteria regarding the awarding of additional payments are determined through negotiations with T.U. at the school level .

Allowances related to engaging in extracurricular activities: Annual payment. The head teacher in cooperation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to special tasks: Annual payment. The head teacher in cooperation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Annual payment. The head teacher in cooperation with the teachers' assembly decides on the criteria to assign teachers to these roles. The amount is determined in negotiations with the trade unions at school level.

Allowances related to outstanding performance in teaching: The L.107 / 2015, c.126-129, 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. [Back to main table for this Indicator](#)

Japan:

Notes on interpretation: National schools are excluded.

Allowances related to teaching more classes or hours than required by full-time contract: There are no appropriate options to express Japanese circumstance.. [Back to main table for this Indicator](#)

Korea:

Allowances related to 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: $55\% \text{ of base salary} \times 1/209 \times 1.5$.

Allowances related to engaging in extracurricular activities: Financial compensation applies to ISCED 1 to 3 for teachers who engage in extracurricular activities; the amount of compensation differs depending on the program.

Allowances related to special tasks: Financial compensation (KRW 400 000 per month) is offered to Master teachers who are in charge of mentoring, providing professional development, and designing curriculum for other teachers.

Class teacher/form teacher: KRW 130 000 (monthly).

Allowances related to 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.

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Latvia:

Notes on interpretation: Information refers to public institutions only (private institutions may have set some other allowances autonomously).

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Methodology work, project management, and other activities related to the development of the school are included in teachers' work. Teachers holding an administrative post such as deputy head or head of department have no teaching duties (except for a maximum of 7 hours) but do not get an additional compensation.

Allowances related to 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.

Allowances related to 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.

Allowances related to engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): If a teacher runs extracurricular activities of an educational interest, this extra time is included in the calculation of his/her workload and salary. Pre-primary school may organise extracurricular activities. Participation is voluntary and parents also pay contributions to these classes. Salary of the instructors may come from municipality or private sources.

Allowances related to 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.

Allowances related to class teacher/form teacher: Class/form teacher duties are included in the teachers' workload.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Institutional autonomy or according to agreement within a project or initiative.

Allowances related to 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.

Allowances related to outstanding performance in teaching: Teachers with the 1st, 2nd and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

Other allowances related to teachers' qualifications, training and performance: 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.

Allowances related to teaching students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other allowances: 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 participation in school or other management in addition to teaching duties: Basic statutory salary increased 3-15%. *Allowances related to teaching more classes or hours than required by full-time contract:* Basic statutory salary increased 3-15%.

Allowances related to students counselling: Basic statutory salary increased 3-15%.

Allowances related to engaging in extracurricular activities: Basic statutory salary increased 3-15%.

Allowances related to special tasks: Basic statutory salary increased 3-15%.

Allowances related to class teacher/form teacher: Basic statutory salary increased 15-15%?

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Basic statutory salary increased 3-15%.

Allowances related to other tasks and responsibilities of teachers: The school head can grant allowances for other tasks and responsibilities up to a 20% of the basic salary. In the event of more than one allowance, the total increase cannot be more than 25% of the basic statutory salary.

Teaching students with special educational needs (in mainstream classes): Basic statutory salary increased 3-20%.

Other allowances: The basic statutory salary may increase from 3 to 15% teaching in International Baccalaureate classes, in multilingual environment and in a national minority language, and teaching ill students at home. [Back to main table for this Indicator](#)

Luxembourg:

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work.

Allowances related to further formal qualifications: <http://legilux.public.lu/eli/etat/leg/loi/2015/03/25/n3/jo>

Allowances related to successful completion of (continuing) professional development activities: <http://legilux.public.lu/eli/etat/leg/loi/2015/03/25/n3/jo>

Allowances related to residence allowance: <http://legilux.public.lu/eli/etat/leg/loi/2015/03/25/n3/jo>

Allowances related to family status: <http://legilux.public.lu/eli/etat/leg/loi/2015/03/25/n3/jo> [Back to main table for this Indicator](#)

Mexico

Allowances related to further formal qualifications: ISCED 1,2: Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession does not affect the base salary or additional payments for the new entrant teachers. With years in service this quality acquires importance. ISCED 3 This criterion is considered by the Evaluation Programme and Assignment of teacher Performance. Named subfactor "Academic grade", maximum score 100. Amount of the allowance is not available.

Allowances related to successful completion of (continuing) professional development activities: ISCED 1, 2: This criterion forms part of the Professional Background, corresponds to the knowledge required by the teacher to perform his/her duties. Amount of the allowance is not available.

Allowances related to outstanding performance in teaching: ISCED 1, 2: Academic achievement: Evaluates the learning achievement of the students in the classroom or subject. ISCED 3: This criterion is considered by the Evaluation Programme and Assignment of Teacher Performance. Named subfactor "Instructor Factor Supply Instruction Dedication", 100 maximum score. A high percentage of teachers participate. Amount of the allowance is not available.

Allowances related to teaching in a disadvantaged, remote or high cost area: ISCED 1, 2: Teachers that work in low development areas in the country. ISCED 3: This criterion is applied to teachers who carry out their Sabatical in low development areas in the country; they benefit from a fellowship of "the Commission", fellowship of CONACyT (National Conseil of Sciences and Technology) or a fellowship of COSNET(Conseil of the National System of Technological Education). Amount of the allowance is not available. [Back to main table for this Indicator](#)

Netherlands:

Notes on interpretation: The allowances specified in the collective agreement for certain steps in the pay scales are included in the actual salaries. School boards may grant additional allowances, although it is not a widely spread practice.

Allowances related to 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 how this is arranged.

Teaching more classes or hours than required by full-time contract (e.g. overtime compensation): This depends on an agreement between school heads 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 head 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 heads 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 heads and the teachers.

Class teacher/form teacher: Other tasks than teaching are determined by the school head and the teachers. It is up to the school heads 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 heads and the teachers. School heads 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 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)

Allowances related to 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.

Residence allowance: No difference in payment. [Back to main table for this Indicator](#)

New Zealand:

Although there do exist allowances for teachers, these are complex and we have not yet had the time to work through supplying these. [Back to main table for this Indicator](#)

Norway:

Allowances related to teaching more classes or hours than required by full-time contract: 50% overtime premium.

Allowances related to students counselling: An annual compensation of minimum NOK 12 000.

Allowances related to special tasks: Training student teachers is rewarded with an occasional additional payment. Performing other special tasks may entitle to regular additional payments.

Allowances related to class teacher/form teacher: An annual compensation of minimum NOK 12 000.

Allowances related to further formal qualifications: This is based on five different types of qualifications that are linked to the educational level, which again determines the statutory salary level of teachers.

- Bachelor's Degree (180 ECTS)
- Bachelor's Degree (240 ECTS)
- Bachelor's Degree (300 ECTS)
- Master's Degree (300 ECTS)
- Master's Degree (360 ECTS or more)

Allowances related to outstanding performance in teaching: It is not very common, but it is possible for local authorities to give additional regular payments for teachers based on performance. Criteria are decided locally.

Allowances related to teaching students with special educational needs (in mainstream classes): It is not very common, but it is possible for local authorities to give additional regular payments for teachers teaching students with special needs. Criteria are decided locally.

Allowances related to teaching in a disadvantaged, remote or high cost area: Local authorities can give additional regular payments for teachers teaching in remote areas where it is difficult to get qualified teachers.

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Poland:

Allowances related to 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 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 allowances related to teachers' qualifications, training and performance: Motivation incentive for teaching and pedagogical achievements, introducing effective teaching innovations, involvement in the teaching work,

outstanding performance of duties, and implementation of the educational priorities of the school governing body in accordance with local education policy into the school life). The amount is defined at local level and the decision is taken by the school head.

Allowances related to teaching in a disadvantaged, remote or high-cost area (location allowance): 10% of the base salary paid to teacher monthly for teaching in rural areas or towns with no more than 5 000 inhabitants.

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.

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Portugal:

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Deputy heads, heads of curricular departments, class coordinators and teachers with other management responsibilities have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

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.. 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).

Allowances related to students counselling: Teachers responsible for “specific tutorial support” to students have their teaching time reduced. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to engaging in extracurricular activities: Teachers running extra-curricular activities may receive a reduction in teaching time. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

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. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Class teacher/form teacher: 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 amount of time statutorily defined among these and other additional tasks and responsibilities.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Teachers responsible for mentoring/induction programmes have their teaching time reduced during the time they hold the position. The school board defines the criteria to distribute the amount of time statutorily defined among these and other additional tasks and responsibilities.

Allowances related to 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). Teachers who obtain a masters or a doctoral degree after entering the profession and get an evaluation score of “Good” or higher are rewarded with a bonus corresponding to 1 year or 2 years, respectively, in career progression.

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. Salary progression occurs every four years and 50 hours of CPD is a requirement for that, except progression from level 5 to level 6 which requires just 2 years and 25 CPD hours (Decree-law 41/2012, 21 February). In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

Allowances related to outstanding performance in teaching: Teachers that are appraised with Excellent (Excelente) or Very Good (Muito Bom) may progress faster in their careers. [Back to main table for this Indicator](#)

Scotland:

Allowances related to teaching in a disadvantaged, remote or high cost area:

The Remote Schools Allowance from 1 April 2019 is: GBP 1 515 per annum for payments in accordance with paragraph 1.3(a) GBP 2 754 per annum for payments in accordance with paragraph 1.3(b).

See http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5_Annex_A.

The Distant Islands Allowance from 1 October 2018 is GBP 2 157 per annum.

Explanatory notes: Where 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 (http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5). [Back to main table for this Indicator](#)

Slovak Republic:

Allowances related to other tasks and responsibilities of teachers:

Allowances related to special tasks (e.g. training student teachers and providing support to other teachers.): The amount of compensation depends of number of guided students.

Allowances related to class teacher/form teacher: 5% of salary with 40 years of experience in 1 class, 10% if two classes.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: 4% of salary with 40 years of experience for 1 new teacher, 8% for 2 new teachers.

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): Moving up a grade in the pay scale.

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. The performance allowance may go up to 100 % of the salary.

Allowances related to teaching students with special educational needs (in mainstream classes): Between 1 and 5 % of the salary if there are 30 % or more students with special educational needs in the class.

Allowances related to residence allowance: From EUR 1-EUR 200 depending on distance from home to work, paid only in the first year.

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Slovenia:

Notes on interpretation: Allowances are specified by law and collective agreement. The decision to assign a particular allowance to a particular teacher is made at school level.

Allowances related to 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.

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.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): (I) Workshops, sports and other extracurricular activities for pupils: ISCED 1 and 2: EUR 11.94 per teaching hour; ISCED 34: school receives EUR 0.24 per student and (4) head teacher decides on the entitlement (II) Outdoor education: 20% of the basic salary for 6 hours per day.

Class teacher/form teacher: Teachers receive additional payment 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).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: There is a mentorship allowance: 20% of the basic salary for 4 teaching hours per week (10 months for teacher in induction or 2 months for teacher beginner).

Allowances related to further formal qualifications (higher than the minimum qualification required to enter the teaching profession, educational qualification in multiple subjects, etc.): (I) Fixed amounts per month for attained: 1) academic specialization: EUR 23.27; 2) research master's degree: EUR 36.21; 3) doctor's degree: EUR 59.47. (II) Top-level regulations include an allowance for holding an educational qualification in three or more different subjects of 3 % of the basic salary hour rate for teaching hours (ISCED levels 1, 2 and 3).

Allowances related to successful completion of (continuing) professional development activities: CPD is a professional duty and right according to the Organisation and Financing of Education Act and the Collective Agreement for Education in Republic of Slovenia.

Allowances related to outstanding performance in teaching: Work performance from increased workload (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 lesson 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 due to the austerity measures.

Allowances related to 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.

Allowances related to 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 allowances: Long-service award (*jubilejna nagrada*) corresponds to payment to teachers for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 and 40 years: EUR 577.51) , the award is 20 % higher for teachers who are members of trade union. [Back to main table for this Indicator](#)

Spain:

Allowances related to participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers): Complementary salary (fixed amounts) for school government ownership responsibilities such as head teacher, deputy head teacher, secretary, head of department, but also additional responsibilities at school level (e. g. coordination of bilingual programs, bilingual teaching, school library, etc.).

In some Autonomous Communities, responsibilities related to coordination and management of ICT or bilingual program, or participating in the management of the library are compensated with teaching time reductions instead of allowances. Teachers can receive a productivity complement in their salaries for extraordinary services such as the elaboration of normative proposals, curriculum development, testing and evaluation materials.

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.

Allowances related to special tasks: Fixed compensations for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff, creation of e-learning materials for the learning management platform, preparation and correction of test to obtain an specific degree, etc.).

Allowances related to class teacher/form teacher: Fixed amounts for teachers with class tutoring responsibilities.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Fixed compensation for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff).

Allowances related to other tasks and responsibilities of teachers: Fixed amounts for teachers that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Allowances related to successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of recognised Continuous Professional Development (CDP) activities (*sexenios*, as term use in Spanish). This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredited the relevant requirements.

Allowances related to 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:

Notes on interpretation: Teachers working in the public sector are salaried employees of municipalities. Salaries and working conditions are stipulated in a collective agreement and interpreted on a local level. Pay and working conditions are governed by collective agreements between the teacher unions and the employers' organisation the Swedish Association of Local Authorities and Regions (SALAR). 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 reported are not exhaustive for Sweden and other types of compensation may apply. However, allowances determined at local level only concern a minority of teachers.

Allowances related participation in school or other management in addition to teaching duties, or teaching more classes or hours than required by full-time contract or students counselling (including student supervising, virtual

counselling, career guidance and delinquency prevention) or engaging in extracurricular activities: or special tasks or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes: The nature of compensation is determined individually for each teacher.

Allowances related to 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 (The Swedish National Agency for Education) 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). <https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2019-20>.

Outstanding performance in teaching: The decision is made by the central government (The Swedish National Agency for Education) based on an application decided by the teachers employer. Through government grants, the monthly salary can be increased by approximately SEK 5 000 for a lead teacher (senior master). <https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-2019-20>.

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 meet). 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. If the application is granted, the government grant is paid out.

Allowances related to teaching conditions: The nature of compensation is determined individually for each teacher.

Allowances related to teaching in a disadvantaged, remote or high cost area: It is possible for the school organizer to apply for a government grant to set up additional career positions, 'lecturer' (senior subject teacher) or 'lead teacher' (senior master), in schools located in disadvantaged areas. The disadvantaged areas are defined by Statistics Sweden by using SAMS-codes (Small Areas for Market Statistics) and are stipulated in ordinance; 'Förordning (2014:145) om extra statsbidrag till skolhuvudmän som inrättar karriärsteg för lärare i förskoleklasser och grundskolor i utanförskapsområden'. Only applies for ISCED02 (pre-school class) ISCED 1 and ISCED 2. 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's are meet, the application is either granted or dismissed. If the application is granted, the government grant is paid out. <https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-karriartjanster-i-utanforsskapsomraden-2019-20>

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Switzerland:

The data provided are an estimation of the most common practices in the 26 Cantons.

Allowances related to participation in school or other management in addition to teaching duties: Reduction in teaching time.

Allowances related to teaching more classes or hours than required by full-time contract: Teachers are usually not payed if they work overtime.

Allowances related to students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention: Part of the tasks

Allowances related to special tasks: The canton decides on the amount and type of financial compensation

Allowances related to class teacher/form teacher: Reduction in teaching time.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: Usually reduction in teaching time.

Allowances related to further formal qualifications: Continuing education for the professional development are compulsory.

Allowances related to successful completion of (continuing) professional development activities: Continuing education for the professional development are compulsory and part of the cantonal employment conditions.

Allowances related to outstanding performance in teaching: Teachers performance is typically evaluated 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.

Allowances related to teaching students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons).

Allowances related to teaching in a disadvantaged, remote or high cost area: The state government (cantonal authorities) can provide additional lessons.

Allowances related to residence allowance: The canton decides on the amounts.

Allowances related to family status: The canton decides on the amounts. [Back to main table for this Indicator](#)

Turkey:

Allowances related to 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 TRY 116.7 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 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: According to the regulation "Certification of Success, Higher Success and Award for the Personnel of the Ministry of National Education", local governors can reward outstanding performance of teachers by granting them a "success certificate". After receiving three "success certificates", a teacher gets a Higher Success Certificate and may be offered a financial compensation, 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 TRY 2 800 in 2018).

Other: Teachers are also given an allowance for getting prepared for the school year, such as purchasing stationary and relevant items. (TRY 1 108 for 2019). Knowledge of a foreign language (Amount is between TRY 30 and TRY 140 per month depending on the language proficiency score.)

Allowances related to 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. possessing kid(s) (Amounts: For the first child, the amount is TRY 49 (for those younger than 72 months) and TRY 77 (for those older than 72 months), for the second child it is TRY 99 (for those younger than 72 months) and TRY 153 (for those older than TRY 72 months), and for the third one it is TRY 157 (for those younger than 72 months) and TRY 238 (those older than 72 months) per month). [Back to main table for this Indicator](#)

United States:

Applicable to all criteria: 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; the USA reports median base salaries instead of statutory salaries. 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: Most jurisdictions have an incremental salary scale where teachers progress a salary step on the completion of each year. There are 8 increments and there is a hard barrier to an additional level which is performance based and requires certification as a Highly Accomplished Teacher or Lead Teacher.

Criteria for salary progression: Progression is by years of service and meeting expectations.

Process to establish salaries: The Department of Education in each jurisdiction is subject to the Wages Policy of that jurisdiction's government. Prior to collective bargaining, the Department must have its bargaining parameters approved by the Treasury.

Status of teacher: Most teachers in Australia have a teacher-specific salary scale.

Pathways to enter the teaching profession: A minimum of four years of tertiary study that included a teaching qualification in primary, secondary or K-12 teaching. [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: Result of collective bargaining between public service union and the government.

Status of teacher: Public employees, civil servants (status no longer granted). There are different pay schemes available for these groups.

Pathways to enter the teaching profession: 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). Master's degree programme, 2-3 semesters, 60 to 90 ETCS points. The master's degree programmes can be completed on a part-time basis. One-year professional entry phase (induction), supported by experienced pedagogues as mentors. During the induction phase, students can complete the master's degree programmes. [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 have a content specific qualification. The salary however is the same in both cases, The other qualifications don't give access to tenure and a job is only possible for a limited time; in this case the teacher also receives a lower salary. The qualification is linked to a pay scale. There are several steps in the pay scales due to the years of service. These steps are non linear because the first three steps are annual and differ from the fourth and following steps by the fact that from the fourth step on the steps are two yearly and are higher than for the first three steps. If the index of consumer prices reaches a certain threshold, than the salaries are increased with 2% for the living costs.

Example of the difference between required and sufficient qualifications: a bachelor for education: pre primary education (required) and a bachelor for education: primary education (sufficient).

For pre-primary, primary and lower secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career 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. This during 12 times. This leads to the 27 years to grow from minimum to maximum salary.

For upper secondary: The first, second and third year of the career the teacher receives an additional payment that is equal for these three years. From the fifth year on of the career 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. This during 11 times. This leads to the 25 years to grow from minimum to maximum 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). 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.

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: Linear for the fixed part of the salary. For the holiday benefits and thirteen month benefits, it's a fixed part + a percentage of the salary.

Criteria for salary progression: Years in service + further formal qualifications

Process to establish salaries: Salaries levels are based on the number of years in service, qualification levels and the cost of living adjustments.

Status of teacher: Teachers are civil servants

Pathways to enter the teaching profession: Qualification level

For pre-primary: Pre-primary Teacher Bachelor degree (ISCED 6). For primary: Primary Teacher Bachelor degree (ISCED 6). For lower secondary: Bachelor degree (ISCED 6) + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur). For Upper secondary: Teaching Master degree (ISCED 7) or Master and upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur). [Back to main table for this Indicator](#)

Brazil:

Status of teachers: Teacher are civil servants with a specific career plan. [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: Teacher's monthly amount will depend on the stage in which the teacher is and the biennium's of professional experience. The maximum value will correspond to the following for a contract of 44 hours and 15 biennium's: i) Level Beginner USD 13.076; ii) Level Intermediate USD 43 084; 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](#)

Colombia:

Structure of the compensation system: Teachers take a merit contest and enter the teaching career with NORMALISTAS a degree program in education or professional with different degrees and pedagogy, with a master's degree or doctorate in an area related to their specialty or performance, or in a training area that is considered fundamental within the teaching-learning process of students. They also need to approve the skills assessment defined for this level.

The teaching career has a legal regime that protects the exercise of the teaching profession in the public sector. It is based on the professional character of the educators; it depends on the suitability in the performance of its management and the demonstrated competences; guarantees the equality in the possibilities of access to the function for all the citizens apt for the effect; and considers merit as the main foundation for income, permanence, promotion in service and promotion in the career ladder.

Criteria for salary progression: The ladder consists of three grades, each of which is composed of four salary levels (A, B, C and D). For level or grade promotion, training requirements and competency evaluations are defined. To move from one level to another you must have 3 years of experience and overcome the promotion contest.

Increases from the lower to the higher remuneration, according to salary level and qualification, have an exponential growth approximately

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. In some cases the salary of 10 years is equal to the 15 years

Process to establish salaries: Collective bargaining and the cost of living

Status of teachers: Teachers and teaching directors at the service of state education are public servants and have a special status

Pathways to enter the teaching profession: Colombia counts with the educational statute Decree 1278 of 2002 which establishes the conditions for entry, exert, stability, promotion and retirement of persons who perform the teaching profession at different levels and modalities that make up the national education system.

It is through a meritocratic competition that a teacher can enter into the state education service. This competition for entering into the state education service is the process by which, through the evaluation of, experience, basic skills, interpersonal relationships and personality of the applicants, their inclusion to the list of eligible aspirants to the teaching career is determined.

The teacher profession is linked to ongoing evaluation. By evaluating the performance of their functions, levels of competence, quality and efficiency it's possible to justify: permanency, promotion in rank and salary levels relocations.

There are different types of evaluation:

- a. Trial period evaluation.
- b. Periodic ordinary annual performance evaluation.
- c. Skills assessment.

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, (iv) Wait to be called to fill a position (the higher the score, the more likely to be called), (v) 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 assigned 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.

The pay grades within each category relate to the length of professional experience. However, the specifications and extent of the professional experience credited for this purpose is up to the decision of the school head, within basic rules set by the Government regulation.

Criteria for salary progression: Teachers' salary progression is predominantly limited to gradual progress of the pay grades, along with the increasing length of professional experience.

The salary system do not allow pay advancement by gaining further qualifications, with the exception of school counsellor (ISCED 1, 24 and 34) and education management staff. Performing of these positions is conditioned by having completed the prescribed in-service training. Those who fulfil this further qualification are entitled to progression to higher pay category (at ISCED 1 - 3, from the 12th to the 13th pay category). Furthermore, some other additional responsibilities and management activities of teachers are paid by the system of allowances

Process to establish salaries: The salary scale for education staff is part of the Government regulation on pay terms of employees in public services and administration (No. 341/2017, Coll.) which is updated in irregular intervals. 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 increase of salaries thus is not regular.

Status of teacher: Teachers, as members of the education staff, are persons who perform direct educational and training activities or special educational or educational-psychological activities (in summary educational activity) and provide education and training on the basis of the Education Act. He or she is an employee of a legal entity which carries out activities of a school or school-facility. Education staff in public schools are employed on a contractual basis. The employment contract is concluded between the teaching candidate and the school and the applicants are recruited via open recruitment structure. Their statutory salaries are calculated on the basis of salary scales and additional allowances

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, as well as general salary regulations for public service employees. However, the detailed salary scale system specifically dedicated to education staff as well as the related salary terms are set by the Government Regulation on Pay Terms of Employees in Public Services and Administration (No. 341/2017, Coll.).

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 (e.g. BUPL/LC/*akademikerne*) and, on the other hand, the national employers' authorities, i.e. Ministry of Finance (Minister of Innovation) and Local Government Denmark (KL). 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. The latest negotiations were in the spring of 2018 when the negotiating partners agreed on percentage adjustments (increases) that are implemented each year in general wage increases until the end of the agreement in 2020.

Status of teacher: Teachers of today are not employed as civil servants. It ended in 1993. However, among the current teachers at primary and lower secondary school level, few still hold positions as civil servants until retirement. In the coming ten years this will stop.

There is no extra job protection included in the teaching profession. The job protection conditions are the same as for every other category of public employees.

Pathways to enter the teaching profession: It is a basic requirement for being a teacher at all ISCED levels that you have completed upper secondary education. Upper secondary education is necessary to enter a tertiary education that grants access to the teaching profession. There are two pathways to access tertiary education:

Quota 1: To access higher education it is required to have a general upper secondary exam degree (ISCED 34) with an average grade that meets the specific requirements of the individual educational institution.

Quota 2: Applicants to higher education who has a different access basis than a general upper secondary can be admitted after selection criteria set by the individual educational institution.

As a teacher in upper secondary (ISCED 34), in general, you must have completed a master (ISCED 7) in a specific subject e.g. in biology or history.

As a newly appointed teacher in upper secondary general education, the teacher must complete pedagogy (*Pædagogikum*) over the first year. [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.

Academies (government-dependent private schools) are not required to follow the national pay ranges set out in the STPCD. However, many do, as academy budgets are comparable with those in maintained schools and because staff employed by a maintained school who transfer to an academy if the school converts are entitled to retain their original terms and conditions under the Transfer of Undertakings (Protection of Employment) Regulations 2006.

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) 2018 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;
- cd) Pay decisions must be clearly attributable to the performance of the teacher in question;
- d) 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;

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. (p. 23-24)

Teachers paid on the main range may apply to be paid on the upper pay range. Applications are assessed against the following criteria:

- a) the teacher is highly competent in all elements of the relevant standards; and
- b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. (p. 21)

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. The relevant body shall determine in accordance with its pay policy an individual pay range within the leading practitioner pay range. The relevant body must ensure that there is appropriate scope within an individual pay range to allow for performance related progress over time (p. 21).

Process to establish salaries: Minimum and maximum values for teachers' pay ranges in maintained schools are determined annually by the Secretary of State for Education, taking into account the recommendations of the School Teachers' Review Body's (STRB) annual report. The salary ranges and guidance on their application are published in the School Teachers' Pay and Conditions Document (STPCD). There are four 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.

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 fully-qualified teacher, having 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 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: A new system of career progression for civil servants (*fonctionnaires civils*) and military workers is being put in place progressively: the '*Parcours professionnels, carrières et rémunérations, PPCR*'. The decree n°2017-789 of May 5th, 2017 and the decree n°2017-1737 of December 21st, 2017 set the new salary scales for teachers and the dates for their application. With the PPCR system, the career progression is based on seniority and is automatic. In addition, three careers' meetings (*rendez-vous de carrière*) are organised during which the professional value is recognised. The first two meetings can lead to a one year acceleration of the process. During the last meeting occurring after around 20 years of career, teachers can access another category (grade): the '*hors-classe*' category.

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. With 'PPCR' the increases are fixed and regular.

Process to establish salaries: Index point, adjusted each year with prices. Between 2010 and 2016, it was frozen. It was increased on the 1st of July 2016 (+0.6%) plus on the 1st February of 2017 (+0.6%). It has been frozen since the 1st February 2017.

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. In 2017, salary scales have been revised (highest remuneration indices). Since 2017, remuneration scales have been revised (highest remuneration indices + premium's transfer in index points).

Status of teacher: Teachers are civil servants.

Pathways to enter the teaching profession: Competitive examination + 2-year master's programmes in INSPE.

Professeurs des écoles (ISCED 02-1): see section “Statutory salaries of teachers”

Professeurs certifiés (ISCED 2-3): see section “Statutory salaries of teachers”

Professeurs des écoles: People who want to become teachers at the pre-primary or primary level of education must obtain a master's degree. Since 2015, there is a new 2-year master's programme designed for teachers and provided by the “*Ecoles supérieures du professorat et de l'éducation*” (ESPE) (from September 2019 these institutions are known as “*Instituts nationaux supérieurs du professorat et de l'éducation*” (INSPE)). At the end of the first year of master's, candidates have to pass through a competitive examination: “*concours de recrutement de professeur des écoles*” (CRPE). The applicants successful in the competition become both students at the 2nd year of Master's and part-time trainee teachers (they spend part of their time in responsibility in front of students, the other at the university). At the end of this internship year, they are supposed to obtain the Master's degree and they apply for tenure (“*titularisation*”).

A candidate who already has a master's degree (or equivalent) or diploma, follows an adapted training course at ESPE. If given a favorable opinion by the jury, they are officially granted the status of “*professeur des écoles*” and become civil servants.

Professeurs certifiés: Between ISCED 2-3 and ISCED 0-1, the main difference is the status and the competitive examination leading to it. Therefore, people who want to become teachers at the secondary level of education must obtain a master's degree. Since 2015, there is a new 2-year master's programme designed for teachers and provided by the “*Ecoles supérieures du professorat et de l'éducation*” (ESPE) (from September 2019 these institutions are known as “*Instituts nationaux supérieurs du professorat et de l'éducation*” (INSPE)). At the end of the first year of master's, candidates have to pass through a competitive examination: “*concours du certificat d'aptitude au professorat de l'enseignement du second degré*” (CAPES). The applicants successful in the competition become both students at the 2nd year of Master's and part-time trainee teachers (they spend part of their time in responsibility in front of students, the other at the university). At the end of this internship year, they are supposed to obtain the Master's degree and they apply for tenure (“*titularisation*”). If given a favorable opinion by the jury, they are officially granted the status of “*professeur certifiés*” and become civil servants. [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 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).

At pre-primary level, *Erzieherinnen* and *Erzieher* (state recognised youth or child-care workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (*Tarifvertrag für den öffentlichen Dienst - TVöD*), with the salary levels of this remuneration group being based on professional experience. *Erzieherinnen* and *Erzieher* who already have professional experience are allocated to level 2 as a rule.

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 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. Likewise, a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Moreover, according to the same Law provisions work experience gained during the calendar years 2016 and 2017 does not count as work experience valid for progression to the next salary pay scale, thus a salary freezing is imposed.

Criteria for salary progression: Completion of two years of service per salary scale allows a teacher to enter the next salary scale. However, due to a new salary freezing service provided in the calendar years 2016 and 2017 does not count as service used for salary progression.

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 2017-18 only few teachers who had passed the examination of 2008 and were not recruited earlier were given permanent teacher's positions with a probation period (Ministerial Decision 219117/E1/13.12.2017 (G.G. 1337/Γ/21-12-2017)), however these teachers did not cover the needs, so substitute teachers with contracts for one teaching year or less 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](#)

Iceland:

Structure of the compensation system: The compensation system is outlined in a document that is part of an agreement between teacher unions and local/central authorities. The pay scale is a table that consists of several grades and steps for each grade. Different types of teacher are assigned a certain grade for basic minimum pay. Progression, i.e. extra grade or step increase in salary, is defined in the agreement.

For pre-primary, primary and lower secondary teachers The pay scale has 30 grades and 9 steps. Each grade is approximately 2.5% increase and each step is a 2% increase. Educational qualifications and experience lead to added grades or steps on the pay scale. Staff are paid according to certain starting pay grade depending on their duties. Every 30 ECTS in further education leads to 2% step increase in salary. 5 years experience adds two pay grades, 10 years adds two more years, and 15 years adds a further two grades.

The pay scale for upper secondary teachers is a combination of a general pay scale and a compensation system that is decided on an institutional basis. Therefore, there is no single pay scale for all teachers in general programmes. The general pay scale is a basis on which further compensation is added through an institutional agreement. Criteria for compensation and progression may differ depending on institutions. The statutory salary reported is based on a representative agreement of one particular upper secondary school. 18 grades and 8 steps. 5% for each grade 2.5% for each step

Criteria for salary progression: Criteria for salary progression include further education (represented by ECTS credits), experience (on a 5 year increment), duties and responsibilities within the school.

Process to establish salaries: Teacher salaries and pay scales are decided through collective bargaining between teacher unions and educational authorities (local for ISCED 0 through 2, central for ISCED 3). The period of the collective agreement is decided beforehand and salary increases may occur throughout the period. There is no fixed period for the duration of an agreement, but typically they may last from one to four years.

Status of teachers: Teachers have a specific status defined in legislation. The law states the qualification requirements and terms of employment.

Pathways to enter the teaching profession: Teachers are required to complete a university education, the equivalent of a masters degree for all school levels.

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. As of 1 October 2018,, there are two applications of this common base salary scheme in the system. These two applications are:

(i) For teachers who commenced teaching prior to 2011 which constitutes the majority of teachers (i.e. 77.2% at ISCED 1; 77.7% at ISCED 24 and ISCED 34)

(ii) For teachers who commenced teaching on or after 1 January 2011 (i.e. 22.8% at ISCED 1; 22.3% at ISCED 24 and ISCED 34)

Up to October 2018, there had been two separate applications of the common base salary scheme for teachers who commenced teaching on or after 1 January 2011. One related to teachers who entered teaching between 1st January 2011 and 31 January 2012. This cohort of teachers received qualification allowances but did not receive other allowances such as teaching on an island allowance and started on a lower point of the salary scale in use for entrants to teaching prior to January 2011. The number of teachers on this salary scale was very small. The second salary scale related to teachers who commenced teaching from February 2012 which constituted over 16% of the teaching population in 2016/2017. This salary scale incorporated qualification allowances that had previously been included as an additional payment to the base salary in teachers' statutory salaries.

From 1 January 2018, the separate salary scale for teachers appointed between January 2011 and February 2012 has been merged with the salary scale for teachers appointed after February 2012. The salary scale for post February 2012 entrants to teaching incorporates allowances for teacher qualifications that were previously separate to a teacher's base salary and included in the calculation of a teacher's statutory salary. Teachers who

entered teaching between January 2011 and February 2012 and who are entitled to a qualification allowance above that accommodated in the new merged salary scale are paid the excess in the form of a qualification allowance on a personal-to holder basis. This new merged salary scale is that referred to at (ii) above and is outlined in Appendix 1 (b) Department of Education and Skills Circular 0083/2017.

For entrants to teaching 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 commenced on Point 2 of the salary scale. Post-primary teachers who had four years of pre-service qualification/training commenced on Point 3 of the scale. Teachers entering teaching prior to 2011 were also awarded allowances, in addition to their base salary, for qualifications and other allowances such as teaching through Irish, teaching in an Irish speaking area and teaching on an island school.

Criteria for salary progression: For teachers appointed before January 2011, 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 1 January 2011, 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 at ISCED 1, ISCED 24 and ISCED 34 are public servants. The salary scale of teachers are determined within the National Pay Agreements for public servants generally. At ISCED 02, practitioners are employed in a private capacity by the owners of early years settings. As part of the ECCE scheme, ISCED 02 settings receive grants per eligible child enrolled from the Department of Children and Youth Affairs on condition that the setting meets requirements such as minimum qualification of practitioners teaching in such settings and minimum qualification of the practitioners leading the settings.

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. 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 they 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 77% of the teachers in the upper secondary education are working under the *Oz Letmura* conditions and more than 98% in the other levels of education under the New Horizon conditions.

Criteria for salary progression:

- 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' 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.

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.

In the last years begin 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 BA degree and increase the teachers salaries and the teachers working time. Each new teacher begins to work under the new conditions. Today, more than 77% of the teachers in the upper secondary education are working under the Oz Letmura conditions and more than 98% in the other levels of education under the New Horizon conditions.

Status of teachers: A teacher is a civil servant in all levels of education, except upper secondary's teachers.

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 of six levels of seniority. In addition to the salary there is a "Professional teacher retribution", the same for all ISCED levels and dependent on 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. Changes to the level of teachers' salary is possible only by collective bargain. Last update was in 2018.

Status of teacher: It depends on the type of institution. In public schools the teachers are civil servants.

Pathways to enter the teaching profession: Currently the law requires all teachers to have ISCED 7 level education. But in the past teachers came into the profession with ISCED 3 level, so the older teachers (with more 15 years experiences) could have this type of education. [Back to main table for this Indicator](#)

Japan:

Structure of the compensation system: Salaries for teachers in public school cannot be dealt with sweepingly, because those are decided by each prefectural ordinance. In the model salary schedule for reference placed in ordinance in many prefectures, which is described as the statutory salaries in this research table, the schedule applied for teachers in elementary school and junior high school differs from that applied for high school teachers, and both schedules are divided into 5 stages (lecturer, teacher, chief teacher, head teacher and vice-principal, principal). Starting salary is decided in consideration of years of teaching experience as of employment, and the salary is raised regularly every year.

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 an educational personnel 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: Permanent contract teachers employed at public schools 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: Candidates are eligible to enter the teaching profession once they have obtained a teaching certificate. However, in order to become a permanent teacher employed at a public school as a civil servant, they must 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 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 2017/18, teachers with 1st, 2nd and 3rd quality level of professional activity performance evaluation system received allowances of EUR 45, EUR 114, and EUR 140 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: There are several pay scales: Teachers working in pre-primary programmes:

- For not-yet-qualified teachers with up to 3 years' service, 3 -10 years' service, 10 -15 years' service and more than 15 years' service;
- For teachers with qualification level with up to 10 years' service, 10 -15 years' service and more than 15 years' service;
- For senior teachers with up to 10 years' service, 10 -15 years' service and more than 15 years' service;
- For teacher supervisors with up to 10 years' service, 10 -15 years' service and more than 15 years' service;
- For teacher experts with up to 10 years' service, 10 -15 years' service and more than 15 years' service; Teachers working in primary, lower secondary, upper secondary programmes: - For not-yet-qualified teachers with up to 2 years' service, 2 -5 years' service, 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
- For teachers with qualification level up to 2 years' service, 2 -5 years' service, 5 -10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
- For senior teachers with 2-5 years' service, 5-10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
- For teacher supervisors with 5-10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;
- For teacher experts with 5 - 10 years' service, 10 -15 years' service, 15 -20 years' service, 20 -25 years' service and more than 25 years' service;

(Pre-primary) 5-20% for all pre-school teachers due to complexity of activities: pupils with SEN are integrated in mainstream groups; other cases determined by the heard of the institution. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.

(Primary) 3-15% teaching SEN students in mainstream classes; 3-15% students are teaching in multilingual environment and learning in Lithuanian; 3-15% students are studying in national minority language; 3-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.

(Lower secondary) 3-15% teaching SEN students in mainstream classes; 3-15% students are teaching in multilingual environment and learning in Lithuanian; 3-15% students are studying in national minority language; 3-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%.

(Upper secondary) 3-15% International Baccalaureate classes; 3-15% teaching SEN students in mainstream classes; 3-15% students are teaching in multilingual environment and learning in Lithuanian; 3-15% students are studying in national minority language; 3-15% teaching students at home due to illness; up to 20% other cases determined by the institution's pay system. In case of 2 or more criteria, basic statutory salary could be increased totally up to 25%. *Process to establish salaries:* Salaries changes when the regulation is changed.

Process to establish salaries: Salaries changes when the regulation is changed.

Status of teachers: Teachers do not have specific status.

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: There are the same grades for all teachers according to the years of service, as well as a linear increase of the salary

Criteria for salary progression: Years of service after a successful completion of implemented continuing education.

Process to establish salaries: The salaries are adjusted to the costs of living, when they raise 2.5%, the salaries are adjusted by 2.5%.

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.

Pathways to enter the teaching profession:

A specific bachelor/master degree is needed as well as a successful completion of a probationary period after a competitive examination.

Other Comments:

<http://www.men.public.lu/fr/fondamental/personnel-ecoles/recrutement-instituteurs/index.html>.

<http://www.men.public.lu/fr/secondaire/personnel-ecoles/recrutement-enseignant-fonctionnaire/index.html>

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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 new criteria enabling salary progression through the career of teachers is missing at the moment.

Process to establish salaries: We are establishing the new process to establish salaries. At 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 2018-19 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 increases with every step until 15 steps. The increase with each step is not the same: for example, it starts for scale L10 with about EUR 70 and ends with about EUR 140.

Secondary level: The salary increases with every step till 12 steps. The increase with each step is not the same: for example, it starts for scale LB with about EUR 60 and ends with about EUR 200.

Criteria for salary progression: Progression through the steps within a salary scale is usually based on years in service. Progression to a different salary scale is at 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 publicly-run and privately-run (publicly funded) education. The salaries in collective labour agreement are the same. There is only a difference in appointment and unemployment arrangements. The ambition is to normalize this from 2020 onwards. From that moment on no teachers will be civil servants.

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](#)

New Zealand

Structure of the compensation system: (Primary and secondary) Teachers are placed in a position on a salary band based on the years of experience they have and their qualifications.

Each year a teacher moves through an additional step of the salary band, until they reach the maximum point for their level of qualification.

Criteria for salary progression: (Primary and secondary) Teachers progress to the next step annually provided they meet professional standards.

Process to establish salaries: (Primary and secondary) The Secretary for Education, acting under delegation from the State Service Commissioner as per s23 and s74(5) of the State Sector Act 1988, negotiates collective agreements with the applicable union(s)

Pathways to enter the teaching profession: (Primary and secondary) Teachers must gain a teaching qualification in New Zealand or an approved overseas teaching qualification and be issued with a practising certificate from the New Zealand Teaching Council. [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. The minimum salary increases every additional two years of experience up until 10 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 (trainee, contract, appointed or chartered teacher).

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. Teachers employed on the basis of The Teachers' Charter regulations, are not the subject of Civil Service Act in Poland. Apart from basic salary, Teachers' Charter regulations provide additional allowances.

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, which is structured in 7 levels (incremental points from 0 to 6).

Criteria for salary progression: 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.

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, since 2019 from 31 to 42 salary grade

Primary and secondary level: teachers are classified from 30 to 43 salary grade, since 2019 from 31 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 teacher: 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 - *pripravništvo*) 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 5 months of teaching experience (as part of induction or independently), have to pass the state professional examination. Induction is not compulsory. [Back to main table for this Indicator](#)

Spain:

Structure of the compensation system: In public educational institutions, teacher salaries are rewarded according to: teacher's group or subgroup assignment within the specific professional classification body of civil servant to which they belong to; the seniority valued by 3-years periods in service in terms of bonus; category or professional level (additional amount attached to a professional position); performances and responsibilities carried out (as a specific additional remuneration).

Teacher salaries are conditioned by the career civil servant teacher's classification that determine the group or subgroup (A1 or A2) they belong to and the level or professional category reached by a civil servant within the Spanish administrative career system (levels 21, 24 or 26).

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: Salary progression is determined by the following criteria:

- The category or professional level reached by a civil servant within the administrative career system.
- Seniority or triennium in which salary increase every three years in service. The amount is established at national level for every Group or Professional classification subgroup according to the career civil servant teacher's classification.
- Specific conditions associated with responsibilities or positions performed such as unipersonal governing bodies (school head, secretary, etc.), singular teaching posts or education inspectorate functions.
- Tutorial function supplement which comprises two components that vary according to each Autonomous Community: a general component applicable to all teachers whose amount depends on the body or teacher scale to which they belong, and a singular component linked to the particular conditions of each position.
- Continuous Professional Development (CDP) reward per six-year term (*sexenios*, as term use in Spanish). Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of recognised lifelong learning activities. This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredited the relevant requirements.

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 teacher: In the case of public school teachers, there are wage differences when the teacher has the status of interim. Interim teachers are those applicants who have completed the competition process but have not been obtained the civil servant teacher's condition. Interim teachers are candidates that work as temporary teachers.

The general regime of career civil servant teachers is applied to this staff (is regulated by The Basic Statute of the Public Employee), although the contractual relationship with the education authority lasts an academic year as a maximum. Interim teachers 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. Nevertheless, Interim civil servants cannot receive salary supplements associated with the progression reached by the official within the administrative career system (because of their status, they cannot opt for further positions them to progress in their administrative career).

In addition, public educational schools could have exceptionally hired teaching staff on a contract basis. The remuneration of this teaching staff depends on: the status of workers, the 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.

The current university Bachelor and Master degrees (in accordance with the European Higher Education Area (EHEA) studies organisation) coexist with the previous study programmes which are practically extinct at university portfolio.

The grade of qualification required to enter to teaching profession differ by the education level:

- Pre-primary and primary education: Teacher of Pre-Primary and Primary Education that refers to first cycle of university teacher training studies completion or bachelor degree (*Grado*, as term use in Spanish) on Pre-Primary Education and the bachelor degree in Primary Education (240 ECTS) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least one degree is required.

- Lower and upper secondary education: Long first-degree university qualification or bachelor degree, plus certificate of pedagogical aptitude (CAP, based on its Spanish acronym) or an official master degree such as Master's Degree in Training for Teachers of Compulsory Secondary Education and Upper Secondary Education (300 ECTS accumulated at least) in accordance with the organisation of university studies adapted to the European Higher Education Area (EHEA). At least two degrees are required, a Bachelor plus a Master.

In public educational institutions, overcome a selection process to entry in the teaching profession is required:

Candidates participates in a competition established for each civil servant teacher bodies that consist in pass a merit-based selection and a competitive examination. Candidates are expected to overcome 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 and Regions (SALAR) 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: To work as a teacher or preschool teacher in Sweden, you require a teaching certification in most cases. Application for the teaching certification is made to the Swedish National Agency of Education. You need to have a diploma of education for teachers or preschool teachers in order to apply for a certification. The data submitted to the survey includes teachers with a pedagogical qualification, in the submitted data both teachers with a certification and teachers with no certification are included.

Pathways to enter the teaching profession: The current teacher education programmes in Sweden include four different professional degrees:

- a degree in preschool education
- a degree in primary school education
- a degree in subject education
- a degree in vocational education. [Back to main table for this Indicator](#)

Switzerland:

Structure of the compensation system: The 26 cantons have different pay systems which differ considerably. This differences do not only concern the starting salaries, but also the progression of the wages. There are cantons with a fixed linear increment and others with a flexible salary progression.

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: Teachers have not a specific status. More information you may find here: <https://www.varkeyfoundation.org/teacherindex>.

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: In Turkish educational system, there is not a well-structured policy or system for teachers working in the Ministry of National Education in terms of compensation system. There is, though, a series of dimensions that identify how salary progression is implemented. First, different pay scales are determined based on the several aspects. Second, pay increment is based on the general increase of civil servants each year. The criteria that identifies salary progression are given in the next question.

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 levels of education.

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.

Basically, in order to update the levels of teacher salaries, there are certain mechanisms that operate. First, as years of service increase, teachers get more. Second, if they prove that they know a foreign language evidenced by YDS (Foreign Language Examination), their salaries increase. Third, in case the spouse is unemployed and they have children, their salaries increase as well. Finally, in line with the negotiations between the association of civil servants and the relevant ministries, their salaries increase in accordance with the expenses in the country.

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. All teachers working in the ministry of national education are civil servants, and they do not have different status. However, they are not paid the same as any civil servants.

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](#)

[Statutory salaries of school heads: Tables D3.4 and D3.7, and D3.21.](#)

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:

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. ISCED 34: vocational programmes are included:

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](#)

Belgium (Flemish Comm.)

From the school year 2018/19 only one salary scale (the highest) is used for school heads in elementary education. Before, there were three salary scales.

Statutory salaries include end of year bonus and holiday bonus. [Back to main table for this Indicator](#)

Brazil

Brazil has a decentralised system, each one of the 27 states and more than 5 thousand municipalities has their own school heads career plan. Because of that, the salaries can be determined by central government, regional authorities or local authorities, depending of which school network is the teacher working for. Differently from school teachers, school heads do not have a minimum national salary. [Back to main table for this Indicator](#)

Canada

The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response:

- 1) At least seven (50%) provinces and territories provide a response, and
- 2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response.

- 1) At least seven (50%) provinces and territories provide the same response, and
- 2) That the reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the 2019 joint Eurydice-OECD salaries of teachers and school heads data collection survey.

Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response. [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).

Colombia:

Data on salaries correspond to the regulated by the statute teacher 1278/2002 and not include compensations or additional bonuses.

Data on percentage of teachers are obtained from the Information System SINEB and corresponds to the participation of teachers with respect to the total of the corresponding educational level. The new teachers are those linked within the year to the official sector, but does not imply that they are newly graduates.

The teaching experience is counted from the date of recruitment in the public sector.

For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute. Therefore, the percentages are measured in relation to this scale.

It is important to mention that under this scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments, so the qualification has a great weight to reach the top salary. This means that in all cases the salary of 10 years is equal to that of 15 years.

The salaries do not include social security paid by the employer. [Back to main table for this Indicator](#)

Costa Rica:

Additional payments included in statutory salaries reported 1- Teaching incentive; 2- Extended hours; 3- Double or triple day; 4- Exclusive dedication; 5- One year of annuity; 6- Thirteenth month; 7- School salary (fourteenth month). [Back to main table for this Indicator](#)

Czech Republic:

The annual gross statutory salary is calculated combining two different salary tables from the Government Regulation on Pay Terms of Employees in Public Services and Administration, one valid from September 2018 to December 2018 (4 months of school year 2018/2019) and the second from January 2019 to August 2019 (8 months of school year 2018/2019).

School heads can be assigned to 5 pay categories (9th-11th for pre-primary school heads, 12th-13th for primary and secondary school heads) and 7 pay grades according to the length of their professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years).

The reported statutory salaries are estimates combining the salary tables with data on number of school heads in each pay category and pay grade according to the database ISS 2017 and ISS 2018 (reference year 2017/18).

A particular pay scale system is set for the education staff. School heads can be assigned to 5 pay categories (9th-11th for pre-primary school heads, 12th-13th for primary and secondary school heads) and 7 pay grades according to the length of their professional experience (0-2 years, 2-6 years, 6-12 years, 12-19 years, 19-27 years, 27-32 years, 32+ years).

Qualification requirements for salary purpose:

- 9th pay category: tertiary professional education (ISCED 655) or secondary education with a *Maturita* examination (ISCED 354);
- 10th pay category: Bachelor's degree (ISCED 645) or tertiary professional education (ISCED 655);
- 11th – 12th pay category: Master's degree (ISCED 746, 747) or Bachelor's degree (ISCED 645);
- 13th pay category: Master's degree (ISCED 746, 747).

A school head can only be a person who has obtained experience while performing direct educational activity (teaching), or activities for which the same or similar specialized knowledge is necessary, or while performing management activities, or activities in research and development. The length of practice required for school heads depends on ISCED level:

- the head of a nursery school (ISCED 02): 3 years
- the head of a basic school (ISCED 1, 24): 4 years
- the head of a upper secondary school (ISCED 34): 5 years

There is another qualification requirement for school heads of public schools. The headmaster of a public school may be only person who, in addition to the qualification requirements referred above, has acquired, within 2 years from the day when he/she started to work as a headmaster, knowledge in the field of school management by completing his/her studies for headmasters within the in-service training of education staff.

The obligation to complete a study programme does not apply to the school heads that have studied school management in an accredited higher education course in School Management, or completed a life-long learning programme on the organisation and management of education run by a higher education institution.

Additional payments included in statutory salaries reported above: In the Czech Republic, all school heads receive an additional allowance for managing the school; however, it is not possible to include additional allowance for managing the school in the annual statutory salaries for school heads. The Labour Code sets only the range, which is very wide (5 to 60% of a teachers' salary according to the level of leadership). The statutory authority decides about the amount of the allowance for managing for individual school head. Moreover, the allowance for managing are usually set as percentage from the pay categories assigned for a school head, which may also differ (9, 10 and 11 for ISCED 02; 12 and 13 pay category for ISCED 1, 24, 34). [Back to main table for this Indicator](#)

Denmark:

At ISCED 02, 1 and 2, the national salary scale and additional national salary regulations are decided by collective agreements between the national unions and the national authorities for public employers, i.e. Local Government Denmark (KL) and the Ministry of Finance (Public Sector Innovation). In addition to the reported statutory salaries, in accordance with the general salary scale in the collective agreement, each head will typically be granted personal bonuses that are decided by local authorities or by collective agreements at local level. These personal bonuses are not included in the reported statutory salaries.

At ISCED 34, the new collective agreement stipulated that as from January 2019 school heads shall not receive a statutory salary but negotiate with the school board a total salary, including allowances.

The statutory salaries reported for school heads exclude the part of social security and pension scheme contributions paid by the employers but includes the part paid by the employees. At ISCED 34, we do not have an estimate on the proportion of school heads paid according to this new agreement.

Which authority level determine the statutory salaries: (ISCED 02 and 34) More than one authority level. (ISCED 1 and 24) Collective agreement. [Back to main table for this Indicator](#)

England:

Pay ranges: The term for school heads in England is 'headteacher'. The statutory salary figures apply to school heads in maintained schools paid on Groups 1-8 of the headteacher pay ranges. Executive headteachers, that is, headteachers who are responsible for more than one school, have been excluded. The governing board for academies, which classify as publicly funded independent schools and make up around three quarters of secondary schools and a third of primary schools, may choose to use these pay ranges or may choose to use their own pay ranges.

The statutory salary figures reported are weighted averages of the four geographical pay ranges (Inner London Area, Outer London Area, the Fringe Area, England and Wales).

A significant proportion of provision of ISCED 02 (65% of provision for 3-year-olds) is provided in settings other than schools. The salary figures provided for ISCED 02 and ISCED 1 are combined. The figures are only for school heads of pupils in nursery and primary schools and do not apply to other ISCED 02 settings.

School heads 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 schools heads of pupils in schools and do not apply to further education colleges.

Proportion of school heads paid according to this salary range: The population of headteachers used as the denominator is full-time headteachers paid on Groups 1-8 of the headteacher pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

Range A (the range with the lowest minimum salaries): 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 2018, p. 11-12). The minimum salary figure for Range A refers to a weighted average of the minimum salary points on the Group 1 headteacher pay range across all four geographical pay ranges. The maximum salary figure for Range A refers to a weighted average of the maximum salary points on the Group 1 headteacher pay range across all four geographical pay ranges.

Range B (the range with the highest minimum salaries): 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 2017, p. 11-12). The minimum salary figure for Range B refers to a weighted average of the minimum salary points on the Group 8 headteacher pay range across all four geographical pay ranges. The maximum salary figure for Range B refers to a weighted average of the maximum salary points on the Group 8 headteacher pay range across all four geographical pay ranges.

Proportion of school heads paid according to this salary range: The population of headteachers used as the denominator is full-time headteachers paid on Groups 1-8 of the headteacher pay ranges aged between 25 and 64 who are employed in maintained schools and academies.

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 government-dependent private schools and make up around three-quarters of secondary schools and a quarter 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 (63% 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 by statute. [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. Statutory salaries include bonus holiday pay. It is 4% for starting teachers, 5% for teachers with 10 years of experience and 6% for teachers with at least 15 years of experience. Bonus holiday pay is temporarily reduced by 30% in 2017 - 2019. [Back to main table for this Indicator](#)

France:

Notes on coverage and methodology: At ISCED 02 and 1 the scope (school heads with teaching responsibilities accounting for 50 per cent or less of the full teaching time) corresponds to school heads in charge of schools with 10 classes or more.

Statutory salaries of school head at ISCED 02-1 levels: gross index salary plus a scale bonus (*Bonus Indiciaire + Nouveau Bonus Indiciaire*) + residence allowance + allowance for follow-up and tutoring (*indemnité de suivi et d'accompagnement des élèves : ISAE*) + special head allowance (fixed part and variable part depending on school size);

Statutory salaries of school head at ISCED 24-34 levels: gross salary plus a scale bonus (*Bonus Indiciaire + Nouveau Bonus Indiciaire*) + residence allowance + allowance for functions, responsibility and results (*indemnité de fonctions, de responsabilité et de résultats : IF2R*):

Salaries included residence allowance, *Indemnité de sujétion spéciale de direction*: [Back to main table for this Indicator](#)

Greece:

For the calculation of the base salary that comprise part of the school heads' annual salary, the freezing of salaries is taken into consideration. Following the directions for the implementation of Law 4354/2015, a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Whereas, a month's salary in 2019 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A), or a month's salary in 2019 is the sum of the base salary of the frozen salary scales of 2011 and four quarters (4/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. From 1st January 2018 salary progression has been activated.

Data on gross annual statutory salaries are reported on the basis that school heads complete certain years of work experience on 1st September 2018. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2015, a month's salary in 2018 is the sum of the base salary of the frozen salary scales of 2011 and three quarters (3/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Whereas, a month's salary in 2019 refers to the full salaries provisioned in Law 4325/2015 (G.G. 47/A), or a month's salary in 2019 is the sum of the base salary of the frozen salary scales of 2011 and four quarters (4/4) 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.

The additional payments that all school heads receive on top of their base is the school head's allowance, varies depending on the category of school they serve. ISCED 02 and ISCED 1: in schools with 1, 2 or 3 classes the school head allowance is EUR 150 gross per month for 12 months (in total EUR 1 800 gross per year). ISCED 02 and ISCED 1: in schools with 4 or more classes and less than 120 students the school head allowance is EUR 250 gross per month (in total EUR 3 000 gross per year). ISCED 02 and ISCED 1: in schools with 4 or more classes and 120 or more students, the school head's allowance is EUR 300 gross per month (in total EUR 3 600 gross per year). ISCED 24: In schools with less than 120 students, the school head's allowance is EUR 250 gross per month (in total EUR 3 000 gross per year). In schools with 120 or more students, the school head's allowance is EUR 300 gross per month (EUR 3 600 gross per year). ISCED 34: EUR 300 gross per month for 12 months (in total EUR 3 600 gross) in schools with less than 120 students, EUR 350 gross per month for 12 months (in total EUR 4 200 gross per year) in schools with 120 or more students. In Greece civil servants including school heads and teachers do not receive a 13th month or a holiday allowance. [Back to main table for this Indicator](#)

Hungary:

At ISCED 02 and 1, the minimum is the salary of a teacher with 5 years of experience and the 40 % of the salary base for a bachelor's degree (HUF 182 700) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80 % of the salary base for a bachelor's degree (HUF 182 700).

At ISCED 24, the minimum is the salary of a teacher with 5 years of experience and the 40 % of the salary base for a bachelor's degree (HUF 182 700) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80 % of the salary base for a master's degree (HUF 203 000).

At ISCED 34, the minimum is the salary of a teacher with 5 years of experience and the 40 % of the salary base for a master's degree (HUF 203 000) and the maximum is the salary of a "Researcher Teacher" with at least 42 years of experience plus the 80 % of the salary base for a master's degree (HUF 203 000).

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 182 700 and for a master's degree it is HUF 203 000 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. [Back to main table for this Indicator](#)

Iceland:

At ISCED 34, the data concern around 30 school heads of public upper secondary schools, which are run directly by central government. Each school head negotiates an individual contract with the Icelandic Ministry of Education. The salaries of ISCED 34 school heads are the actual minimum and maximum pay.

Notes on interpretation: Salaries of school heads at ISCED 3 are no longer decided by an independent committee in accordance with statutory guidelines. From 2019 school heads sign a contract with the Icelandic Ministry of Education, according to an arrangement that applies to all heads of government agencies. Previous guidelines do not apply and information on the present guidelines are not available at this time. [Back to main table for this Indicator](#)

Ireland:

Data have been provided on the salaries of principals in the smallest sized schools, the largest sized schools and schools of average size. [Back to main table for this Indicator](#)

Italy:

The statutory salary is composed of a fixed part, the same for everyone, plus a variable part that varies between regions. For the calculation of the variable part we used the weighted average

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](#)

Japan:

Statutory salaries are described based on the model salary schedule for reference placed in ordinance in many prefectures. National schools are excluded from statutory salary data.

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: terminal allowance, special allowance for compulsory education staff, administrative allowance [Back to main table for this Indicator](#)

Korea:

The annual statutory salaries of school heads are calculated based on the law and regulations for the salary of public education officials.

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: allowance for management, maintenance allowance for position, research allowance. [Back to main table for this Indicator](#)

Latvia:

Information compiled from the central level regulations: The Regulations only defines the minimum monthly salary rate. There are nine salary groups for heads depending on the size of the school. :

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: If a school head is involved in teaching lessons too, and have received 1st, 2nd and 3rd quality level of professional activity performance evaluation system, he or she receive allowance proportionally to the teaching work rate. [Back to main table for this Indicator](#)

Lithuania:

Statutory salaries of school heads depend on the number of groups (pre-primary education) or students (primary and secondary education), the qualification level, the managerial experience and the number of years in service. [Back to main table for this Indicator](#)

Luxembourg

There are no school heads in pre-primary and primary schools. Salary reported includes 13th month:

Part of social security and pension scheme paid by employers are excluded in this report (-2.8% for social security, -8% for pension scheme compared to previous years). [Back to main table for this Indicator](#)

Mexico:

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: Christmas bonus, vacation bonus, extraordinary payment for curricular services, assignment for the organization 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.

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Netherlands:

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: 13 month, holiday pay, *inkomenstoelage*, *bindingstoelage*, *incidentele uitkering*. [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 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. [Back to main table for this Indicator](#)

Poland:

Starting/minimum statutory salary includes the base salary, the additional annual remuneration, the years in service allowance (6%), the holiday allowance and the post-related allowance (average amount of post-related allowance according to School Education Information System (SIO), March 2018).

The maximum statutory salaries of school heads was calculated as the sum of basic salary and bonuses that constitute a regular part of the annual basic salary like seniority allowance, thirteenth month and holiday benefits. The actual data on position allowances for school heads is collected in the administrative database (School Education Information System, SIO).

Due to the educational reform in Poland implemented since the beginning of 2017, starting in September 2017 the 3-year gimnazjum (lower secondary school - ISCED 24) will be gradually phased out. Pupils graduating from the 6 grade of primary school become pupils of grade 7 in a new 8-year primary school. During transitional period (in school year 2018/19) ISCED 1 includes 6 years of primary school and ISCED 2 includes grade 7 and 8 of primary school and 1 grade of lower secondary school.

Statutory salaries include the additional payments that all schools heads receive on top of their base salaries and that constitute a regular part of the annual base salary: additional yearly salary, holiday allowance, seniority bonus. [Back to main table for this Indicator](#)

Portugal:

In Portugal, a “school head” is a teacher in the position and with the duties of a “principal”, not existing any differences between school heads at different ISCED levels. Principals, deputy principals and assessors receive an increase in salary during the assignment for the position and according to the total number of students in their respective clustered and non-clustered schools.

The school head’s gross salary is made of two main subjects:

the sum received as a school teacher, calculated according to the career position (roughly, the number of years’ service); this amount is paid 14 times a year – 12 months, holiday and end of the year payments;

the “school head” allowance, calculated according to the number of students enrolled in the school or school cluster, paid monthly 12 times a year; the allowance varies between EUR 200 per month (schools/schools clusters with less than 301 students enrolled) to EUR 750 per month, for schools/schools clusters with more than 1500 students enrolled).

The table illustrates the school heads salaries, in the school year 2018/2019.

School year 2018/2019 (annual values, in Euros)

Students enrolled in the school/school cluster	Statutory teacher salary		School head allowance	School head salary	
	Min	Max		Min	Max
300 or less students	22 290	44 315	2 400	24 690	46 715
301 to 600 students	22 290	44 315	3 600	25 890	47 915
601 to 900 students	22 290	44 315	5 400	27 690	49 715

901 to 1200 students	22 290	44 315	7 800	30 090	52 115
1201 to 1500 students	22 290	44 315	8 400	30 690	52 715
more than 1500 students	22 290	44 315	9 000	31 290	53 315

[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. Statutory salaries of school heads refer to the Headteacher and Deputy Headteacher Spine. [Back to main table for this Indicator](#)

Slovenia:

At ISCED 02 level, data refer to school heads of kindergartens that provide ISCED 01 and 02 levels. At ISCED 1 and 24, data refer to school heads of basic schools that provide both educational levels. At ISCED 34, data refer to school heads (directors (*direktorji*) and head teachers (*ravnateljji*)) of schools, school centres and organisational units of schools/centres which provide general educational programme.

School heads may be placed in grades 47 to 53 of the salary scale at ISCED 0, 1 and 2, and 46 to 55 at ISCED 34. Legislation and collective agreements 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.

School heads are classified on a salary scale: ISCED 0 and ISCED 1 and 2 - from 47 to 53; ISCED 34 - from 46 to 55.

Statutory salaries include basic salary which is determined by the salary grade into which the school head of a kindergarten/school/centre/organisational unit is classified, length of service bonus (10 years for minimum salary and 40 years for maximum salary; 0.33% of basic salary per year), holiday bonus (EUR 886.63) and reimbursement for meals during work (on average EUR 3.86 per working day - for 10.25 months). [Back to main table for this Indicator](#)

Spain:

School heads receive 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:

In Sweden salary levels are not regulated by law and salary tariffs does not exist. Actual teachers' salaries, including bonuses and allowances. Thus, no reference to regulation or official document can be provided. Instead we use data from the national registers.

"Starting/minimum salaries" has been interpreted as school heads having worked for 1-2 years. The median value of these salaries are reported. Salaries at the top of the range/maximum salaries" has been interpreted as school heads belonging to the 90 percentile, which means that 10 % of them have higher or the same salary as the 90 percentile. Allowances are included.

First, a joint table was created from the Register of teaching personnel 2018 and the Register of personnel in pre-primary 2018. Duplicates were corrected. (If an individual appear both as a teacher and a school head, he/she is considered as principal if the scope of school head service is > 50 %, otherwise he/she will be counted as a teacher. However, if the service scope for the teacher service and the school head service is high (50/50 or 65/65), the individual was counted as a teacher. This has historical reasons, before the collection of school head's salaries in OECD teachers with a teacher service and a school head service of (for example of 50/50 or 65/65) was only counted as teacher.

Second, a match was made to the Register of wage and salary structures and employment in the primary municipalities 2018, to retrieve data on salary, age and gender. Then the groupings were made according to the instruction. [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.

For salaries of school heads with minimum qualifications: Minimum salary refers to the most prevalent qualification (master's degree) with 2 or fewer years of experience and maximum salary refers to the most prevalent qualification (master's degree) with 15 or more years experience. For salaries of school heads with maximum qualifications: Minimum salary refers to the most prevalent qualification (master's degree) with 2 or

fewer years of experience and maximum salary refers to the highest qualification (education specialist or doctoral degree) with 15 or more years experience. [Back to main table for this Indicator](#)

[Metadata on school heads and their compensation system \(in public institutions\): Tables D3.18 and D3.20.](#)

Interpretation

Australia:

Notes on interpretation: 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.

Schools with students with special educational needs (in mainstream classes): Taken into account in Principal classification outcome

School in a disadvantaged, remote or high cost area (location allowance): Taken into account in Principal classification outcome. [Back to main table for this Indicator](#)

Belgium (Flemish community)

Allowances related to participation in school or other management in addition to teaching duties: Allowances for general director ('algemeen directeur'), coordinating director ('coördinerend directeur') or director coordinator ('directeur coördinatie') in school clusters/groups of schools: min EUR 707.33 per month and max EUR 990.26 per month

Allowances related to further formal qualifications: Different fixed amounts according to different qualifications: min EUR 45.82 per month; max EUR 137.49 per month.

School heads that got the qualification after 1 September 2010 do not get the allowances anymore. If they got it before 1 September 2010, the allowance can still 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](#)

Colombia

Notes on interpretation: For this report we used information regulated in the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector is governed by this statute Therefore, the percentages are measured in relation to this scale.

Allowances related to special tasks: It is voluntary at the discretion of individual teachers or head teachers. No additional payment

Allowances related to further formal qualifications: The entrance to the teaching career is carried out through a merit contest and salary range is in accordance with the teacher's qualification. A teacher enters at a specific salary range, and when he/she finishes a postgraduate program, must hand in formally the corresponding documents, to receive an increase in their salary, according to the increment established by the salary law.

Allowances related to successful completion of (continuing) professional development activities: Having analysed the definition of "professional development activities" in the manual, it became clear that there is no direct salary increase or allowance for having participated in these activities. These are offered by the national and local governments, and may give points during promotion merit contests, so this is considered an allowance.

Allowances related to outstanding performance in teaching: The teaching director who complies with the management indicator, both in the student retention component, and in the quality component, and reports on time the information in the defined system, receives an additional recognition equivalent to his last basic monthly salary at the end of the school year.

Allowances related to teaching in a disadvantaged, remote or high cost area: The salary law establishes an increase in the base salary as a set percentage for teachers who work in areas that are difficult to access (for geographical or violence-based reasons)

Allowances related to residence allowance: Transportation and food aid is paid to teachers who earn up to a certain salary level. [Back to main table for this Indicator](#)

Costa Rica

Allowances related to participation in school or other management in addition to teaching duties: There is no additional payment for extra duties. Participation in other duties is asked from regional or national offices.

Allowances related to teaching more classes or hours than required by full-time contract: It depends on the work load and the duties of the position.

Allowances related to students counselling: It is part of the position duties according to the students needs and school context.

Allowances related to engaging in extracurricular activities: Extracurricular activities do not include an additional payment. They are defined by regional or national offices.

Allowances related to special tasks: It is part of the duties of the position and by collaboration

Allowances related to class teacher/form teacher: It is only for multigrade schools or for schools DEGB 1 which have around 100 student population each.

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: These duties come with the position.

Allowances related to 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 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 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 1 000-2 000 monthly (further qualification required).

School counsellor performing specialised methodical and complex counselling activities provided that he/she has fulfilled the further qualification defined by law is entitled to progression to higher salary category.

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 allowances can be paid for performing additional tasks such as administration of a school library, checking school materials, organising school competitions, mentoring and support for other teachers. The individual allowance can amount to 50 % (in some cases up to 100 %) of the pay rate of the highest pay grade of the pay category.

Class teacher/form teacher: Allowance for a 'class teacher': CZK 500-1 300 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 1 000-2 000 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. 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.

Family status (e.g. married, number of children): There are no school heads allowances related to the family status. According to general legislation, however, he or she as every citizen can apply for child benefits - the criteria are based on family income. [Back to main table for this Indicator](#)

Denmark

Notes on interpretation: ISCED 34 General: In Denmark, all public ISCED 34 general institutions are self-governing. Therefore, the authority level is typically the school-board. The school-board is the employer of the school head and all wage negotiations for school heads employed in accordance with the new collective agreement (Modst. nr. 045-19) are therefore carried out between the school-board and the school head. However, at the time of the employment, the Danish Ministry for Education has to approve the negotiated salary for a school head. All subsequent allowances (bonuses and non-regular allowances etc.) do not have to be approved by the Ministry of Education.

We have provided responses that seem fitting for ISCED 02, 1 and 2. The reason for this choice is that the authority level differs between these ISCED levels and ISCED34. In the cases, where there are differences to ISCED34, we have reported ISCED34 as the exception to the rule with an explanation below. Often the only difference will be that the local authority level is different.

Allowances related to participation in school or other management in addition to teaching duties: At ISCED 02, 1 and 2, the allowance is usually rewarded with a one-off payment although a regular payment is also possible. At ISCED34, it is at the discretion of the school board.

Allowances related to teaching more classes or hours than required by full-time contract: At ISCED 02, 1 and 2, local authorities may compensate school heads for overtime with an incidental additional payment. At ISCED34, it is to the discretion of the school board.

Allowances related to further formal qualifications: At ISCED 02, 1 and 2, local authorities may compensate school heads for further formal qualifications with a regular additional payment. At ISCED34, it is to the discretion of the school board (not the local authority).

Allowances related to successful completion of (continuing) professional development activities: At ISCED 02, 1 and 2, local authorities may compensate school heads for the successful completion of CPD activities with an incidental additional payment. At ISCED34, it is to the discretion of the school board (not the local authority).

Allowances related to outstanding performance in teaching: Primary and lower secondary schools must deliver every second year to the municipality's school department a comprehensive description of the quality of the school. Accordingly, a development contract with areas of action to be taken or continued at the school is concluded (typically for 2 years) as well as a performance contract for the school leader. An annual assessment of the results may entitle the school head to get an annual allowance.

At ISCED 34, the decision is taken by the school board. Usually, results-based-contracts are negotiated for the school head at the start of the school year. The contract typically states that if the school head fulfils a goal set up by the school board, then the school head will be rewarded with a bonus.

Allowances related to teaching students with special educational needs (in mainstream classes): ISCED 02: In ECEC facilities, all children are enrolled no matter their special needs.

ISCED 1 and 2: It is very normal for schools to have students with special educational needs enrolled in mainstream classes, but no extra allowance is granted to the school head for this reason.

ISCED 34: Typically, all students at ISCED 34 general programmes have the basic proficiencies/skills to start on the education because there are academic requirements that need to be met in order to be enrolled.

Allowances related to teaching in a disadvantaged, remote or high cost area: In order to attract school heads to areas where it is difficult to attract school heads, a higher salary is sometimes paid. [Back to main table for this Indicator](#)

England (United Kingdom)

Notes on interpretation: The structure of the salary framework for school heads, which consist of ranges for eight headteacher groups, is designed to enable the governing board to take account of the responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. There are no separate allowances or additional payments other than separate geographical pay ranges for headteachers employed in different areas: Inner London Area; Outer London Area; the Fringe Area; England and Wales (excluding the London Area). This is to reflect the cost of living in different areas of England.

Allowances related to teaching in a disadvantaged, remote or high cost 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 the London Area). This is to reflect the cost of living in different areas of England. [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): Percentage of base salary: 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:

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Allowance for tutoring, master trainer: EUR 1 250

Outstanding performance: For school heads at ISCED 2-3 levels, a part of the "indemnité de fonctions, de responsabilités et de résultats" takes into account the results of the professional interview and is paid every 3 years. 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 school head's "lettre de mission" (engagement letter).

Allowances related to working conditions:

School in a disadvantaged, remote or high-cost area (location allowance): same as for teachers (see section "Criteria and decision level for various types of salary payments")

Residence allowance (not dependent on a particular location): Same as for teachers (see section "Criteria and decision level for various types of salary payments")

Family status (e.g. married, number of children): Same as for teachers see section "Criteria and decision level for various types of salary payments"). [Back to main table for this Indicator](#)

Greece:

Allowances related to students counselling: School heads are responsible in collaboration with the teachers for maintaining discipline, but this task is not compensated with an allowance.

Allowances related to special tasks: School heads have the duty to support other teachers including new teachers and substitute teachers, but they do not receive an allowance.

Allowances related to 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.

Allowances related to other tasks and responsibilities of teachers: 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 with an allowance.

Allowances related to further formal qualifications: 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.

Allowances related to teaching in a disadvantaged, remote or high cost area: The allowance for serving in a remote or borderline region is EUR 100 gross per month.

Allowances related to family status: The family allowance received by all civil servants including school heads is EUR 50 gross per month for one dependent child, EUR 70 for two dependent children, EUR 120 for three, EUR 170 for four, and EUR 70 for each child above four. [Back to main table for this Indicator](#)

Hungary:

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): 5-10% of the base salary.

School in a disadvantaged, remote or high cost area (location allowance): 10-30% of the base salary. [Back to main table for this Indicator](#)

Iceland:

Allowances related to teaching more classes or hours than required by full-time contract: ISCED 3: 1.2 hours of a specific salary level. ISCED 0, 1, 2: 1.0385 % of the employee's monthly salary.

Allowances related to further formal qualifications: Local authorities decide on this allowance, except for ISCED3 schools where it is determined by an independent board. [Back to main table for this Indicator](#)

Ireland:

Allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Other: Co-ordinating provision in July for pupils/students with autism. School heads at ISCED 1, 24 and 34 who co-ordinate July provision receive an additional salary that is calculated on the basis of each day worked and at a rate that is linked to their existing salary as principal.

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 minimum qualification to be a school head is the minimum qualification required for recognition as a teacher, in addition to being required to have a specified level of teaching experience. Similar to teachers, principals who entered the teaching profession prior to 2011 and who prior to 2011, gained additional qualifications other than the minimum qualifications are paid allowances for the additional qualifications.

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 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 all Irish school outside of the Gaeltacht is EUR 1 583. [Back to main table for this Indicator](#)

Israel:

Notes on interpretation: In most cases, kindergartens in Israel include one class. Most of the main teacher's work is not devoted to management.

Allowances related to teaching more classes or hours than required by full-time contract: Since the complete application of the New Horizon Reform to the school heads in the primary and lower secondary education, the school heads cannot work overtime, by the collective agreements. In the upper secondary education, after the Oz Letmura reform, in big schools, school head can work more than 100% with the approval of the Ministry of Education and the decision of the school's owners. The manager salary will increase respectively (but it's very rare).

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

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 pre-schools in primary and lower secondary schools - a separate salary table with no management compensation. In the primary and lower secondary education, after the New Horizon reform, a school head doesn't receive a supplementary payment for education degree and teaching seniority. In the upper secondary education a school head receive allowance for MA and PH d, for professional development and teaching seniority.

Allowances related to successful completion of (continuing) professional development activities: Impact on the salaries: in the primary and lower secondary education, after the New Horizon reform, personal management ranks (A-D), and in the upper secondary education, after the Oz Letmura reform, supplement for professional development as a percentage of the base salary

Outstanding performance: In the upper secondary education, a school head can receive between ILS 3 169 to ILS 8 451 for school performance. The school owners can add a separate grant for successful schools.

Allowances related to teaching students with special educational needs (in mainstream classes): In the primary and lower secondary education, impact on the complexity level and on the head school salary table.

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. Incentives for managers - very negligible

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.

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Italy:

Allowances related to qualifications, training and performance

Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.): An evaluation system for school heads was set up. Each region shares among school managers 15-85% of the yearly amount available at regional level to compensate school principals for the pursuit of the school improvement objectives set a regional level. An integration of the variable part of result compensation [Back to main table for this Indicator](#)

Latvia:

Notes on interpretation: 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): Student counselling is part of his/her duties as a teacher, but these tables are about 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): If a school head performs also duties of interest-related education teacher (extracurricular activities teacher) he or she receives salary for respective workload. However, these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties)

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. However, these tables are about allowances related to other tasks and responsibilities as school heads (not to teaching duties)

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Depends on local authority.

Allowances related to qualifications, training and performance:

Successful completion of (continuing) professional development activities: CPD is professional duty of teachers and school heads (all pedagogical staff) and regulation says that it should take place 36 hours in every three years. However, it is not described by regulation that this duty and formation of base salary is linked.

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 1st, 2nd, and 3rd quality level (professional activity quality evaluation system) receive allowance of EUR 45, EUR 114, and EUR 140 respectively in relation to one teaching work rate.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): 10% of the monthly salary.

Other criteria:

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 up to 25%

Allowances related to other tasks and responsibilities of teachers: Basic salary may increase from 5 to 20 % in other cases determined by local authorities. Basic statutory salary may increase up to a maximum of 25 percent.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): Basic salary may increase from 5 to 20 % for leading a school with 10 or more SEN students or with a unit with SEN students. [Back to main table for this Indicator](#)

Luxembourg

Allowances related to teaching more classes or hours than required by full-time contract: 1/173 of the monthly salary is paid for every supplementary hour of work

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Mexico

Allowances related to special tasks: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to class teacher/form teacher: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to participation in mentoring programmes and/or supporting new teachers in induction programmes: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to further formal qualifications: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to successful completion of (continuing) professional development activities: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to outstanding performance in teaching: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

Allowances related to teaching in a disadvantaged, remote or high cost area: The decision level is between (1) Central/State government and (3) Local authorities the amount of the allowance and/or how this is calculated are not available

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

Netherlands:

Notes on interpretation: School boards decide on these allowances. [Back to main table for this Indicator](#)

New Zealand:

Notes on interpretation: The New Zealand Education System does not have a 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.

Although there do exist allowances for school heads, these are complex and we have not yet had the time to work through supplying these. [Back to main table for this Indicator](#)

Norway:

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Working overtime: Local authorities decide whether a school head is covered by the overtime regulations or not. When school heads are, they receive a 50% overtime premium.

Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention): An annual compensation of minimum NOK 12 000

Class teacher/form teacher: An annual compensation of minimum NOK 12 000 [Back to main table for this Indicator](#)

Poland:

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: The motivation incentive (management performance appraisal): The allowance specified in central regulations and the amount of it determined/adopted by the local authorities.

In March 2018 the actual average value of the motivation incentive for all Polish school heads amounted to PLN 593 (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 5 000 inhabitants.

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 working conditions:*

School in a disadvantaged, remote or high-cost area (location allowance): Where a headteacher or depute headteacher resides at a residential special school, or in such close proximity that they can undertake immediate action in respect of management and supervisory tasks arising outwith teaching hours, and responsibility for such tasks is an accepted part of the duties of the post, the salary for the post will be increased by GBP 18 627 for a headteacher and GBP 15 009 for a depute headteacher per annum from 1 April 2018.

Allowances related to teaching in a disadvantaged, remote or high cost area: The Remote Schools Allowance from 1 April 2019 is GBP 1 515 per annum for payments in accordance with paragraph 1.3(a) and GBP 2 841 per annum for payments in accordance with paragraph 1.3(b).

The Distant Islands Allowance from 1 October 2018 is GBP 2 157 per annum.

Explanatory notes: Where 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 (http://www.snct.org.uk/wiki/index.php?title=Appendix_2.5). [Back to main table for this Indicator](#)

Slovak Republic:

Notes on interpretation: Law on the Remuneration of Employees in the Performance of Work No. 553/2003 <http://www.zakonypreludi.sk/zz/2003-553>. Regulations do not indicate the amount for many allowances.

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Class teacher/form teacher: 5% of salary with 32 years of experience in 1 class, 10% of salary with 32 years of experience in 2 classes.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: 4% of salary with 32 years of experience for 1 new teacher, 8% of salary with 32 years of experience for 2 new teachers.

Allowances related to qualifications, training and performance:

Outstanding performance (based on high student achievement, annual appraisals, independent assessment of teaching/management skills, etc.): Nature of compensation can be monetary or not. School heads' performance is evaluated based on good student achievement.

Allowances related to working conditions:

Schools with students with special educational needs (in mainstream classes): 1%-2.5% of salary if in class, there are 30% or more students with special educational needs.

Residence allowance (not dependent on a particular location): Paid only in the first year. [Back to main table for this Indicator](#)

Slovenia:

Notes on interpretation: Allowances are specified by law and collective agreement.

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 school heads (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 school heads for years of employment in public sector (10 years: EUR 288.76; 20 years: EUR 433.13; 30 and years: EUR 577.51). [Back to main table for this Indicator](#)

Spain:

Allowances related to other tasks and responsibilities of teachers: In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals).

Allowances related to qualifications, training and performance:

Successful completion of (continuing) professional development (CPD) activities: Fixed amounts as extra-salary supplement, every five-six year periods, for teachers who have done at least a minimum number of hours of recognised lifelong learning activities as Continuous Professional Development (CDP). This supplement varies from period to period (a maximum of five periods) and may be different according to the educational level. To receive this supplement, teacher apply for and accredited the relevant requirements.

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): Head teachers receive a specific amount depending on the type of school and the number of registered students enrolled each year. Geographical location refers to the Autonomous Communities of Canarias and Illes Balears, the Cities of Ceuta and Melilla, the Spanish schools abroad as well as to some areas with a specific dialect. Fixed amounts (they may be different for each level of education) that consist of allowances given to all teachers working in those regions or areas, but not of personal allowances.

Other criteria:

Other: In some Autonomous Communities, fixed amounts for school heads that support in school transport and educational attention to students in the school canteen (e.g. caring children in the school transport and during the school meals). [Back to main table for this Indicator](#)

Sweden:

The nature of compensation is determined individually for each school head. Schools who operate under particularly challenging circumstances can apply for a national government grant ("statsbidrag för skolledare och extra karriärtjänster") to cover increased salary costs related to employment of specially skilled school leaders.

If granted, the school could increase the salary of the school head by SEK 10 000 per month. (<https://www.skolverket.se/skolutveckling/statsbidrag/statsbidrag-for-skolledare-och-extra-karriartjanster-2018-19>).

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

Switzerland:

Allowances related to other tasks and responsibilities as school heads (not to teaching duties):

Participation in other management in addition to school head duties or engaging in extracurricular activities or students counselling or special tasks (e.g. training student teachers and providing support to other teachers.) or being a class/form teacher or participation in mentoring programmes and/or supporting new teachers in induction programmes: Not part of the tasks.

Working overtime: School heads are usually not paid if they work overtime.

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.): Continuing education for the professional development are compulsory.

Outstanding performance: Evaluation by cantonal authorities (school superintendent) and school board

Allowances related to working conditions: Schools with students with special educational needs (in mainstream classes): Students or classes receive more resources (additional lessons).

School in a disadvantaged, remote or high-cost area (location allowance): The state government (cantonal authorities) can provide additional lessons

Other criteria:

Residence allowance (not dependent on a particular location): The canton decides on the amounts

Family status (e.g. married, number of children): The canton decides on the amounts [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 TRY 49 (for those younger than 72 months) and TRY 77 (for those older than 72 months), for the second is TRY 99 (for those younger than 72 months) and TRY 153 (for those older than 72 months), and third one is TRY 157 (for those younger than 72 months) and TRY 238 (those older than 72 months) per month). [Back to main table for this Indicator](#)

INDICATOR D4: How much time do teachers and school heads spend teaching and working? [\(Back to chapter D\)](#)

		D4			
		Methodology Source			
		D4.1, D4.2 and D4.6 Coverage, methodology and interpretation	D4.3 and D4.4 Interpretation	X3.D4.6 (Annex 3) Coverage, methodology and interpretation	D4.5 and D4.7 Coverage, methodology and interpretation
OECD	Australia	AUS	AUS	AUS	AUS
	Austria	AUT			AUT
	Belgium (Fl.)	BFL	BFL		BFL
	Belgium (Fr.)	BFR	BFR		BFR
	Canada	CAN	CAN		CAN
	Chile	CHL	CHL		CHL
	Colombia	COL	COL		
	Costa Rica	CRI	CRI		
	Czech Republic	CZE	CZE		
	Denmark	DNK	DNK		
	England	ENG	ENG	ENG	ENG
	Estonia	EST	EST	EST	EST
	Finland	FIN	FIN		FIN
	France	FRA	FRA		FRA
	Germany	DEU	DEU		DEU
	Greece	GRC	GRC		GRC
	Hungary	HUN	HUN		
	Iceland	ISL	ISL		
	Ireland	IRL	IRL		IRL
	Israel	ISR	ISR		ISR
	Italy	ITA	ITA		ITA
	Japan	JPN	JPN	JPN	JPN
	Korea	KOR	KOR		KOR
	Latvia	LVA	LVA	LVA	LVA
	Lithuania	LTU	LTU		
	Luxembourg	LUX	LUX		LUX
	Mexico	MEX	MEX		
	Netherlands	NLD	NLD		NLD
	New Zealand	NZL	NZL	NZL	NZL
	Norway	NOR	NOR		NOR
	Poland	POL	POL	POL	
	Portugal	PRT	PRT	PRT	PRT
	Scotland	SCO	SCO		
	Slovak Republic	SVK			
Slovenia	SVN	SVN	SVN	SVN	
Spain	ESP	ESP		ESP	
Sweden	SWE	SWE		SWE	
Switzerland	CHE		CHE		
Turkey	TUR	TUR			
United States	USA	USA	USA	USA	
Partner	Argentina				
	Brazil	BRA	BRA		BRA
	China				
	India				
	Indonesia				
	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 (school year) for teaching and working time of teachers

Country	Sources	Reference period
Australia	<i>Statutory time:</i> Education Departments from the States and Territories <i>Activities and tasks requirement:</i> Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award.	2019
	<i>Actual data:</i> State submissions.	2018
Austria	<i>Statutory data:</i> Legal documents (Civil Service Code).	2018/19
Belgium (Fl.)	<i>Statutory time of teachers:</i> Decree and decisions of the Flemish Government (Related links: link1 link2 link3 link4). <i>Statutory time of school heads:</i> Legislation (for the holidays and the tasks of school heads) (Related links: link1 link2). <i>Activities and tasks requirement:</i> Decree and decisions of the Flemish Government (Related links: link1 link2 link3 link4).	2018/19
Belgium (Fr.)	<i>Statutory data:</i> <i>Directives officielles sur l'organisation de l'année scolaire : Circulaire n°6720 du 28 juin 2018 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2018-2019; Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement.; Circulaire générale n°6741 du 4 juillet 2018 relative à l'organisation de l'enseignement secondaire ordinaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2018-2019 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2018-2019.; 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, Arrêté royal du 15 janvier 1974 pris en application de l'article 160 de l'arrêté royal du 22 mars 1969 fixant le statut des membres du personnel directeur et enseignant, du personnel auxiliaire d'éducation, du personnel paramédical des établissements d'enseignement gardien, primaire, spécialisé, moyen, technique, artistique et normal de l'Etat, des internats dépendant de ces établissements et des membres du personnel du service d'inspection chargé de la surveillance de ces établissements; and calendrier scolaire 2018-2019 (link).</i>	2018/19
Brazil	<i>Statutory data:</i> National Education Law n.9394/1996 (Art. 13; Art. 24 - I; Art. 31 - II).	2019
Canada	<i>Statutory data:</i> Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements.	2018/19
Chile	<i>Statutory data:</i> Law N° 19070 "Teacher Statute"; Law N° 20903 of New System of Teacher Education and Professional Development; information from the National Centre for Improvement, Experimentation and Pedagogical Research (CPEIP).	2019
Colombia	<i>Statutory data:</i> <i>Ministerio de Educación Nacional – SINEB</i> Law 715 / 2001; Law 1850 / 2002.	2018/19
Costa Rica	<i>Statutory time:</i> Guidelines on schedules for different cycles, levels, offers and modalities of the Costa Rican education system, Ministry of Public Education, 2015; 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 2019, Ministry of Public Education. <i>Activities and tasks requirement:</i> General Directorate of Civil Service.	2019
Czech Republic	<i>Statutory and actual data:</i> Education Act and regulation.	2018/19

Country	Sources	Reference period
Denmark	<i>Statutory data:</i> Collective agreements between teachers' unions (LC) and Ministry of Finance (Minister for Public Sector Innovation) or Local Government Denmark (KL), Danish Ministry of Education.	2018/19
England (UK)	<i>Statutory data:</i> School Teachers Pay and Conditions Document(STPCD) 2018 (link). <i>Actual data:</i> Teachers Workload Survey (TWS) 2019 (link).	2018/19 2018/19
Estonia	<i>Statutory data:</i> Legislative acts (Employment Contracts Act, Working time of educational staff regulation by the Government of the Republic), Estonian Education Information System (EHIS). <i>Actual data:</i> Estonian Education Information System (EHIS).	2018/19 2017/18
Finland	<i>Statutory data:</i> Collective agreement for municipal personnel 2018-2019 (link) and collective agreement for education personnel 2018-2019 (link).	2018/19
France	<i>Statutory data:</i> Legal documents: - <i>Premier degré</i> (pre-primary and primary levels): Decree n°89-122 from February 24th, 1989 (link); Decree n°2008-775 from July 30th, 2008 (link); Decree n°2017-444 from March 29th, 2017 (link); Decree n°2013-790 from August 30th, 2013 setting the <i>Indemnité de suivi et d'accompagnement des élèves</i> (ISAE) allowance to teachers from pre-primary and primary education. - <i>Second degré</i> (lower secondary and upper secondary levels): Code of Education (link); Decree from August 28th, 2007 (link); Decree n°2011-1716 from December 1st, 2011 (link); Decree n°2014-940 from August 20th, 2014 (link); Decree n°2015-475 from April 27th, 2015 setting the <i>indemnités pour missions particulières</i> (IMP) at secondary education (allowances for specific missions) (link); Circular n°2015-058 from April 29th, 2015 explaining the modalities for the attribution of the IMP (link); Ministry of Education website, general inspection report on the <i>indemnités pour missions particulières</i> (allowances for specific missions) (link); Decree n°93-55 from January 15th, 1993 setting the " <i>Indemnité de suivi et d'orientation des élèves</i> " (ISOE) allowance to teachers lower and upper secondary education.	2018/19
Germany	<i>Statutory data:</i> Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany.	2018/19
Greece	<i>Statutory data:</i> National legislation (Laws, Presidential Decrees, Ministerial Decisions and Circular Letters issued mainly by the Ministry of Education); Law 1566/1985 Ch. D (G.G. 167/A1985); Ministerial Decision F.353.1./324/105657/Δ1/2002, art. 27-32 (G.G.1340/B/2002); Ministerial Decision 127187/E1/2016 (G.G. 2524/B/2016); Law 4547/2018, art. 49 (G.G. 102/A/2018); Law 4152/2013, subparagraph 0.2, par.2, (G.G. 107/A/2013). <i>Activities and tasks requirement:</i> Law 1566/1985 art. 13 par. 8 (G.G. 167/A/1985) as amended by Law 4512/2018, Article 245 (G.G. 5/A/17-1-2018), Ministerial Decision 353.1/324/105657/Δ1/2002 (G.G. 1340/B/2002), articles 36-39, Presidential Decree 104/1979 article 2, par. 2, Circular Letter Φ272/Δ2/8761/24-06-1982, Ministerial Decision 304/13-03-2003, chapter VI. (on assessment), Circular of the General Accounting Office with ref. nr. 2/31029/ΔΕΠ/6-5-2016 (ΑΔΑ: ΩΑ9ΣΗ-ΟΝΜ) Article 20, Γ1 on compensation for overtime teaching. Ministerial Decision 158733/ΓΔ4/2018 on Regional Training Planning Centres (PEKES) (G.G. 4299/B/2018).	2018/19
Hungary	<i>Statutory data:</i> Act CXC of 2011 on Public Education; Government decree 326/2013. (VIII. 30.) on the teacher promotion system and the implementation of the Act XXXIII of 1992 on public servants in public education institutions; Government decree 277/1997. (XII. 22.) on teacher in-service training, teacher examination and on the benefits and reductions provided for participants in in-service training; Ministerial decree 20/2012. (VIII. 31.) (Ministry of Human Resources) on the operation of public education institutions and on the use of names of public education institutions; Local regulations.	2018/19
Iceland	<i>Statutory data:</i> Legal documents, school acts relating to pre-primary, compulsory and upper secondary school levels; Collective agreements between central and local government and teacher union.	2018/19
Ireland	<i>Statutory data:</i> Department of Education and Skills Circulars: 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 2013-2016 (Haddington Road Agreement) Supervision and Substitution Scheme	2018/19

Country	Sources	Reference period
	<p>Circular 0043/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (post-primary))</p> <p>Circular 0052/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (primary))</p> <p>Circular 61/2015 Primary Language Curriculum/<i>Curaclam Teanga na Bunscoile Circular</i></p> <p>Circular 0042/2016 Review of Public Service Stability Agreement</p> <p>Circular 0009/2017 Standardisation of the School Year in respect of Primary & Post-Primary Schools for the years 2017/2018, 2018/19, and 2019/20</p> <p>Circular 0079/2018 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2018/19</p> <p>Circular 0070/2018: Leadership and Management in Primary Schools</p> <p>Circular 10/2018: Staffing arrangements in Primary Schools for the School Year 2018/19 Appendix B</p> <p>Education Act (1998): Section 22 and Section 23 Functions of Principal and Teachers / Principal.</p>	
Israel	<i>Statutory data</i> : Employment Agreement between teachers' unions and the Ministry of Education and its departments and the publications of the Ministry's General Manager.	2018/19
Italy	<i>Statutory data</i> : National Collective Contract for personnel in the education and research sector - Years 2016-2018 (GU n.168 del 19-7-2019), Ministerial decree n.696 of 8 August 2012 - L.107/2015, National Teachers' Collective Contract 29/11/2007.	2018/19
Japan	<p><i>Statutory and actual data</i>: 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 Teachers Survey; Act on Working Hours, Leaves, etc. for National Public Officers Engaged in Regular Services; School Basic Survey.</p> <p><i>Activities and tasks requirement</i>: Urgent measure for work style reforms in schools (determined by the Minister of Education, Culture, Sports, Science and Technology on 26th Dec 2017).</p>	2016/17 (teaching time), 2018/19 (working time)
Korea	<p><i>Statutory time</i>: Basic Statistics of Education (Ministry of Education & Korean Educational Development Institute), State Public Officials Service Regulations, Educational Officials Act, Early Childhood Education Act, Elementary and Secondary Education Act.</p> <p><i>Activities and tasks requirement</i>: Elementary and Secondary Education Act; Enforcement Decree of the Elementary and Secondary Education Act; Early Childhood Education Act; Enforcement Decree of the Early Childhood Education Act.</p>	2019
Latvia	<p><i>Statutory time</i>: General Education Law (1999); The Labour Law (2002); Regulation on Starting and Ending Time of the School Year 2017/2018 and Learning Semesters (2016); Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016).</p> <p><i>Actual data</i>: State Education Information System (<i>Valsts izglītības informācijas sistēma</i>).</p>	2018/19 2017/18
Lithuania	<p><i>Statutory data</i>: Labour Code, Orders of the Minister of Education and Science on: General Teaching Plan of the Primary Education Curriculum for the Years 2017-2019; General Teaching Plans of the Basic and Upper-Secondary Education Curricula for the Years 2017-2019; General Teaching Plan of the Vocational education for the 2017-2018 School Year; Rules of the Payment of the Pedagogical Staff and other Employees in Educational Institutions.</p> <p><i>Activities and tasks requirement</i>: Order of the Minister of Education and Science on the Description of the Composition of the Working Time Payment for the Pedagogical Staff in Educational Institutions (except Pre-primary Education) (2018); Order of the Minister of Education and Science on the Description of the Rules of the Payment for the Pedagogical Staff and other Employees in Educational Institutions (2013) (Pre-primary Education).</p> <p><i>Actual data</i>: Education Management Information System (EMIS).</p>	2018/19 2017/18
Luxembourg	Laws on primary education (link) and secondary education (link).	2018/19
Mexico	<i>Statutory data</i> : Secretariat of Public Education (SEP).	2018/19
Netherlands	<i>Statutory data</i> : Collective labour agreement for primary education (cao PO); collective labour agreement for general secondary education (cao VO); and collective labour agreement for vocational education (cao MBO).	2018/19
New Zealand	<p><i>Statutory data</i>: Primary Teachers' Collective Agreements, Secondary Teachers' Collective Agreements, Primary Principals' Collective Agreement, Secondary Principals' Collective Agreement.</p> <p><i>Actual data</i>: Teaching and Learning International Survey (TALIS).</p>	2019 2017

Country	Sources	Reference period
Norway	<i>Statutory data:</i> The collective agreement between the Norwegian Association of Local and Regional Authorities (KS) and the teachers' unions; Education Act; the central agreement on teacher's working hours (link).	2018/19
Poland	<i>Statutory data:</i> The Act of 26 January 1982 – Teachers' Charter (with further amendments); Regulation by the Minister of National Education and Sport of 11 August 2017 on the organisation of the school year.	2018/19
	<i>Actual data:</i> Education Information System database (SIO) administered by the Ministry of National Education.	2017/18
Portugal	<i>Statutory data:</i> [School year] Dispatch no. 6020-A/2018; [Organisation of the School Year] Legislative Order no. 10-A/2018; [Extra days off for Christmas] Dispatch no. 11976/2018; [Labour Code] Law no. 8/2016; [Teachers Career Statute] Law no. 80/2013, Law no 16/2016, Decree-Law no. 41/2012, Dispatch no 5328/2011, Dispatch no. 5452-B/2011, Regulatory Decree no. 27/2009; [School heads] Legislative Order (<i>Despacho Normativo</i>) No. 10-B/2018; Decree-Law no. 137/2012.	2018/19
	<i>Activities and tasks requirement:</i> Directorate-General of Education and Science Statistics; [Teachers Career Statute] Law no. 80/2013, Law no. 16/2016, Decree-Law no. 41/2012, Dispatch no. 5452-B/2011, Decree-Law no. 75/2010, of 23rd July 2010, Dispatch no. 4654/2010, Rectification declaration no. 84/2009, Regulatory Decree no. 27/2009, Decree-Law no. 270/2009, Dispatch no. 5328/2011; [School organisation and management] Decree-Law no. 137/2012; [Family allowances] Decree-Law no. 116/2010, of 22 October 2010; [Budget] Law no. 114/2017 (for 2018), Law no. 71/2018 (for 2019); [Overtime] Law no. 59/2008, of 11 September; Law no. 64-B/2011, of 30 December.	
	<i>Actual data:</i> Administrative database.	2017/18
Russian Federation	<i>Statutory data:</i> Ministry of education.	2016/17
Scotland (UK)	<i>Statutory data:</i> Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service, Part 2, Section 3 (link).	2018/19
Slovak Republic	<i>Statutory data:</i> Decree of the government.	2018/19
Slovenia	<i>Statutory data:</i> Regulations on pre-school, basic and upper secondary education (Ministry of Education, Science and Sport).	2018/19
	<i>Actual data:</i> Electronic database on staff in education for primary and lower secondary levels (Ministry of Education, Science and Sport).	2017/18
Spain	<i>Statutory data:</i> General Act on the Improvement of the Education Quality 8/2013 (LOMCE, 2013); General Act of Education 2/2006 (LOE, 2006); Royal Decree-law 14/2012, of urgent measures for rationalisation of public expenditure on education (consolidated version); Ministry Order of June 29th 1994, by which instructions regulating management and operation of pre-primary and primary school are approved (consolidated version); Ministry Order of June 29th 1994, by which instructions regulating management and operation of high school are approved (consolidated version); Law 4/2019, May 7th 2019 of Improvement on the conditions for teaching and schooling performance in non university education; all regional legislative laws and instructions to complete the teachers and head of school schedules.	2018/19
Sweden	<i>Statutory data:</i> National level collective agreement between the teachers' unions and the Swedish Association of Local Authorities and Regions (SALAR).	2018/19
	<i>School heads data:</i> National level collective agreement between trade unions and the Swedish Association of Local Authorities and Regions (SALAR).	
Switzerland	<i>Statutory data:</i> School Staff Statistics, Swiss Federal Statistical Office; Work Volume Statistics, Swiss Federal Statistical Office; <i>Berufsauftrag für Lehrpersonen der obligatorischen Schule, Fachbericht Stundentafel d-EDK</i> , Swiss Conference of Cantonal Ministers of Education EDK.	2018/19
	<i>Actual data:</i> School Staff Statistics, Swiss Federal Statistical Office.	2017/18
Turkey	<i>Statutory data:</i> Law No. 657 on Civil Servants; MoNE (Ministry of National Education) Regulation of Pre-primary and Primary Education Institutions; MoNE Regulation of Upper Secondary Institutions; MoNE Decision on Salaried Teaching Hours of Teachers and Administrators; MoNE Working Calendar for School Year 2018-2019; MoNE 2018 September Teachers' Professional Working Program; MoNE 2019 June Teachers' Professional Working Program; No. 2006/11350 Council of Ministers Decision of MoNE Administrators' and Teachers' Lessons and Extra Lesson Hours; 4th Period Labor Agreement Part 2 Article 10.	2018/19
United States	<i>Actual data:</i> National Teacher and Principal Survey (NTPS) 2015-16 (link).	2015/16

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*Subnational data***Table X3.D4.2. Participation in subnational data collection on working time of teachers**

Country	Teaching/ working time of teachers (Table D4.1)	Comment
	(1)	(2)
OECD		
Australia	No	Subnational data collected solely for the purpose of creating a national estimate.
Austria	No	Not relevant due to a centralised education system with no difference at the subnational level.
Belgium	Yes	a
Canada	Yes	a
Chile	No	Not relevant due to a centralised education system with no difference at the subnational level.
Colombia	No	Not relevant due to a centralised education system with no difference at the subnational level.
Costa Rica	m	m
Czech Republic	m	m
Denmark	No	Not relevant due to a small country with less than 6 million people and limited distances.
Estonia	No	Not relevant as teaching and working time is regulated at the national level.
Finland	No	Not relevant as working time of teachers are defined to a great extent in the national collective agreements for state and municipal civil servants for the educational sector.
France	No	Not relevant due to a centralised education system with few difference at subnational level (there is no "regional decision makers" as understood by some more decentralised countries).
Germany	No	The <i>Länder</i> have the data but have decided not to publish them. This applies to both the national and the international level.
Greece	m	m
Hungary	m	m
Iceland	No	Not relevant due to a small population, of which two thirds live in the capital area.
Ireland	No	Not relevant due to a centralised education system with no geographical or subnational variation.
Israel	No	Not relevant due to a centralised education system with no difference at the subnational level.
Italy	m	m
Japan	No	Appropriate data to fill the subnational questionnaire are not available.
Korea	Yes	a
Latvia	No	Not relevant due to relatively small population number and a centralised education system with no difference at subnational level.
Lithuania	No	Not relevant due to relatively small population number and a centralised education system with no specific and fundamental differences between the 10 counties.
Luxembourg	m	m
Mexico	m	m
Netherlands	m	m
New Zealand	No	Not relevant due to a centralised education system with no difference at the subnational level.
Norway	m	m
Poland	m	m
Portugal	No	m
Slovak Republic	No	Not relevant due to relatively small size of the country.
Slovenia	No	Not relevant due to a small country with only two statistical NUTS regions that do not differ in terms of governance.
Spain	m	m
Sweden	No	Not relevant due to a centralised education system with no difference at the subnational level.
Switzerland	No	Relevant data on teaching and working time of teachers are not available as the organisation of teachers' teaching and working time in general and vocational programmes are recorded very differently at regional or cantonal level.
Turkey	m	m
United Kingdom	Yes	a
United States	No	There is not a source for teaching/working time at the state level in the U.S.
Partners		
Brazil	m	m
Russian Federation	m	a

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Notes on specific countries

Statutory teaching and working time of teachers: Tables D4.1, D4.2 and D4.6.

Coverage, methodology and interpretation

For notes on the nature of the reported data on teaching time and working time for the different countries, see Table [X3.D4.3](#).

Professional development and student examination days should be excluded from statutory teaching time of teachers. For notes on the reporting practice related to days of professional development and student examination days in teachers' statutory teaching time, see Tables [X3.D4.4](#) and [X3.D4.5](#).

Other comments for each country are listed below. [Back to main table for this Indicator](#)

Australia:

Data specifications on teaching time: Data on teachers' teaching time includes professional development days and time dedicated to student examination days.

Notes on methodology: Quantitative data reported are weighted averages from the jurisdictions that provided data. The weight used is the number of full-time equivalent teachers in each jurisdiction. Qualitative responses are collated from the jurisdictions to be representative of the nation.

Notes on interpretation: Responses may vary from previous years due to variations in which jurisdictions respond to the survey. [Back to main table for this Indicator](#)

Austria:

Data specifications on teaching time: Data on teachers' teaching time includes professional development days for upper secondary level (ISCED 34).

At pre-primary (ISCED 02) and primary (ISCED 1) levels, 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 (except the break between morning and afternoon, which is a part of additional working time), (b) 15 minutes before the beginning of an actual school day; and (c) after the school day while the pupils are leaving the school building. The supervision can be dropped if the pupils have the maturity, which 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, making up about 20 to 30 minutes per day. The calculated time 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.

Notes on methodology: Data for pre-primary education (ISCED 02) are marked 'missing' because no representative data can be obtained for reporting. In Austria, the large majority of pre-primary education takes place at kindergartens. However, there are no data available for kindergarten teachers. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at primary level (ISCED 1). There is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

Teaching times are weighted means based on the distribution of the teachers in two different systems in secondary level (ISCED 24 and 34). 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. In the compulsory school system, the teaching time (and the total working time) is defined on a yearly basis. The teachers in the medium and advanced schools are employed based on a weekly-defined teaching time (but there is no total working time defined). At lower secondary (ISCED 24) and upper secondary (ISCED 34) levels, both systems occur. However, only the compulsory school system exist at pre-primary (ISCED 02) and primary levels (ISCED 1).

Working time at school is not defined in neither of the two systems.

Total working time is defined for teachers working in the compulsory school system. As this applies to 100% of the teachers at pre-primary (ISCED 02) and primary (ISCED 1) levels, the respective figures can be provided. At lower secondary level (ISCED 24), where two systems exist, 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 upper secondary level (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 it is answered 'not applicable'. 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.

Notes on interpretation: Upper secondary vocational programmes (ISCED 35) are included in upper secondary general programmes (ISCED 34). [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Notes on methodology: The reported teaching time is the average of the maximum and the minimum hours of teaching time for each level of education. 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.

For pre-primary education (ISCED 02), teaching time consists of minimum 24 and maximum 26 periods (of 50 minutes) per week. The school assignment consists of a maximum of 26 hours (of 60 minutes) per week.

For primary education (ISCED 1), teaching time consists of a minimum of 24 and a maximum of 27 periods (of 50 minutes) per week. The school assignment (all the duties performed within the school context) consists of a maximum of 26 hours (of 60 minutes) per week.

For lower secondary level (ISCED 24), teaching time consists of a minimum of 22 and a maximum of 23 periods (of 50 minutes) per week.

For general programmes at upper secondary level (ISCED 34), teaching time consists of a minimum of 21 and a maximum of 22 periods (of 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 periods (of 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.

Vocational programmes at upper secondary level consist of general subjects (*algemene vakken*), vocational theory subjects (*technische vakken*) and vocational practice subjects (*praktische vakken*). The teaching time in vocational programmes at upper secondary level (ISCED 35) incorporates the teaching time of all three types of subjects. The teaching time of the general subjects and vocational theory subjects in vocational programmes is the same as the teaching time of teachers in general programmes. Vocational theory courses provide the theoretical preparation for the profession. For teachers of practice courses in vocational programmes at upper secondary level, the teaching time is minimum 29 and maximum 30 lessons. The vocational practice courses refer to practical preparation of the profession in the school-based part.

Notes on interpretation: Professional development days included in what is called the one-day educational seminar in the Flemish Community. This one-day educational seminar consists of a professional development in the form of a conference. [Back to main table for this Indicator](#)

Belgium (French Community):

Notes on interpretation: Teachers are regulated to teach 177 days over 37 weeks. In a usual school curriculum, a school year consists of 182 days of classes spread over 37 weeks. However, the government may define the number of class days between 180 and 184. (set at 180 days for 2018/19) and, of these days, 3 days are devoted to compulsory continuing professional development activities.

The teaching hours are set formally. There are no regulations on total working time (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.

The total working time reported for pre-primary and primary levels only takes into account time on teaching, student monitoring and co-ordination time. [Back to main table for this Indicator](#)

Brazil:

Notes on interpretation: There is no national legislation establishing the school week, period length, and specifying the time teachers should be actually teaching and working. The National Education Law n.9394/1996, Art 24 only regulates the duration of school year for students of all education levels. It establishes a minimum annual school year of 800 hours distributed to a minimum of 200 days in a year per shift. Based on this minimum, states and municipalities have autonomy to decide about this matter.

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Canada:

Data specifications on teaching time: Data on teachers' teaching time includes student examination days for primary and general programmes of secondary levels.

Notes on methodology: The methodology for calculating the Canada-level response for quantitative indicators is to use two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide a response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the OECD-NESLI data collection on working time of teachers and school heads.

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide the same response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Notes on interpretation: Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

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.

For the pre-primary data in general, it is unfeasible to provide a national portrait because of the diversity of practices across the country. [Back to main table for this Indicator](#)

Chile:

Data specifications on teaching time: Data on teachers' teaching time includes student examination days at all levels of education.

Notes on methodology: Both total working time and working time at school are defined under legal document as number of hours per annum. Teachers work maximum of 44 hours a week. Total working time (in hours per annum) is calculated as the number of weeks in the calendar year, minus teachers' mandatory weeks of vacations (5 weeks) and days the school is closed for festivities, multiplied by weekly working hours. Working time of teachers (in hours per annum) is calculated as the number of weeks in the calendar year minus teachers' mandatory and optional weeks of vacations (8 weeks) and days the school is closed for festivities, multiplied by weekly working hours. For the school year 2019, there are 11 days (2.2 weeks) the school is closed for festivities.

Notes on interpretation: Working time at school corresponds to working time of a full-time teacher.

Teachers in a 44-hour contract with less than 30 years of experience, teaching hours in classroom cannot exceed 28 hours and 30 minutes per week, excluding breaks. Teachers in a 44-hour contract with more than 30 years of experience (inclusive), teaching hours in classroom cannot exceed 24 hours per week.

Reported total working time and working time at school partially excludes students' school holidays. On average, teachers are required to work for 3 weeks during students' school holidays.

Notes on interpretation of teaching time trends: In 2016, Article 2 of the transitional rules for Law No. 20.903 of New System of Teacher Education and Professional Development detailed that teaching hours would decrease over time. [Back to main table for this Indicator](#)

Colombia:

Data specifications on teaching time: Data on teachers' teaching time includes time devoted to student examination days.

Notes on interpretation: 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. It will be counted in effective hours of 60 minutes: 800 hours in pre-school, 1 000 hours in primary education and 1 200 hours in basic secondary education.

The total time for the weekly academic assignment of each elementary and secondary education teacher shall be 22 effective hours of 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 coordination 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 40 academic weeks of academic work with the students, established in the calendar.

Notes on methodology of teaching time trends: Since 2018 data, days of school closure due to festivities are excluded from teaching time. [Back to main table for this Indicator](#)

Costa Rica:

Data specifications on teaching time: Short breaks of less than 10 minutes are included the teaching time data for pre-primary (ISCED 02) and primary (ISCED 1) teachers. The time spent on supervising pupils is determined by schedules organised by schools.

Data on teachers' teaching time includes professional development activities for all levels of education and student examination days in primary and secondary levels (ISCED 1 and above).

Notes on interpretation: Costa Rica outperforms other countries in the number of teaching days per year, due to compliance with the Central American Convention on Basic Unification of Education of 1962, compliance required by the Constitutional Chamber in 2003. [Back to main table for this Indicator](#)

Czech Republic:

Data specifications on teaching time: Data on teachers' teaching time includes time devoted to professional development activities and student examination days.

Short breaks are included in teaching time at pre-primary (ISCED 02). The number of hours per day a teacher spends supervising pupils during these short breaks depends on schools. Also the duration of these short breaks are up to each school or the directors of each school.

Notes on interpretation: 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, including continuing professional development of teachers, 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). [Back to main table for this Indicator](#)

Denmark:

Notes on methodology: Teaching time data of primary and lower secondary teachers is collected by the Ministry of Education. There is also a separate data collection for upper secondary teachers, however 2019 data is not yet available for reporting. There is no data collection at pre-primary level.

The total working time reported 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 entitled leaves and weekday holidays from the 1 924 hours, the average working time will be around 1 635.4 hours a year.

Notes on interpretation: For primary and lower secondary education (ISCED 1 and 24), the reported teaching time (by schools) includes time spent on both ordinary classroom/subject teaching (*fagopdelt undervisning*) and compulsory assisted classroom teaching (*understøttende undervisning*).

The latest collective negotiations took place in the spring of 2018. Here it was decided for primary and lower secondary (ISCED 1 and 24; *folkeskolen*) to set up a commission on working time and other initiatives that promote good education. The deadline for the work of the Commission is the collective bargaining in 2021. Furthermore, the Commission has to carry out a number of studies on recruitment and retention, mapping of initiatives that can ensure new graduates a good start in teacher life.

Notes on methodology of teaching time trend: Since 2015 data, the number of hours registered as teaching hours are not comparable with figures from the years before 2015, due to new regulations of teaching and lessons introduced by a reform on the Danish primary and lower secondary school (*Folkeskolen*). However, the 2015 data are including hours used by teachers for supervision of pupils during breaks and for individual consultation with pupils, which do not in all details following the definition of teaching hours of this data collection.

Since 2019, the calculation methods aligns more closely with the OECD guidelines. Thus the latest data is not completely comparable to the previous years' data. Denmark has reported the scheduled teaching time as actual teaching time before 2019, but this is reported as statutory (typical) teaching time. Also for primary and lower secondary education (ISCED 1 and 24), the 2019 data refers to net teaching time excluding vacations and national holidays. This was not the case in the previous years. [Back to main table for this Indicator](#)

England:

Notes on interpretation: There are vocational programmes at both lower and upper secondary level (ISCED 25 and 35), but statutory guidance does not cover provision in these settings.

The framework for pay and conditions (STPCD 2018) only stipulates on scheduled working time but has no stipulations on teaching time. The statutory requirements in the STPCD (2018) apply to public schools only.

Working days (STPCD, page 47): 51.2. A teacher employed full-time must be available for work for 195 days, of which: (a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and (b) 5 days must be days on which the teacher may only be required to perform other duties; and those 195 days must be specified by the employer or, if the employer so directs, by the headteacher.

Specified working hours (STPCD, pages 47-48): 51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher (or, where the teacher is not

assigned to any one school, by the employer or the headteacher of any school in which the teacher may be required to work) for 1 265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Professional responsibilities (STPCD, pages 45-46): The headteacher/employer has discretion over what duties teachers may/must perform and at what times and what places. The duties a teacher may be required to undertake are as follows: teaching; whole school organisation, strategy and development; health, safety and discipline; management of staff and resources; professional development; communication, and; working with colleagues and other relevant professionals. [Back to main table for this Indicator](#)

Estonia:

Data specifications on teaching time: Days of professional development for all educational levels and student examination days in secondary level are not excluded from teachers' teaching time.

Notes on interpretation: There are more public holidays in Estonia than the reported 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.

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Finland:

Data specifications on teaching time: Data on teachers' teaching time includes time devoted to student examination days in upper secondary general programmes. National matriculation examination involves all teachers in the school. Majority of teachers are involved in preliminary marking. These are a part of teaching load for teachers whose subjects are included in the examination.

Notes on interpretation: Data on teachers' teaching time for vocational upper secondary programmes (ISCED 35) comprises teachers of vocational studies (the majority) in most fields.

For pre-primary education (ISCED 02), early childhood education and care (ECEC) teachers working in kindergartens have a weekly working time of 38 hours and 45 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 primary and secondary level (ISCED 1-3) teachers. Only 20% of pre-primary education for 6-year-olds is provided in schools.

In the school year 2017/18, there was an increase in working time at school by 24 hours per annum for all teachers in Finland as a measure to increase the competitiveness of Finland. [Back to main table for this Indicator](#)

France:

Notes on methodology: In general secondary education (ISCED 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 lower and upper secondary general programmes is taken into account. Teachers of the most prevalent category (*certifiés*) teach 18 statutory hours per week and approximately 1 hour per week (*heure supplémentaire annualisée*; HSA) by all teachers on a regular basis.

Notes on interpretation: 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.

Statutory time for pre-primary and primary teachers consists of 864 hours of net teaching per year for all pupils (24 hours per week) and 108 hours per year for other duties. Within 108 hours per year, additional pedagogical activities (*activités pédagogiques complémentaires*; APC) to limited groups of students identified as needing more hours of teaching. This activity is designated 36 hours per year, which then effectively adds 1 hour per week more to teaching time. Therefore, teaching hours per week becomes 25 hours per week. Remaining 72 hours of other duties are broken into 24 hours per year for identification of pupils' individual needs (this is not teaching time; these 24 hours and 36 hours of APC becomes 60 hours per year of "assistance courses"), 24 hours per year for activities within pedagogical teams, work on the continuity between primary and secondary school, relations with parents, projects with disabled pupils (PPS), 18 hours per year for professional development activities, and

6 hours per year for preparation and participation in school councils. The time designated to professional development activities (18 hours) is not included in the working time at school (i.e. 800 hours of teaching and 72 hours of other duties).

Data on teachers' working time includes time a teacher spends supervising pupils during short breaks in pre-primary and primary levels (ISCED 02 and 1). These breaks are not less than 10 minutes.

Total working time of teachers is the same as the working time set for civil servants: 1 607 hours per annum.

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Germany:

Notes on methodology: 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.

Data on teaching time of teachers is calculated on the basis of the teaching hours that are contracted/scheduled with teachers and the number of full-time equivalent teacher will be adjusted for capacity gains or losses through age-related reductions of teaching time, special working time models for teachers, sabbaticals or for other reasons.

Notes on interpretation: At the pre-primary level (ISCED 02), data refers to pre-primary education for children from age 3 to the start of primary education (ISCED 1). Data for *Schulkindergärten* and *Vorklassen* are excluded. No comparisons with previous years are possible. The reported teaching time is the time pedagogic staff at ECEC institutions spent on education and care.

Notes on methodology of teaching time trends: From the school year 2018/19, new methodology is implemented that allows exclusion of professional development days and student examination days from teaching time data. This resulted in decrease on the number of hours a teacher teaches per day (12 to 15%) compared to the previous year. [Back to main table for this Indicator](#)

Greece:

Data specifications on teaching time: Teaching time at pre-primary level (ISCED 02) includes only one break, estimated to be 0.75 hours per day. Data on teachers' teaching time at pre-primary and primary education includes professional development days.

Notes on methodology: Christmas and Easter holidays have not been included in the number of weeks a teacher teaches per annum.

The number of hours a teacher teaches per day (excluding breaks) converted into hours of 60 minutes is based on the typical duration of a teaching session: maximum number of teaching sessions per week divided by 5 working days per week then multiplied by typical duration of a teaching session converted into hours of 60 minutes.

In lower secondary education (ISCED 24), 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 maximum time devoted to remedial teaching divided by the number of hours a teacher teaches per day (excluding breaks and converted into hours of 60 minutes).

Notes on interpretation: The annual statutory teaching and working time reported for pre-primary (ISCED 02) refers only to pre-primary schools (for children aged 4-5 years) that are supervised by the Ministry of Education and Religious Affairs.

Even though, lesson preparation is required by law, the 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.

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.

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).

The time spent on supervision of students is included in teachers' scheduled working time at school. All teachers in primary and secondary schools supervise students during breaks but schools decide the supervision shifts. Primary teachers are required to supervise the class they teach in the routes from the schoolyard to the classroom and from the classroom to schoolyard at the end of the break (legislation on Primary Education (Presidential Decree 79/2017, G.G. 109/A/2017)). However, this time is not included in number of hours a teacher teaches per day and not considered as short breaks, as it has not been calculated by a competent service.

Notes on interpretation of teaching time trend: At all level of education, schools were closed on 30 January 2019 according to Article 32, par. 3a of Law 4521/2018 (Government Gazette 38/Issue A/2-3-018) introducing an additional holiday (which was abolished in the next school year 2019-20).

In pre-primary education (ISCED 02), there is a small change in the daily timetable (G.G. 109/A/2017 art. 11B), resulting in a small increase in number of teaching hours per day.

At upper secondary level (ISCED 3), the number of teaching days decreased by another two days compared to the school year 2017/18 (Ministerial Decision 51922/ΓΔ4/3-4-2019 (G.G. 1216/B)) and the number of subjects examined in in-school examinations decreased (Law 4610/2019 (G.G. 70/A/2019) and the circulars 169626/Δ2/11-10-2018 (General Programmes) and Φ4/177399/Δ4/22-10-2018 (Vocational Programmes)).

Notes on methodology of teaching time trend: Data on statutory teaching time since 2015 are based on the maximum time according to regulations and are not directly comparable to numbers provided previously (based on typical teaching time). [Back to main table for this Indicator](#)

Hungary:

Notes on interpretation: The legal regulation stipulates annually the number of teaching days without festivities and breaks (between 179 and 181 teaching days depending on the school type for the reference year).

The kindergarten year (stipulated by the Public Education Act) starts on 1st September and ends on 31st August with 4+5 weeks of holiday, leading to 43 weeks of teaching. At pre-primary level (ISCED 02), the teacher has to be available 36 hours per week at kindergarten (of which 32 hours is teaching time). The principle decides about 4 hours in addition to the 32 regulated teaching hours (i.e. maximum of 36 hours).

For primary and secondary levels (ISCED 1 to 3), the legislation stipulates the beginning and the ending of the school year: the school year starts on the 1st September and ends on 15th June: 38 weeks, excluding the 3 weeks of holidays (one week each for autumn, winter and spring holiday). A teacher has teach 22 to 26 classes (of 45 minutes) per week. The maximum working time at school (set by law) is 32 hours (of 60-minutes) that he/she may be asked to be at school and perform tasks (including teaching).

For grade 12 in upper secondary level (ISCED 34 and 35), there are 6 weeks of preparatory time for the upper-secondary school-leaving examination. Teachers are still available and it is teaching time (for the rest of the school). There is no information (missing data) on what the teacher's task is (teaching or non-teaching availability) - as they have to be available (e.g. for substitution).

The working time of teachers is different to that of civil servants. In addition to the 21 days of holiday for civil servants, teachers have 25 additional days (of which 15 days can be used for school-related activities like in-service training, but this is rarely the case). In the year 2018/19, there are 252 working days (excluding festive days). [Back to main table for this Indicator](#)

Iceland:

Data specifications on teaching time: Short breaks are included the teaching time data for pre-primary teachers (ISCED 02). Data on teachers' teaching time includes student examination days in primary and lower secondary levels (ISCED 1 and 24).

Notes on interpretation: In primary and lower secondary schools (ISCED 1 and 24), the number of hours a teacher teaches per week varies by age. The reported value shows the typical number of hours for a full-time equivalent teacher under the age of 55 with more than 10 years of experience: 26 lessons (of 40-minutes) per week. Teachers between ages 55 and 60 are required to teach 24 lessons (of 40-minutes) per week and teachers over age 60 are required to teach 19 lessons per week. [Back to main table for this Indicator](#)

Ireland:

Notes on interpretation: The typical length of the school year is 183 days at primary level (ISCED 1) and 167 days for general secondary levels (ISCED 24 and 34).

Two statutory days are excluded for whole-school planning and professional development where each school was permitted to close to facilitate attendance of all teachers in the school. 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. For primary level (ISCED 1), one day is related to the introduction of a new language curriculum and one additional full day (exceptional measure for the school year 2018/19) to support the introduction of the new language curriculum. For secondary level (ISCED 24 and 34), one day is designated as Whole School Planning and School Self-Evaluation and another one day on subject specific continuing professional development (CPD) as a part of curriculum reform at lower secondary level (ISCED 24) (Circular 0079/2018).

Teachers may take additional professional development days during school time. While such additional professional development events are approved for attendance by teachers during school time, teacher participation is at the discretion of school management. Schools are not permitted to close to facilitate attendance by an individual teacher/teachers at these additional events and school management is required to ensure that alternative arrangements are in place for the pupils whose teachers are attending the event. Individual teachers

may, on an optional basis, seek to attend conferences that are relevant to their work during annual working time but may only do so at the discretion of school management.

Full-time teachers involved in the delivery of Junior Cycle (ISCED 24 and 34) are now entitled to 22 hours of professional time over the course of the school year. These hours are also excluded from teaching time in hours.

Teaching time for secondary level (ISCED 24 and 34) does not include fifteen days, set aside for State Examination taken by the final year students of lower and upper secondary general programmes. Schools are closed at this time and teachers can apply to be contracted by the State Examinations Commission to supervise these examinations and correct scripts.

Short breaks at primary level (ISCED 1) are not included in the reporting teaching time data. A teacher spends about 43 hours per annum on supervising pupils during these short breaks.

For more information on breakdown of teachers' working time, see [Table X3.D4.7](#).

Notes on interpretation of teaching time trends: Since the implementation of a new curriculum at lower secondary level (ISCED 24) under an agreement with unions in 2015, teachers have been assigned professional time to support professional development, assessment, reporting, preparation for and attendance at moderation meetings, and the administration of particular tasks associated with the state examination at this level. This professional time amounts to 22 hours per year. Consequently, teaching time for teachers in lower secondary general programmes (ISCED 24) is now 704 hours per year. This allocation of professional time is mandated in the Circular Letter 0079/2018, and now reflected in the teaching time data for the school year 2018/19. However, there is no change in the working time data compared to previous years.

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Israel:

Notes on methodology: 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: about 11 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. 8.7 days after reduction).

A teacher working full-time teaches five days a week. In pre-primary (ISCED 02) and primary (ISCED 1) education, a teacher teaches 36.1 weeks, while in lower secondary education (ISCED 2), a teacher teaches 34.8 weeks and in upper secondary education (ISCED 3) 34.4 weeks. This average is based on year calendar. In secondary education (ISCED 2 and 3), 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 (ISCED 02), primary (ISCED 1) and lower secondary (ISCED 2) 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 full-time equivalent 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 (ISCED 1) and lower secondary (ISCED 2) schools will include respectively 11 and 14 non-teaching working hours per week. The calculation of teaching hours for teachers in the New Horizon Reform includes group-teaching hours, for groups of 1-5 students.

In 2018/19, the *Oz Letmura* Reform continues to be implemented in upper secondary education (ISCED 3), concerning about 76% of the full-time equivalent. 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 (ISCED 3), teachers' working hours in this level of education are an average in 2018/19 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 of the teachers totally included in the reform (whose working time includes 19 teaching hours and 20 non-teaching working hours at school). [Back to main table for this Indicator](#)

Italy:

Data specifications on teaching time: Short breaks (of less than 10 minutes) are included the teaching time data at pre-primary and primary levels (ISCED 02 and 1).

Notes on methodology: 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 days, the least number of school days for students, by 6 days, the number of days teachers work 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).

Notes on interpretation: The number of days of teaching 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](#)

Japan:

Notes on methodology: Data on teachers' teaching time are obtained from a survey on average planned teaching time in each school at the beginning of the school year. Teachers who are temporarily absent are excluded from the total number of teachers to avoid the impact on teaching time per week.

National schools, College of Technology (course of 1st to 3rd grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded from teaching time data.

Notes on interpretation: 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 values are provided for general programmes and vocational programmes of upper secondary education (ISCED 3) because data are not available according each programme 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:

Data specifications on teaching time: Teaching time at pre-primary level (ISCED 02) includes short breaks. At the pre-primary level, the frequency and duration of short breaks are not officially determined and teachers have the flexibility to arrange short breaks during instructional time.

At the primary level (ISCED 1), 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.

Notes on methodology: Data on teachers' teaching time refer to the average amount of planned teaching time designated to teachers in each school at the beginning of every semester. Data on number of teaching hours per week is calculated as follows: total number of classes per week divided by total number of teachers. Here, teachers who were temporarily absent are excluded from the total number of teachers as their teaching time was calculated as 0 hours.

Teaching time data does not include non-school-based examinations, when school attendance is not compulsory for all students (e.g. College Scholastic Aptitude Test (CSAT)).

Total working time is estimated by multiplying the daily working time for civil servants (8 hours per day) by the minimum number of school days for a school year stipulated by relevant regulations (180 days at pre-primary level and 190 days at primary and secondary levels).

Notes on interpretation: For pre-primary level, only public kindergarten (governed by the Ministry of Education) is included. Public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available.

Educational personnel can participate in self-regulated training or official training outside of school, "when they have no classes," such as during school vacations or on school holidays, based on the Educational Officials Act Article 41 (Training in other places than Training Institutions and Offices). Public educational officials may undergo training in facilities or places other than in training institutions or offices with approval from the heads of administrative agencies to which they belong, as long as such training does not interfere with the classes.

Notes on methodology of teaching time trends: Teaching time data for pre-primary education (ISCED 02) after 2018 is not comparable with data on previous years. It is due to change in length of one teaching period used for

conversion into hours of 60-minutes, from 40 minutes per period to 60 minutes per period. In addition, short breaks are included since 2018 data. [Back to main table for this Indicator](#)

Latvia:

Notes on methodology: Data on number of teaching hours come from the State Education Information System schools provide information on teachers' age, gender, their workload and salary. All information relates to full-time (starting with 0.9 workload) classroom teachers.

For primary and secondary school teachers (ISCED 1 to 3), only total weekly workload is defined (30 hours per week) without scheduled teaching time. Therefore, reported numbers of teaching hours per annum come from actual teaching time data (for the school year 2017/18). Total annual workload for primary and secondary teachers is defined as 1 320 hours per annum.

Notes on interpretation: According to the amendment (Aug 14, 2018) of the Regulation on Pedagogues Work Remuneration, workload of a pre-primary teacher (ISCED 02) is 40 hours per week, of which 36 hours is teaching time. Total annual workload for a pre-primary teacher is 1 760 hours per annum. According to the Pre-school Education Guidelines (ISCED 0), teachers provide teaching and learning through play throughout the day for 11 months per year.

Notes on methodology of teaching time trends: For primary and secondary levels (ISCED 1 to 3), regular improvement of the functionality of the State Education Information System allows since 2018 to calculate teaching time of teachers, excluding other pedagogical tasks as individual work with students, consultations, preparation for lessons, etc. This exclusion of other pedagogical tasks was not possible in previous data collections. [Back to main table for this Indicator](#)

Lithuania:

Data specifications on teaching time: Teaching time at primary level (ISCED 1) includes short breaks. The breaks are not less than 10 minutes.

Notes on methodology: Reported data are solely based on national policy documents.

Notes on interpretation: At the pre-primary level (ISCED 02), 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 (ISCED 25 and 35), 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 1 032 hours per year.

The regulation says that for the general and vocational programme teachers the maximum total working time is 1 512 hours per year.

Notes on methodology of teaching time trends: In 2019, teaching hours increased by more than 220 hours per year at primary level and more than 250 hours per year at secondary level (in both general and vocational programmes) as the reported data refer to the maximum teaching time requirement since 2019, which was previously reported as typical teaching time. [Back to main table for this Indicator](#)

Luxembourg:

Notes on interpretation: Teachers at pre-primary and primary levels (ISCED 02 and 1) spend 0.4 hour a day on supervising pupils during short breaks, which are longer than 10 minutes. [Back to main table for this Indicator](#)

Mexico:

Data specifications on teaching time: Data on teachers' teaching time includes student examination days at all levels as they are part of the class schedule by tradition. [Back to main table for this Indicator](#)

Netherlands:

Notes on interpretation: Primary education in the Netherlands refers to group 1-8. Group 3-8 is part of primary education (ISCED 1) and group 1 and 2 is part of pre-primary education (ISCED 02). Therefore, data provided for pre-primary level (ISCED 02) are only based on teachers in the first two years of primary school (group 1 and 2 of *basisonderwijs*); childcare is excluded.

Full-time primary school teachers (ISCED 1) work about 41.5 weeks a year. They can spend about 1.5 week for other activities. Since the school year 2015/16, primary school teachers have a 40-hour working week. Full-time teachers have 428 hours of vacation per year (Christian holidays included). Students in primary schools have 12 weeks of vacation per year.

Teachers in upper secondary vocational programmes (ISCED 35) have a 40-hour working week.

Every year before the summer break, employer (school head) makes agreements with individual teachers about the working days, the number of teaching hours or lesson-related and/or treatment tasks, professional development and other tasks.

Notes on interpretation of teaching time trends: Reported teaching time of teachers in secondary education have decreased compared to previous years. In the new collective labour agreement 2018-2019, it has been agreed that teachers will have 50 hours of "development time" per annum from 1 August 2019. This implies a reduction of teaching time by 30 hours per annum (moreover, preparation time decrease by 20 hours per annum). In practice, this may lead to 1 hour less teaching time per week. Teachers choose themselves in consultation with each other, and their supervisors, how they will spend this "development time".

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New Zealand:

Notes on methodology: The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. So lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

In general, teachers who teach the first two years of lower secondary education (Years 7 and 8) have the same salary and working time conditions as those who teach primary level, while the teachers' teaching the last two years of lower secondary education (Years 9 and 10) have the same salary and working time conditions as those who teach upper secondary level. Thus, the number of days a teacher teaches per annum and the number of scheduled non-teaching hours at school per annum for lower secondary level (ISCED 2) are averaged values of primary (ISCED 1) and upper secondary levels (ISCED 34).

Notes on interpretation: 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:

Notes on methodology: The number of hours a teacher teaches per day, per week and per annum for lower and upper secondary education (ISCED 2 and 3) is an average depending on the subject taught. For primary education (ISCED 1), the number of hours a teacher teaches per day is regulated.

Notes on interpretation: Figures refer to the central agreement. In some municipalities, there are variations based on local agreements.

The length of the school year is minimum (190 days and 38 weeks) and maximum (225 days and 45 weeks) with 190 days and 38 weeks being the most typical.

The total working time of hours a teacher teaches per annum for pre-primary programmes (ISCED 02) 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 1 950 hours including holidays, etc.

Total working time (for primary and secondary school teachers) may include working time outside teaching weeks for some teachers. During the time teachers can work outside of school (the difference between total working time and working time at school), teachers decide for themselves whether they work outside teaching weeks or during teaching weeks. [Back to main table for this Indicator](#)

Poland:

Data specifications on teaching time: Number of hours a teacher teaches only includes short breaks in grades 1-3 of primary education (ISCED 1). At the beginning of primary school (grades 1-3; ISCED 1), 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. The number of hours a teacher spends supervising pupils during these breaks varies by teacher, as it is not regulated.

Notes on methodology: Number of hours a pre-primary teacher teaches per day does not include teachers of the compulsory pre-school education in charge of six-year-old children. The weekly number of hours of the statutory teaching time for pre-school education teachers is 25 hours, except for teachers working with groups of six-year-olds (22 hours).

In accordance with the law, the total working time of teachers is up to 40 hours. As part of the total working time, overtime hours are also included.

Notes on interpretation: Due to the educational reform in Poland implemented since the beginning of 2017, starting in September 2017 the 3-year *gimnazjum* (lower secondary school - ISCED 24) will be gradually phased out. Pupils graduating from the 6th grade of primary school become pupils of grade 7 in a new 8-year primary school. During transitional period in school year 2018/19, ISCED 1 includes 6 years of primary school and ISCED 2 includes grade 7 and 8 of primary school and 1 grade of lower secondary school. Regardless of these changes, statutory teaching and working time is calculated on the basis of current method.

Teachers' scheduled teaching time at level ISCED level 1 (grades 1 - 6) and ISCED 2 (grade 7 and 8 as well as grade 3 of phasing out *gimnazjum*) is identical. Comparing to previous year, calculation method remains unchanged.

In special cases, teachers in pre-primary, primary and secondary education can be obliged to teach additional hours, which may not exceed one quarter of the statutory weekly teaching time. Assigning another additional hours can only take place with the teacher's consent, but not exceeding one half of the statutory weekly teaching time.

The Teachers' Charter states that an overall working time of teacher is up to 40 hours per week. 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 teacher's meetings or prepare and participate in school events planned in Educational School Programme).

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Portugal:

Notes on methodology: The calculation of the number of instruction days is based on the intended 169 days in pre-primary and primary levels (ISCED 02 and 1) and 165 in secondary levels (ISCED 2 and 3). As most teachers teach more than one grade, these exceptions were not considered: 9th, 11th and 12th grades that had 159 instruction days (due to the period of national examinations).

In pre-primary (ISCED 02) and grades 1, 2, 3 and 4 of primary education (First cycle of ISCED 1), teachers' scheduled teaching time is 25 hours per week, whereas in grades 5 and 6 of primary (ISCED 1) and secondary education (ISCED 2 and 3) teachers teach 22 hours a week.

Reduced teaching workload, due to teachers' age, years in the profession and for doing extracurricular activities at school (Maths clubs, etc), are not considered.

The total working hours per annum is calculated is based on 225 working days for pre-preprimary to upper secondary levels (ISCED 02 to 3).

In the 'least demanding 15 years programme', it is compulsory that teachers fulfill the statutory amount of time allocated to each subject."

Notes on interpretation: Pre-primary teachers (ISCED 02) and teachers who happen to teach grades 1 to 4 have more instruction weeks than other teachers teaching other grades, because they do not have evaluation tasks (37 weeks = 185 days minus 16 holidays and inaction days during weekdays 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 (35 weeks = 175 days minus 16 holidays and inaction days during weekdays 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 (36 weeks = 180 days minus 15 holidays and inaction days during weekdays for the current school year).

Supervision of pupils during short breaks between classes in primary and lower secondary schools (ISCED 1 and 2) is performed by personnel for pedagogical support. Short breaks for primary schools range from 15 to 20 minutes.

Secondary school teachers (ISCED 2 and 3) with reduced teaching time (due to age and number of years in the profession, or those who have a managerial role) very often have their teaching schedule distributed through 4 days a week.

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).

Teaching time for teachers in primary education (ISCED 1) includes time for pedagogical support and curricular enrichment and complement (part of the teaching time). Teaching time for secondary school teachers (ISCED 2 and 3) includes time for pedagogical support (part of the teaching time).

Teachers have their own working time, but only in the sense that is structured differently. Their total working time is the same as general civil servants time; the difference is that certain non-teaching time tasks like preparing lessons and reviewing classwork are not required to be done at school. During inaction days, before, during and after the (students) school year, teachers have non-teaching duties. (After the ending of the instruction days of the school year, primary and secondary teachers have to fulfil a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data is not available) Non-teaching hours at school during inaction days may vary greatly according to the specific needs of each school.

Notes on methodology of teaching time trends: The registered change in net teaching time at pre-primary education reflects, among other factors, the progressive approximation of the school year calendar of pre-primary - and its theoretical duration - to the school year calendar of primary and secondary education.

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Scotland:

Data specifications on teaching time: Data on teachers' teaching time includes student examination days for secondary levels (ISCED 24 and 34) at all levels.

Notes on interpretation: 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 specifications on teaching time: Data on teachers' teaching time includes professional development days at all levels and student examination days in primary and secondary levels. [Back to main table for this Indicator](#)

Slovenia:

Data specifications on teaching time: 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. Each day only assessment in one subject may take place. The testing of one subject usually takes 45 minutes (it is determined that it should last between 45 to 90 minutes). At that time, other pupils in school have regular lessons and teachers teach or supervise tested pupils. After testing, pupils usually stay in school.

The Matura (and Vocational Matura) at upper secondary levels are excluded from teaching time data. Matura is the national external examination awarding upper secondary educational qualification. It is composed of exams in five subjects: three compulsory and two elective. The exams are taken in written and/or oral form and/or in the form of presenting a seminar paper or practical laboratory work. The form of exam is specified with the subject exam catalogue. Each exam is held on a separate day. Each student sits examinations 8 to 10 effective days. The written examinations (5 subjects) take up to 1 050 minutes and oral exams up to 175 minutes. The duration of exams are maximum of 210 minutes for written test and maximum of 35 minutes for oral test. Matura examination is held in spring and autumn examination periods. The spring examination period starts after the instruction at the end of May and ends in the middle of June. The autumn examinations from last week of August to middle of September.

Vocational matura is national examination held at the end of upper secondary technical education. It consists of exams in four subjects: two compulsory (mother tongue and specialisation subjects), elective (mathematics or foreign language) and practical work (seminar, product or service) with oral presentation. Exams may be composed of written, oral and practical parts. Upper secondary vocational education is concluded with school leaving examination of two parts: exam in mother tongue and final assignment (product or service with an oral presentation). The school leaving examination is school designed. In addition to examinations that have a function of awarding educational qualification, students may take other types of exams.

Students in both general and vocational programmes may take the subject exam to advance before schedule (extraordinarily), improve their final grade or to transfer to another education programme. Students who fail to obtain the final grade in a specific subject take remedial exams, and students do retakes if they fail a class. During spring term, students may only take up to two exams, and only one or even partial exam per day. The school calendar for upper secondary education specifies examination periods: spring (after the instruction ends), autumn (from August 16 to October 20), and winter (from February 1 to March 1).

Notes on interpretation: The number of weeks teacher teaches per year takes into account average 6 weeks of paid leave. Kindergartens (ISCED 02) work all around the year and do not close for holidays. The number of weeks a teacher teaches per annum at primary and secondary levels excludes two days the schools close for festivities. At primary and lower secondary levels (ISCED 1 and 24), the number of weeks a teacher teaches per annum includes compulsory days of activities. In upper secondary education, the number of weeks a teacher teaches per annum includes compulsory elective contents (ISCED 34) and compulsory interest activities (ISCED 35).

For pre-school (ISCED 02) teachers, the reported data on teachers' scheduled teaching time in hours is about the same as the actual teaching time.

For primary school (ISCED 1), student supervision during short breaks between lessons (not less than 5 minutes) 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 reported data for upper secondary vocational programmes (ISCED 35) pertains to teachers of general and technical subjects. Teaching obligation for teachers of practical lessons is set at 3.75 hours per day, 18.75 hours per week amounting to 705 hours per annum.

Working time of teachers is defined by the Organisation and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. Teachers' working time per week is 40 hours, of which they can work 10 hours outside the institution. 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 ZOFVI, as well as Kindergarten Act and other regulations specify tasks mandatory for teachers (if so assigned). The Collective agreement refers to working time of teachers as "unevenly" spread across the year though the working time of teachers is theoretically 40 hours per week during the teaching weeks (40 hours per week is the average working time from September 1 to August 31 as stated in the Collective agreement article 44.a). The teachers need to compensate for their longer leave during the holidays by fulfilling more than 40 hours per week in practice during the teaching weeks. Therefore it would be impossible to calculate since the number would differ on individual basis depending on the length of the teacher's annual leave and how individuals distribute their working time.

According to the Organisation and Financing of Education Act, teachers have a right and obligation to participate in professional development. The Collective Agreement for the Education Sector in the Republic of Slovenia determines that the employer must provide for at least 5 days for professional development per year or 15 days per three years. At primary and lower secondary levels, the Basic School calendar rules specify that for each teacher the school has to plan in the annual work plan two days of compulsory professional development (CPD) activities during autumn or winter holidays and three days of CPD activities during summer holidays or on non-working Saturdays. For pre-primary and upper secondary levels, the regulations do not specify exact terms of CPD activities, but it is customary to organise them outside instruction time. [Back to main table for this Indicator](#)

Spain:

Data specifications on teaching time: Data on teachers' teaching time includes student examination days at primary level (ISCED 1) and lower secondary general programmes (ISCED 24). Diagnostic assessments at grades 3 and 6 and at grade 10 (carried out by first time in the 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. Teachers themselves can administered these examinations. Characteristics and people administering these examinations vary widely across regions.

Notes on methodology: Number of hours a teacher teachers per week at all ISCED levels is a weighted average of the typical number of hours per week according to the regional regulations, weighted by the number of teachers in every single autonomous region. For example, if the minimum is established as 20 hours per week and the maximum 21 hours per week (as an exceptional measure), and it is difficult to estimate the percentage of teachers teaching 21 hours per week, then it is considered that some teachers have some other duties that reduces their number of hours of teaching per week. Thus, the typical number should be closer to 20 hours than 21 hours.

Notes on interpretation: Teachers are expected to work one week in addition to regular class weeks and the same working hour (working time at school of 30 hours per week, total working time of 37.5 hours per week) applies.

Requirement of 100 hours of professional development every six years is not compulsory, but is the minimum requirement for the teachers who want to earn the salary complement. For those teachers who complete these hours, no pattern is established on how many hours are completed per annum.

Notes on interpretation of teaching time trends: The changes from 2018 to 2019 is mainly due to modification in the legislation of the autonomous regions that reduced the required teaching time.

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Sweden:

Data specifications on teaching time: Short breaks are included in teaching time of teachers at pre-primary (ISCED 02) level. These short breaks are less than 10 minutes.

Data specifications on working time: The reported total working time of teachers does not fully exclude working time during students' school holiday due to flexible arrangement of non-regulated working hours.

Notes on methodology: The collective agreement is established on the national level, but interpreted on local levels.

Notes on interpretation: The collective agreement on a national level is universal for public schools and frequently for private schools as well.

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.

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Switzerland:

For teaching time, see notes on [actual teaching time](#) (Table X3.D4.6).

Notes on methodology: Total working time per annum is calculated using weekly working hours. For the majority of Swiss teachers their 100-percent employment is based on a theoretical 42-hour week and four weeks and 8-10 days of festivities. (i.e. approximately 1 930 hours = 46 weeks of theoretical 42-hour weeks)

Notes on interpretation: Teachers' scheduled working time at school is not available. It is generally not specified whether the teachers spend the non-teaching hours at school or outside the school in addition to the scheduled teaching time,

In Switzerland, only the 1st of August at federal level is designated as a public holiday for the entire country. The regulation of all other holidays is solely a matter for the cantons. Due to this fact, there are only three more days besides the national celebration, which are also recognised throughout Switzerland: New Year, driveway and the first Christmas holiday. Good Friday, Easter Monday, Whit Monday and St. Stephen's Day (Christmas Day) are also celebrated in large parts of the country. [Back to main table for this Indicator](#)

Turkey:

Data specifications on teaching time: Data on teachers' teaching time includes professional development days, student examination days and days of attendance to conferences at all levels of education.

Short breaks are included in teaching time of teachers at pre-primary (ISCED 02) level. The length of these short breaks vary significantly. In pre-primary education, the duration of one class session is 50 minutes and there are no specified short breaks. Based on the flexible programme implemented at this level, rest time is provided to students at the discretion of the teacher.

Notes on methodology: 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).

For the number of hours a teacher teaches at primary level (ISCED 1), only teaching time of classroom teachers is considered.

Total working time reported is based on civil servants' working time as specified in Law No. 657 on Civil Servants. Teachers are also subject to this Law. In the calculation, teachers' holidays (as specified in the given law) are deducted from the working time of civil servants in general.

Notes on methodology of teaching time trends: The calculation methodology of pre-primary teachers' teaching time was revised for this edition. Previously, six continuous event hours a day was reported as 6 hours (of 60-minutes) per day. However, it has been revised to six continuous event hours of 50-minutes in a day, which is 5 hours per day. There is no change in legislation. [Back to main table for this Indicator](#)

United States:

Data specifications on teaching time: Teachers are asked to report on teaching and working time during a "typical full week". They are not instructed to exclude professional development activities, so days for professional development may be included in the estimates. It is uncertain whether teachers are excluding student examination days from the reported teaching and working time.

Notes on methodology: Data on teaching and working time are based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school teachers in the United States.

The number of teaching hours includes the number of hours teachers deliver instruction during a typical full week (of the hours they are contracted to work). These are self-reported by teachers.

Total working time is no longer reported. Up until the 2019 edition, the reported number of total working hours included hours spent before, after, during the school day and on the weekends. These were teacher self-reported hours spent working and not specified in legal documents. Due to the nature of the survey item, it is considered not comparable to data from other countries.

Notes on interpretation: 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. At primary, lower and upper secondary levels, school is held 5 days a week for full days. [Back to main table for this Indicator](#)

Table X3.D4.3. Nature the reported data on teaching time and working time (2019)

	Number of days a teacher teaches per school year			Number of hours a teacher teaches per school year			Number of hours a teacher works at school per school year			Total working hours of school heads: hours per year		
	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
Countries												
Australia	M	T	3	M	T	5	M	T	3	M	T	3
Austria	R	T	3	R	T	3	m	m	m	R	T	3
Canada	m	m	m	m	m	m	m	m	m	a	a	a
Chile	M	MIN	c	M	MAX	c	R	MAX	c	R	MAX	3
Colombia	M	T	2	M	T	2	R	MIN	4	R	MIN	3
Costa Rica	R	T	c	R	T	c	a	a	a	a	a	a
Czech Republic	R	T	3	R	T	3	a	a	a	R	T	3
Denmark	a	a	a	R	T	3	R	MIN	3	R	T	2
Estonia	R	T	3	M	T	3	M	T	3	R	T	3
Finland	R	T	c	R	MIN	c	R	MIN	c	R	MAX	c
France	R	T	c	R	T	c	R	T	c	R	T	c
Germany	M	T	3	M	T	3	a	a	a	m	m	m
Greece	R	T	3	R	MAX	3	R	T	3	a	a	a
Hungary	R	MAX	2	R	MAX	2	R	MAX	2	R	T	3
Iceland	R	T	3	R	T	3	R	T	3	R	T	3
Ireland	R	T	3	R	T	3	R	T	Primary: 3 Secondary: 4	R	MIN	5
Israel	M	T	3	M	T	3	M	T	3	M	T	3
Italy	M	MIN	3	M	MIN	3	a	a	a	a	a	a
Japan	A	a	a	A	a	a	a	a	a	R	T	c
Korea	R	MIN	4	R	MIN	4	a	a	a	R	MAX	2
Latvia	R	T	c	Pre-primary: R Primary and secondary: A	Pre-primary: T T	Pre-primary: c	R	T	3	R	T	3
Lithuania	R	MAX	2	R	MAX	2	R	MAX	2	R	T	3
Luxembourg	R	T	3	R	T	3	R	T	3	a	a	a
Mexico	R	T	3	R	T	3	R	T	3	R	T	3
Netherlands	A	a	a	M	MAX	3	a	a	a	R	T	c
New Zealand	R	T	4	R	T	3	R	MAX	3	R	T	3
Norway	R	T	c	R	MAX	c	R	MAX	c	R	MAX	c
Poland	R	MAX	c	R	MAX	c	a	a	a	R	MAX	c
Portugal	R	MAX	3	R	MAX	3	R	MAX	4	R	MIN	5
Slovak Republic	R	T	3	R	T	3	m	m	m	R	T	3
Slovenia	M	T	3	R	T	2	m	m	m	M	T	3

	Number of days a teacher teaches per school year			Number of hours a teacher teaches per school year			Number of hours a teacher works at school per school year			Total working hours of school heads: hours per year		
	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?	(R)egulations/ planned/ contracted, (A)ctual or (M)ixed	(MAX)imum, (MIN)imum, or (T)ypical	Do you think it is higher or lower than actual time (rated 1-5) ¹ ?
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Spain	R	T	3	R	T	3	R	T	3	R	T	2
Sweden	M	T	3	m	m	m	M	T	3	M	T	3
Switzerland	A	a	a	A	a	a	a	a	a	m	m	m
Turkey	R	T	3	M	T	3	M	T	3	R	T	3
United States	A	a	a	A	a	a	R	MIN	5	m	m	m
Economies												
Flemish Comm. (Belgium)	R	T	3	R	T	3	R	T	3	a	a	a
French Comm. (Belgium)	R	T	3	M	T	3	a	a	a	a	a	a
England (UK)	R	MAX	c	a	a	a	a	a	a	a	a	a
Scotland (UK)	R	MAX	c	R	MAX	c	R	MAX	c	R	MAX	c
Partners												
Brazil	M	MIN	5	m	m	m	a	a	a	m	m	m
Russian Federation	A	a	a	A	a	a	m	m	m	m	m	m

Note: See *Definitions and Methodology* sections for more information.

1. The following ratings are 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 (2020).

Please refer to the *Reader's Guide for information concerning symbols for missing data and abbreviations*.

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Table X3.D4.4. Reporting of professional development in teachers' teaching time (2019)

	Is professional development excluded from statutory teaching time ?						Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD							
Countries							
Australia	No	No	No	m	No	m	There are five school development days each year; the first day of the school year, the first day of Terms 2 and 3, and the last two days of Term 4.
Austria	m	Yes	Yes	a	Yes	m	Primary and secondary (gen. prog.): 15 hours per annum.
Canada	m	m	m	m	m	m	m
Chile	Yes	Yes	Yes	a	Yes	Yes	m
Colombia	Yes	Yes	Yes	a	Yes	Yes	The professional development of teachers is carried out within the working day (8 hours a day), but outside the time of academic assignment (teaching). The time of professional teacher development cannot be determined, because each certified Territorial Entity establishes the Territorial Training Plan for Teachers and Teaching Directors (PTFD) in service, which contains specific training programs and actions for teachers.
Costa Rica	No	No	No	No	No	No	Depending on the planning of the Professional Development Institute of the Ministry of Public Education, and correspond to to monthly plans (not anticipated annually).
Czech Republic	No	No	No	No	No	No	The head teacher is entitled to decide on 5 days of school closure due to continuing professional development of teachers.
Denmark	a	Yes	Yes	a	m	m	Continuing professional development is organised and carried out in many different ways at the local level and not included in the reported teaching time.
Estonia	No	No	No	No	No	No	Pre-primary: according to Teachers' Certification Regulation one of the demands to be attested is the following: a teacher has completed at least 160 hours of subject or pedagogical or professional courses or management courses, of which 80 hours may consist of self-improvement, which is certified by the head of an educational institution or studied in the field of education. Primary and secondary: the number of hours per annum dedicated to professional development is not stated in regulations, but teachers have to attend in-service training anyway. Attending in-service training is part of total working time.
Finland	m	Yes	Yes	a	Yes	Yes	Primary and secondary (gen. prog.): 3 days per annum. Upper secondary (voc. prog.): 5 days per annum.
France	Yes	Yes	Yes	a	Yes	Yes	Pre-primary and primary: 18 hours per annum. Lower secondary (gen. prog.) and upper secondary: missing.
Germany	No	Yes	Yes	a	Yes	Yes	Regulations vary between the <i>Länder</i> . Pre-primary: it is compulsory in only a few <i>Länder</i> . However, it is recommended in all <i>Länder</i> for ECEC staff to take part in continuing professional development (CPD). Primary and secondary: as a rule, it is possible to set aside one or two days in the school year for internal CPD measures for all teachers at the school.
Greece	No	No	Yes	a	Yes	Yes	Pre-primary and primary: co-ordinators of Regional Training and Planning Centres (PEKES) can organise professional development days for teachers in periods before the beginning of lessons (1-10 September) and after the end of lessons (15-21 June). Moreover, they can grant permission of 2 days maximum per grade, per year to teachers for the attendance of seminars organised by the PEKES. Teachers' attendance to these seminars is mandatory, as their topics are relevant to immediate needs of schools within the school year. It is not possible to collect data on the days and the number of teachers who attended seminars within the teaching year (Source: Presidential Decree 79/2017, art. 17 as amended by Law 4559/2018, art. 23, G.G. 142/A/2018). Secondary: throughout the instruction year teachers can attend seminars or workshops organised by competent regional education authorities workshops or conferences for teachers. According to these regulations they should try not to disturb the teaching schedule. As these are organised locally, it is not possible to collect data on whether the teaching schedule was disturbed or not (Source: G.G. 1340/B/2002, article 9, par. 2d, as amended by legislation on Regional Training and Planning Centres (PEKES) G.G. 4299/2018).
Hungary	No	No	No	No	No	No	120 hours (of 45-minutes) for every 7 years required for teachers aged under 54.
Iceland	a	Yes	Yes	a	Yes	Yes	Primary and lower secondary (gen. prog.): 150 hours per annum (included in working time) are intended for professional development and preparation outside normal school days.
Ireland	m	Yes	Yes	a	Yes	m	Primary: two statutory days (whole devoted to whole school planning and professional development) are excluded. Secondary (gen. prog.): two statutory days (devoted to whole school planning and professional development related to curriculum reform at lower secondary general programmes (ISCED 24) are excluded. In addition, 22 hours per annum deducted for professional time to support professional development, assessment, reporting, preparation for and attendance at moderation meetings, and the administration of particular tasks associated with the state examination at ISCED 24.

	Is professional development excluded from statutory teaching time ?						Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Israel	Yes	Yes	Yes	a	Yes	Yes	Professional development is conducted in the afternoon within the school compound. In addition, teachers receive one day off during the week during which they can participate in professional development courses outside the school. Additional courses are held during the summer vacation and the teacher's sabbatical year.
Italy	Yes	Yes	Yes	a	Yes	Yes	Professional development is included in the educational plan of the institute prepared by the teaching staff on the basis of the instruction of the head teacher. It is not mandatory to do a certain number of hours per year, but to respect the contents of this plan.
Japan	m	Yes	Yes	a	Yes	Yes	m
Korea	Yes	Yes	Yes	a	Yes	Yes	Professional development activities occur outside the teaching time. A teacher is generally expected to complete 60 hours of professional development per year; however, this is not compulsory, so the number of hours per annum dedicated to professional development differs among teachers.
Latvia	Yes	Yes	Yes	Yes	Yes	Yes	Primary and secondary: teachers' duty is to participate in 36 hours of continuing professional development (CPD) activities in three years period. According to the Regulation, CPD activities are planned in the time of students' holidays.
Lithuania	Yes	Yes	Yes	Yes	Yes	Yes	40 hours per annum is a maximum time for every teacher for free professional development guaranteed by law. But there is no requirement for compulsory CPD.
Luxembourg	Yes	Yes	Yes	Yes	Yes	Yes	Pre-primary and primary: 54 hours per year are requested for pedagogical support and 26 hours per year are requested for the interest of the school and the pupils. Secondary: 48 hours of professional development are required to be attended in 3 years and teachers have to spend one hour per week at least for school and student support.
Mexico	Yes	Yes	Yes	Yes	Yes	Yes	40 hours per annum.
Netherlands	m	m	m	m	m	m	Pre-primary, primary, lower secondary and upper secondary (gen. prog.): employer (school head) makes an agreement with individual teachers on professional development.
New Zealand	Yes	Yes	Yes	a	Yes	a	Pre-primary: employees shall be granted a minimum of two days and a maximum of seven working days per year as negotiated between the employer and employee for paid professional development leave. Primary: School Boards of Trustees may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to ten days per school year (or the equivalent) for all or any of the following purposes – school administration, school preparation and coordination, pre-term planning curriculum and/or technical refreshment and/or professional development. Lower secondary: refer to primary and upper secondary levels. Upper secondary: the employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction provided that no teacher shall be required to attend for more than five days or equivalent per annum.
Norway	a	Yes	Yes	a	Yes	Yes	45 hours per annum (6 working days outside teaching weeks) are reserved for planning and continuing professional development. The school head decides how these 45 hours are used.
Poland	Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.
Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Based on Teacher Career Statute, in order to progress in their teaching career, teachers have to successfully complete professional development courses with a minimum duration of 25 hours per annum, during, at least, the first half of the duration of each level in the teaching career (the 5th level has 2 years and all the other levels have 4 years). Progression in teaching careers is currently frozen due to financial constraints. No information is collected when a teacher attends a course.
Slovak Republic	m	m	m	m	m	m	No information is collected when a teacher attends a course.
Slovenia	Yes	Yes	Yes	a	Yes	Yes	5 days per annum. Primary and lower secondary (gen. prog): the school has to plan in the annual work plan two days of continuing professional development (CPD) activities during autumn or winter holidays and three days of CPD activities during summer holidays or on non-working Saturdays. Pre-primary and upper secondary: the regulations do not specify exact terms of CPD activities, but it is customary to organise them outside instruction time.
Spain	Yes	Yes	Yes	Yes	Yes	Yes	There is no compulsory professional development. However, completion of at least 100 hours of professional development (courses, seminars and group work, institutional activities, online training and personal homologated training) every six years is expected for accessing the training salary complement, which means about 16.7 hours per year.
Sweden	a	a	a	a	a	a	This time is a part of teachers' scheduled working time at school. According to the collective agreement, professional development should aim to be 104 hours per annum for every full-time equivalent. Professional development can be in the school or outside of the school. Professional development can vary between every individual and from year to year.

	Is professional development excluded from statutory teaching time ?						Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Switzerland	No	No	No	a	No	No	These can take place during teaching time. For upper secondary level, 2-3 development days take place during school hours in several cantons.
Turkey	No	No	No	a	No	No	a
United States	No	No	No	a	No	a	A nationally represented sample survey of teachers is used to gather estimates of teaching and working time in the United States. This survey asked teachers to report on teaching and working time during a "typical full week" and did not specifically instruct teachers to exclude professional development activities, so it is assumed these hours are included in the estimates provided.
Economies							
Flemish Comm. (Belgium)	Yes	Yes	Yes	a	Yes	Yes	Pre-primary and primary: 1.5 days per annum. Secondary: 1 day per annum.
French Comm. (Belgium)	Yes	Yes	Yes	a	Yes	Yes	3 days per annum.
England (UK)	Yes	Yes	Yes	a	Yes	a	There is no requirement on the duration of continuing professional development (CPD) for teachers, but classroom teachers have five non-teaching days a year where they can undertake other duties related to their role as a teacher including professional development (STPCD 2019, page 47). These are often known as in-service training days (INSET) and are not included in the reported number of teaching days.
Scotland (UK)	Yes	Yes	Yes	a	Yes	a	35 hours per annum.
Partners							
Brazil	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m

(continued)

	Is professional development excluded from actual teaching time ?							Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.		
	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD Countries								
Australia	No	No	No	m	No	m	There are five school development days each year.	
Austria	m	m	m	a	m	m	m	
Canada	m	m	m	m	m	m	m	
Chile	m	m	m	a	m	m	m	
Colombia	m	m	m	a	m	m	m	
Costa Rica	m	m	m	m	m	m	m	
Czech Republic	m	m	m	m	m	m	m	
Denmark	m	m	m	a	m	m	m	
Estonia	m	Yes	Yes	m	Yes	m	It is estimated to be 23 hours per teacher on average.	
Finland	m	m	m	a	m	m	m	
France	m	m	m	a	m	m	m	
Germany	m	m	m	a	m	m	m	
Greece	m	m	m	a	m	m	m	
Hungary	m	m	m	m	m	m	m	
Iceland	m	m	m	a	m	m	m	
Ireland	m	m	m	a	m	m	m	
Israel	m	m	m	a	m	m	m	
Italy	m	m	m	a	m	m	m	
Japan	m	Yes	Yes	a	Yes	Yes	m	
Korea	m	m	m	a	m	m	m	

	Is professional development excluded from actual teaching time ?						Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Latvia	No	Yes	Yes	m	Yes	m	Pre-primary: teachers are replaced by other colleagues, methodologists, or head of institution in time of their continuing professional development (CPD) activities as there are no holidays for children at pre-primary level. Primary and secondary (gen. prog.): according to the regulation, teachers' duty is to participate in 36 hours of CPD activities in three years period. Normally, these activities take place during students' holidays.
Lithuania	Yes	Yes	Yes	Yes	Yes	Yes	a
Luxembourg	m	m	m	m	m	m	m
Mexico	m	m	m	m	m	m	m
Netherlands	m	m	m	m	m	m	m
New Zealand	m	Yes	Yes	a	Yes	a	m
Norway	m	m	m	a	m	m	m
Poland	Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.
Portugal	Yes	Yes	Yes	Yes	Yes	Yes	Based on Teacher Career Statute, in order to progress in their teaching career, teachers have to successfully complete professional development courses with a minimum duration of 25 hours per annum, during, at least, the first half of the duration of each level in the teaching career (the 5th level has 2 years and all the other levels have 4 years). Progression in teaching careers is currently frozen due to financial constraints.
Slovak Republic	m	m	m	m	m	m	m
Slovenia	m	Yes	Yes	a	m	m	Primary and lower secondary (gen. prog.): 5 days per annum (equivalent to 16.5 hours).
Spain	m	m	m	m	m	m	m
Sweden	m	m	m	a	m	m	m
Switzerland	No	No	No	a	No	No	These can take place during teaching time.
Turkey	m	m	m	a	m	m	m
United States	No	No	No	a	No	a	A nationally represented sample survey of teachers is used to gather estimates of teaching and working time in the United States. This survey asked teachers to report on teaching and working time during a "typical full week" and did not specifically instruct teachers to exclude professional development activities, so it is assumed these hours are included in the estimates provided.
Economies							
Flemish Comm. (Belgium)	m	m	m	a	m	m	m
French Comm. (Belgium)	m	m	m	a	m	m	m
England (UK)	Yes	Yes	Yes	a	Yes	m	m
Scotland (UK)	m	m	m	a	m	a	m
Partners							
Brazil	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m

Note: See *Definitions and Methodology* sections for more information.

Source: OECD (2020).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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Table X3.D4.5. Reporting of student examination days in teachers' teaching time (2019)

	Are student examination days excluded from statutory teaching time ?						Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD Countries							
Australia	No	No	No	m	No	m	Not possible to exclude student examination days from the national data because individual state and territory practices differ. Primary: national assessment of 3 hours during teaching time. Lower secondary (gen. prog.): national assessment of 3.5 hours during teaching time.
Austria	m	a	a	a	Yes	m	Upper secondary (gen. prog.): in the final grade (grade 12), school leaving exams occur for 3-4 days for written part and 1 day for oral part. For any teaching time missed due to the exams is conducted at another time.
Canada	a	No	No	m	No	m	m
Chile	No	No	No	a	No	No	The teaching time reported corresponds to the maximum established by law, and it is not possible to exclude the "days for non-school-based examinations", because it is a particular decision of each educational institution to recover these days or hours of teaching at a later date.
Colombia	a	Yes	Yes	a	Yes	Yes	Primary and lower secondary (gen. prog.): national assessments (grades 3, 5 and 9) are always scheduled during class hours, and students of other grades must attend school as usual. Upper secondary: the SABER 11th test, which is always scheduled on Sundays to guarantee the attendance of all students and people who show up on their own, as well as the unit of analysis.
Costa Rica	a	No	No	No	No	No	Primary and secondary: these days may vary depending on the educational modality, especially in secondary education.
Czech Republic	a	a	a	No	No	No	Pre-primary, primary and lower secondary (gen. prog.): no examinations. Lower secondary (voc. prog.): VET final examination provided by schools according to the head teacher's decision (only two fields of education designed for students with serious intellectual disabilities are included in vocational programmes at lower secondary level). Upper secondary: Maturita occurs during school hours. prologations for students with special education needs possible (ISCED 34: Maximum of 715 minutes; ISCED 353: VET final examination take maximum of 285 minutes (written exam) and 3 days (practical exam); ISCED 354: Maximum of 285 to 415 minutes (national part of Maturita) and 3 days (school part of Maturita).
Denmark	a	a	Yes	a	m	m	Data are not available, but because only students at grade 9 attend examinations, the teachers on average only dedicate a negligible amount of time for examinations.
Estonia	a	a	No	No	No	No	The number of hours per annum dedicated to student examinations is not stated in regulations, but if it is needed, a teacher has to be an observer in the exam or has to take the exam. Upper secondary (gen. prog.): depending on specific curriculum, the duration of the examination varies; an exam usually consists of two parts - theoretical and practical part.
Finland	a	a	a	a	No	a	Pre-primary, primary, lower secondary (gen. prog.) and upper secondary (voc. prog.): no national examinations nor assessments. Upper secondary (gen. prog.): the supervision and preliminary assessment of national matriculation examinations (not compulsory) is part of the teachers' teaching load for teachers whose subjects are included in the examination.
France	a	a	Yes	a	Yes	Yes	m
Germany	a	Yes	Yes	a	Yes	Yes	Primary and lower secondary: minimum 45 minutes per year. The Länder are free to make schools test more than one subject or content area at both <i>Vergleichsarbeiten</i> (VERA)-3 (in grade 3) and <i>Vergleichsarbeiten</i> (VERA)-8 (in grade 8). The duration of the assessment may vary accordingly. Upper secondary: it is not really possible to determine the duration of the <i>Abiturprüfung</i> (at the end of grade 12).
Greece	a	a	Yes	a	Yes	Yes	Secondary: all Secondary Education teachers may be assigned to work in the Pan-hellenic Examinations for entrance to tertiary education as examiners (in oral examinations), supervisors or assessors depending on the needs of the region they serve. The duration of the Pan-hellenic examinations for upper secondary (ISCED 3) graduates (school year 2018-19) is 5 days for the compulsory subjects of ISCED 34 and 7 days for the compulsory subjects of ISCED 35 (12 days in total). Also, there are 10 more days devoted to the examination of special subjects (e.g. music, foreign languages) (Source: Ministerial Decision Φ253.2/46377/26-03-2019 for ISCED 34, Ministerial Decision Φ153/47682/A5/28-03-2019 for ISCED 35, Ministerial Decision Φ253.2/60499/A5/16-04-2019 for special subjects).
Hungary	a	a	No	No	No	No	When there is an examination day for some students (national assessments in grades 6 and 8, examinations in special SEN programme with special requirements, and matriculation examinations for grade 12 whose school year finishes earlier than other grades), teachers have to work, mostly they substitute those teachers who are involved in the examination itself (examiner, tutor, etc). Examination days are not days off for the teachers of students taking exams.

	Are student examination days excluded from statutory teaching time ?						Comments
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Iceland	a	No	No	a	a	a	Primary, lower secondary (gen. prog.): the statute provides for examination days but does not specify how many or if they should be separate from teaching days. Examinations at these levels are mostly in the form of continuous student assessment, with separate examination days the exception rather than the rule.
Ireland	m	a	Yes	a	Yes	m	Secondary (gen. prog.): 15 days for State Examinations taken by students in the final year of lower and upper secondary general programmes at the end of the school year (June) are not included as schools are closed.
Israel	a	a	a	a	Yes	Yes	Upper secondary: exam day for the matriculation exam is considered as a teacher working day. The teacher does not teach but stays at school, available for the students for questions before the test. There are 6 days for matriculation exams in grades 11 and 12.
Italy	a	a	Yes	a	Yes	Yes	The national examination includes written and oral exams. Lower secondary (gen. prog.): the regulation establishes three days for the written examination. The number of days of oral examination depends on the exam commission. Upper secondary: the regulation establishes normally two days for the written examination that, for some branches, become three days. The number of days of oral examination depends on the exam commission. Eventually, at the end of the main session, there could be a new exam session in the cases of justified absence of students.
Japan	a	Yes	Yes	a	Yes	Yes	m
Korea	a	a	a	a	Yes	Yes	Pre-primary, primary and lower secondary (gen. prog.): no non-school based examinations. Upper secondary: one day is set aside for national examinations, which is excluded from teaching time.
Latvia	a	a	Yes	Yes	Yes	Yes	Final examinations at the end of lower and upper secondary education (grades 9 and 12) take place after the regular school year (ending 31 May) for grades 1-8 and 10-11, and are therefore excluded from the reported teaching time.
Lithuania	a	a	Yes	Yes	Yes	Yes	Lower secondary: 2 hours per annum and only for some teachers depending on subject they are teaching. Upper secondary: 1 day per annum and only for some teachers depending on subject they are teaching.
Luxembourg	a	a	a	a	a	a	a
Mexico	No	No	No	No	No	No	Student examinations are, by tradition, part of the class schedule.
Netherlands	m	m	m	m	m	m	m
New Zealand	a	a	a	a	Yes	a	m
Norway	a	Yes	Yes	a	Yes	a	Non-school-based examinations do not influence teaching hours.
Poland	a	a	Yes	a	Yes	Yes	School heads may set additional days off (up to 8 days for lower secondary general programmes; up to 10 days for upper secondary) which may be set on days when school exams take place.
Portugal	a	Yes	Yes	Yes	Yes	Yes	After the ending of the instruction days of the school year, teachers have to fulfil a number of tasks, including preparing classrooms for national examinations and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data are not available.
Slovak Republic	a	m	m	m	m	m	Primary and secondary: this information is not collected. According to the contract of employment, student examination time is included in the regular work of a teacher.
Slovenia	a	No	No	a	Yes	Yes	Primary and lower secondary (gen. prog.): mandatory national assessment in three subjects at the end of grade 6 and grade 9. Dates and hours of the assessment is nationally determined. Assessment in only one subject may take place each day, usually taking 45 minutes (should last between 45 to 90 minutes). Other pupils in school have regular lessons and teachers teach or supervise tested pupils. After assessment, pupils usually stay in school. Upper secondary (gen. prog.): the Matura examination is held in spring and autumn examination periods. The spring examination period starts after the instruction at the end of May and ends in the middle of June. The autumn examinations from last week of August to middle of September. Upper secondary (voc. prog.): the vocational Matura is a national examination held at the end of upper secondary technical education.
Spain	a	No	No	a	No	a	Pre-primary: student evaluation is not based on examinations. Primary, lower and upper secondary (gen. prog.): non-school-based examinations (national exams) are applied during the scheduled teaching hours, according to the examination's plan. Lower and upper secondary (voc. prog.): no national exams.
Sweden	a	a	a	a	a	a	a
Switzerland	Yes	Yes	Yes	a	Yes	Yes	Pre-primary, primary and lower secondary (gen. prog.): there are no examinations. Upper secondary: most teachers are involved in the exams.
Turkey	No	No	No	a	No	No	m

	Are student examination days excluded from statutory teaching time ?						
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
United States	m	m	m	a	m	a	A nationally represented sample survey of teachers is used to gather estimates of teaching and working time in the United States. This survey asked teachers to report on teaching and working time during a "typical full week" and is unclear whether teachers are excluding student examinations from in their responses.
Economies							
Flemish Comm. (Belgium)	a	a	a	a	a	a	No national examinations.
French Comm. (Belgium)	a	m	m	a	m	m	Pre-primary: there are no examinations. Primary and secondary: data not available.
England (UK)	a	a	a	a	a	a	a
Scotland (UK)	a	a	a	a	Yes	a	No estimate available.
Partners							
Brazil	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m

(continued)

	Are student examination days excluded from actual teaching time ?						
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD Countries							
Australia	No	No	No	m	No	m	Not possible to exclude student examination days from the data, because exams do not occur at set times.
Austria	m	m	m	a	m	m	m
Canada	m	m	m	m	m	m	m
Chile	m	m	m	a	m	m	m
Colombia	m	m	m	a	m	m	m
Costa Rica	m	m	m	m	m	m	m
Czech Republic	m	m	m	m	m	m	m
Denmark	m	m	m	a	m	m	m
Estonia	a	a	No	m	No	m	m
Finland	m	m	m	a	m	m	m
France	m	m	m	a	m	m	m
Germany	m	m	m	a	m	m	m
Greece	m	m	m	a	m	m	m
Hungary	m	m	m	m	m	m	m
Iceland	m	m	m	a	m	m	m
Ireland	m	m	m	a	m	m	m
Israel	m	m	m	a	m	m	m
Italy	a	a	m	a	m	m	m
Japan	a	Yes	Yes	a	Yes	Yes	m
Korea	m	m	m	a	m	m	m
Latvia	a	a	Yes	m	Yes	m	Final examinations at the end of lower and upper secondary education (grades 9 and 12) take place after the regular school year (ending 31 May) for grades 1-8 and 10-11, therefore excluded from the reported teaching time.
Lithuania	Yes	Yes	Yes	Yes	Yes	Yes	a
Luxembourg	m	m	m	m	m	m	m
Mexico	m	m	m	m	m	m	m
Netherlands	m	m	m	m	m	m	m
New Zealand	m	Yes	Yes	a	Yes	a	m
Norway	m	m	m	a	m	m	m
Poland	Yes	Yes	Yes	a	Yes	Yes	Number of hours is not determined.

	Are student examination days excluded from actual teaching time ?						
	Pre-Primary	Primary	Lower secondary, general prog.	Lower secondary, vocational prog.	Upper secondary, general prog.	Upper secondary, vocational prog.	Comments
	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Portugal	a	Yes	Yes	Yes	Yes	Yes	After the ending of the instruction days of the school year, teachers have to fulfil a number of tasks, including preparing classrooms for national examinations and ensuring the monitoring of the national examinations. Their allocation to those tasks is done, case by case, by their school. Global data are not available.
Slovak Republic	m	m	m	m	m	m	m
Slovenia	a	No	No	a	m	m	Primary and lower secondary (gen. prog.): mandatory national assessment in three subjects at the end of year 6 and year 9. Dates and hours of the assessment is nationally determined. Assessment in only one subject may take place each day, usually taking 45 minutes (should last between 45 to 90 minutes). Other pupils in school have regular lessons and teachers teach or supervise tested pupils. After assessment, pupils usually stay in school.
Spain	m	m	m	m	m	m	m
Sweden	m	m	m	a	m	m	m
Switzerland	Yes	Yes	Yes	a	Yes	Yes	Pre-primary, primary and lower secondary (gen. prog.): there are no examinations. Upper secondary: most teachers are involved in the exams.
Turkey	m	m	m	a	m	m	m
United States	m	m	m	a	m	a	A nationally represented sample survey of teachers is used to gather estimates of teaching and working time in the United States. This survey asked teachers to report on teaching and working time during a "typical full week" and is unclear whether teachers are excluding student examinations from in their responses.
Economies							
Flemish Comm. (Belgium)	m	m	m	a	m	m	m
French Comm. (Belgium)	m	m	m	a	m	m	m
England (UK)	a	a	a	a	a	a	m
Scotland (UK)	m	m	m	a	m	a	m
Partners							
Brazil	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m

Note: See *Definitions and Methodology* sections for more information.

Source: OECD (2020).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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Tasks and responsibilities of teachers: Tables D4.3 and D4.4.

Interpretation

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. Since 2019 edition, Tables D4.3 and D4.4 now incorporates existence of teaching time reduction and/or financial compensation for tasks and responsibilities.

For further information on additional allowances and payments to teachers for performing certain responsibilities in the different countries listed in Table D4.4, see comments related to [Tables D3.17 and D3.19](#) of Indicator D3. [Back to main table for this Indicator](#)

Australia:

Notes on interpretation: Information may vary from year to year based on the jurisdictions that provided input.

Primary school teachers are entitled to two hours of relief from face to face teaching per week. Secondary school teachers work a maximum of 28 by 40 minute classes per week (or time equivalent), and are on duty for the remainder of the day.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Other tasks: Following tasks are mandatory for some teachers at the discretion of individual schools at all ISCED levels: *graadcoördinator*, *voorzitter vakwerkgroep* and *beleidsondersteuning*.

Participation in school or other management in addition to teaching duties: This task belongs to the limited school-related assignments that a school may request a staff member. If this task is requested from the teacher, this task is integrated in the function description of the teacher.

Special tasks: Refer to the note in *Participation in school or other management in addition to teaching duties*.

Participation in professional development activities: Refer to the note in *Participation in school or other management in addition to teaching duties*. [Back to main table for this Indicator](#)

Belgium (French Community):

Teaching more classes or hours than required by full-time contract: At all educational levels, teachers receive compensation for teaching beyond the maximum number of teaching periods per week (see [notes for Table D4.1a](#)).

Special tasks: Teachers may receive a financial compensation for training student teachers, but not for supporting other teachers.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Brazil:

Notes on interpretation: 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 5 000 municipalities has their own autonomy to implement in their own way, but there is a general law giving general recommendation for educational system. This includes 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](#)

Canada:

Notes on methodology: The methodology for deciding on the Canada-level qualitative response uses two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide the same response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Notes on interpretation: Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

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Chile:

Notes on methodology: Reported information is revised and approved by the chief of the National Centre for Improvement, Experimentation and Pedagogical Research (CPEIP).

Notes on interpretation: The relationship between teaching and non-teaching time is legally regulated in article 69 of the decree with force of law N° 1, of 1996, of the Ministry of Education. Weekly teaching in classroom cannot exceed 28 hours and 30 minutes, excluding breaks, in cases where the teacher had been designated in a 44-hour contract. The remaining hours should be used for non-teaching curricular activities. The distribution of the working day schedule should ensure that non-teaching hours are allocated in blocks of time for teachers to develop all their extra tasks involved in the teaching and learning process. A percentage of at least 40% of the non-teaching hours will be allocated to activities of class preparation and evaluation, as well as other professional activities relevant to the school determined by the school head, after consulting with the Board of Teachers.

Under this order, it is the responsibility of the school head to assign the teaching and non-teaching hours. Therefore, the reduction of teaching hours of a teacher beyond the maximum established by law is attribution of the school head of the establishment.

Communication and co-operation with parents or guardians: At upper secondary levels, this task can also be voluntarily performed at the discretion of individual teachers.

Team work and dialogue with colleagues at school or elsewhere: At upper secondary levels, this task can also be voluntarily performed at the discretion of individual teachers.

Teaching more classes or hours than required by full-time contract: The Labor Directorate has established in its administrative jurisprudence, Official Ordinary Document 1366, of 08.04.03, that the maximum daily workday by education professionals who work in public schools cannot exceed 10 hours. In accordance with the provisions of the Labor Code, extra teaching hours must be previously authorised by the respective employer.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Mentoring is mandatory for all new teachers between the first and second year of professional practice. The State makes a payment to both mentor (who participates voluntarily) and mentee for participation in mentoring.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Colombia:

Participation in school or other management in addition to teaching duties: All the teaching positions go out to public contest and have defined functions and their salary is determined by national law. There are directive positions called coordinators, but these are not teachers and do not have teaching obligations. Teachers cannot assume management responsibilities.

Participation in professional development activities: Subnational entities establishes the Territorial Training Plan for Teachers and Teaching Directors (PTFD) in service, and the individual schools implement it specifically for their need at all ISCED levels.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Costa Rica:

Individual planning or preparation of lessons either at school or elsewhere: In secondary level, teaching time is reduced when planning and teaching students with special needs.

Marking/correcting of student work: In secondary level, providing feedback in the classroom reduces teaching time.

General administrative work: In pre-primary and primary level, this task can be mandatory if requested by the school principal (as duties related to the job) and teaching time is reduced to complete documents. There should be a day to complete paper work at the end of each term. The reduced teaching time varies depending on school and teacher, but there is no available data to estimate the extent. For secondary level teachers, they receive financial compensation when they have assigned administrative work like sending parent reports, reporting on advances of committees and commissions, and organising activities.

Communication and co-operation with parents or guardians: In secondary level, sending parent reports and meeting with parents to give grade reports and disciplinary actions for misconduct reduce teaching time. Teaching time can be reduced for four hours in a period of three months (2 lessons per term).

Supervision of students during breaks: In pre-primary and primary level, English teachers do not have classroom and they use the time of recess to move from one room to another, carry many materials, start pasting things and test sound if are using technology to take advantage of time.

Team work and dialogue with colleagues at school or elsewhere: In pre-primary and primary, teaching time is reduced because most of the time they cannot share with colleagues because they are busy when others are working. In secondary level, participating in organizing committees for fairs and festivals reduces teaching time. Time is distributed according to the event teacher participate in (e.g. fairs, sports events and festivals).

Participation in school or other management in addition to teaching duties: Some teachers are assigned administrative tasks apart from teaching. They are paid for this.

Students counselling: In academic day schools, teaching time is not reduced because lessons for counselling are assigned and teachers are paid. However, in night schools, there are no lessons assigned for this purpose, so teaching time could be reduced. Data on reduced teaching time in night schools is not available.

Special tasks: In secondary level, teachers are asked to help student teachers and new teachers. Teaching time is reduced depending on the activity in which teachers participate in and permanent professional development processes (a training can be 8 hours or 40 hours).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Mentoring is a project to be carried out in 2020. Five mentoring lessons per week will be proposed (3.5 hours per week).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: For pre-primary and primary teachers, Professional Development Institute (IDP) provide the financial support to hire experts to offer teachers who want to grow as a professional to enrol in online courses so that teachers are not losing instruction time with students. There should be a virtual platform with extensive courses where teachers can choose the ones they want to be upgraded. For secondary teachers, they get financial compensation every time they finish courses organised, certified or recognised by Ministry of Public Education (MEP). For all levels of education, teaching time is reduced depending on the activity in which teachers participate in and permanent professional development processes (a training can be 8 hours or 40 hours). [Back to main table for this Indicator](#)

Czech Republic:

Student counselling: In primary and general programmes of secondary education, the extent of weekly direct teaching activity of teachers who perform the function of a school adviser is reduced by 1 to 5 lessons (of 45 minutes) a week, depending on the school size.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Denmark:

Notes on interpretation: The basic conditions of service for teachers are regulated by collective agreements between the unions and national authorities for employers (the Ministry of Finance (Minister for Public Sector Innovation) and Local Governments Denmark (KL)). The individual school head determines the duties to be handled by the teachers, e.g. to decide on the number of classes to teach, number of hours for teaching, extra duties to take care of etc. Decisions like these are typical taken in dialogue with the teachers, but the competence to decide is at the school head.

The collective agreement does not specifically state that teachers have to teach, but it is an implied expectation in the Danish school system, that the teachers have teaching roles. This also applies to preparation time, where it is expected that the teachers prepare for lessons. There exists some variation between schools, because it is decided on a local level how much each teacher has to teach and how many extra tasks/activities that the teacher has to fulfill. In practice, most teachers at most schools will probably carry out the same tasks. Therefore, the reported data indicates the typical behaviour of teachers.

Teaching: In pre-primary education (ISCED 02), the concept of formal teaching does not apply. However, it is mandatory for all teachers to actively support the development of children aged 3 to 5. In primary and lower secondary education (ISCED 1 and 24), teachers receive a regular allowance for teaching. The national collective agreement regulates the hourly payment to teacher teaching more than 750 hours per year (835 hours per year for grade 1 (*børnehaveklasseleder*)).

Individual planning or preparation of lessons either at school or elsewhere: In pre-primary education (ISCED 02), all ECEC facilities develop a pedagogical curriculum based on a national curriculum framework. It is typically required by pedagogues to plan the day for the children, but teaching lessons are not prepared as there is no teaching in an academic sense. Instead, teachers (pedagogues) work to actively support the development and learning of the children. In upper secondary education, the individual principal/director has the right to manage the workforce in accordance with the collective bargaining agreements. This includes the teachers working time and how it is used.

Marking/correcting of student work: Children at pre-primary level (ISCED 02) do not hand in work/assignments for the pedagogues to correct, and likewise, it is not a part of the job for pedagogues to correct student work. As stated earlier, the focus is on development and learning. In primary and lower secondary education (ISCED 1 and 24), it is normal that teachers correct the assignments/work that students hand in, but in grade 0 (children aged 6), it is not typical.

General administrative work: In pre-primary, primary and lower secondary education (ISCED 02, 1 and 24), working as pedagogical staff involves administrative work.

Communication and co-operation with parents or guardians: In pre-primary, primary and lower secondary education (ISCED 02, 1 and 24), the pedagogical curriculum requires to have a close cooperation and communication with parents. In upper secondary education (ISCED 3), teachers only have contact with parents or guardians when there is a specific reason or need for it. It is fairly rare in practice that teachers have regular contact with the students' parents or guardians.

Supervision of students during breaks: In pre-primary education (ISCED 02), there is no concept of lessons as well as breaks. Thus, pedagogues supervise the children for most of the time. In primary and lower secondary schools (ISCED 1 and 24), teachers perform this task at the discretion of individual schools.

Team work and dialogue with colleagues at school or elsewhere: In all levels of education, it is widely practiced and very common for schools in Denmark to organise the work in teams. Communication between colleagues is natural. In pre-primary education (ISCED 02), each municipality has the freedom to organize their ECEC facilities in ways that meet local needs. In primary and lower secondary education (ISCED 1 and 24), there is still a variation at school level in the amount of communication and team work, but a lot of development is being done in this area. In addition, a special compensation can be reached when teachers work in autonomous work teams, typically when teachers plan their own schedules in teams.

Teaching more classes or hours than required by full-time contract: Denmark has no regulated teaching time. In primary and lower secondary education (ISCED 1 and 24), nevertheless, the national collective agreement regulates that a teacher teaching more than 750 hours per year (835 hours per year for grade 1 (*børnehaveklasseleder*)) receives an extra payment of 125.18 DKK per hour.

Students counselling: This is not applicable to the pedagogues in charge of ECEC children of ages 3 to 5 (ISCED 02), as the role of the pedagogue is to naturally develop the children. In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

Engaging in extracurricular activities: This responsibility is not typically carried out by schools. Instead, it is local sports/game/drama-clubs/organisations that organise these events/activities.

Special tasks: In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

Class teacher/form teacher: The concept of 'class teachers' is not relevant in pre-primary education (ISCED 02).

Participation in professional development activities: In upper secondary education (ISCED 3), reduction of teaching time depends on local agreements.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

England:

Notes on interpretation: The activities reported “mandatory” or “school req.” in task requirement columns indicate that the headteacher/employer has discretion over what duties teachers may/must perform and at what times and what places in a teacher’s 1 265 hours of directed time under either the section on professional responsibilities of a teacher or overarching rights conferred to teachers stipulated in the School Teachers’ Pay and Conditions Document (STPCD).

The activities/responsibilities reported ‘Yes (always)’ for reduction in teaching time are stipulated in the STPCD under the section on overarching rights conferred to teachers. Examples include the activities and responsibilities that are included under Preparation and Assessment (PPA) and training time. For all other activities and responsibilities, it is at the discretion of the headteacher/employer what duties teachers may/must perform and at what times and what places in a teacher’s 1 265 hours of directed time (i.e. how many hours are for teaching and for other duties).

The activities/responsibilities reported ‘Yes (sometimes)’ for financial compensation are stipulated in the STPCD under the section on allowances and other payments for classroom teachers. Also, in England pay is related to performance, but within ranges set out in the STPCD. It is at the discretion of the relevant body in schools to determine whether any of the activities/responsibilities listed are factors schools consider when assessing performance.

More details on the framework for pay and conditions (STPCD 2018) are presented below. The statutory requirements in the STPCD (2018) apply to public schools only.

Teachers - professional responsibilities (STPCD, pages 45-46): The duties a teacher may be required to undertake are as follows:

- Teaching: Plan and teach lessons to the classes they are assigned to teach within the context of the school’s plans, curriculum and schemes of work; Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils; Participate in arrangements for preparing pupils for external examinations.
- Whole school organisation, strategy and development: Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision; Work with others on curriculum and/or pupil development to secure co-ordinated outcomes; Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.
- Health, safety and discipline: Promote the safety and well-being of pupils; Maintain good order and discipline among pupils.
- Management of staff and resources: Direct and supervise support staff assigned to them and, where appropriate, other teachers; Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff; Deploy resources delegated to them.

- Professional development: Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff; Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

- Communication: Communicate with pupils, parents and carers.

- Working with colleagues and other relevant professionals: Collaborate and work with colleagues and other relevant professionals within and beyond the school.

The overarching rights conferred to teachers (STPCD, pages 49-50):

- Guaranteed planning and preparation time: All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of their 1 265 specified working hours. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher's PPA time.

- Management time: A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

- Administration and external examinations: A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher's professional skills and judgment, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.

- Training and development: All teachers in the school should have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in objectives or in appraisal statements or reports.

Allowances and other payments for classroom teachers (STPCD, pages 25-29):

- Teaching and learning responsibility (TLR) payments: The relevant body may award a TLR payment to a classroom teacher 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. TLR 1 (includes line management): the annual value of a TLR1 must be no less than GBP 8 069 and no greater than GBP 13 654; TLR 2: the annual value of a TLR2 must be no less than GBP 2 796 and no greater than GBP 6 829; TLR 3 (fixed term): The annual value of an individual TLR3 must be no less than GBP 555 and no greater than GBP 2 757.

- Additional payments: The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of: 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 headteacher/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.

Pay progression linked to performance (STPCD, pages 23-24): The relevant body 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 set out in paragraphs 13, 14, 16 and 17.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Estonia:

Notes on interpretation: Specific circumstances where teaching time is reduced and/or financial compensation is given indicate that such decision is made at school-level.

Marking/correcting of student work: This task is not performed at pre-primary level.

Other tasks: Examples of voluntary tasks of teachers performed at the discretion of individual teachers include supporting students' individual learning needs and designing learning environment. It applies to all levels of education. There is no reduction in teaching time nor financial compensation.

Participation in school or other management in addition to teaching duties: For vocational programmes, this includes leading teachers.

Students counselling: This task at pre-primary level refers to developmental conversation with a student, parents and teacher.

Class teacher/form teacher: There are no class teachers in vocational programmes. Instead, there may be teachers guiding some groups of students, usually these are teachers whose working load as vocational education teachers is already smaller and coaching a group enables them to get the full position at school. As a rule, it does not mean that their workload as a subject teacher has been diminished.

Other responsibilities: Teachers are required at the discretion of individual schools to develop digital skills. Teaching time can be reduced for teachers under specific circumstances in vocational programmes at secondary level. Financial compensation applies under specific circumstances at all levels of education.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Finland:

Participation in school or other management in addition to teaching duties: The reduction of statutory teaching time varies from 1-16 weekly lessons depending on the size of the school.

Class teacher/form teacher: For upper secondary level, the definition of the compensation is decided at local/school level.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

France:

Notes on interpretation: The information entered concerns all permanent teaching staff in primary and secondary education in the public sector, all categories combined.

In accordance with Decree No. 2014-940 of 20 August 2014 (on the service obligations and missions of teaching staff working in a public secondary education establishment) and Decree No. 93-55 of 15 January 1993 (instituting a pupil monitoring and guidance allowance for secondary education teaching staff), preparation work and personal research necessary for the teaching hours, help and follow-up of the students' personal work, their evaluation, advice to students in the choice of their orientation project, relations with parents, work within teaching teams are within the scope of the fixed part of ISOE (*indemnité de suivi et d'orientation des élèves*).

Participation in school or other management in addition to teaching duties: Teachers can have specific missions within the school or within the *académie* (regional deconcentrated education authority) such as the coordination of a subject or the coordination of *cycle d'enseignement* (teaching cycle grouping several grades). At pre-primary and primary levels, teachers who have school management responsibilities (pedagogical steering, school functioning) have their teaching time partially or totally reduced. For the 2018-2019 school year, the reduction in teaching time corresponds to 10 736 full-time equivalents (FTE).

Teaching more classes or hours than required by full-time contract: In secondary education (ISCED 24, 34 and 35), the first overtime hour (*heure supplémentaire année; HSA*) is "mandatory" (a teacher cannot refuse it). The supplementary overtime hours are at the discretion of individual teachers.

Students counselling: At secondary level, teachers guide pupils in their academic and career choice. This responsibility is included in the fixed part of the ISOE allowance (*Indemnité de suivi et d'orientation des élèves*). Moreover, "*professeur principal*" (class teacher; provided with the flexible part of the ISOE) could take on this responsibility at their own discretion.

Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school): The hours devoted to the school sport clubs (3 hours per week), within the framework of the *Union Nationale du Sport Scolaire* (UNSS), are taken into account in the obligations of service for physical education teachers.

Special tasks: Teachers who provide training are entirely or partially relieved of their teaching time. At pre-primary and primary levels (ISCED 02 and 1), the reduction of teaching time for the "*professeurs des écoles maîtres formateurs*" represents 943 FTE. At secondary levels (ISCED 2 and 3), the "*professeurs formateurs académiques*" have their teaching time reduced from 3 to 6 hours per week; this reduction of teaching time represents 189 FTE.

Class teacher/form teacher: In secondary education, class teacher do not have a reduction of their teaching time but their ISOE allowance (*indemnité de suivi et d'orientation des élèves*) is higher due to a part of the ISOE allowance which is only given to the class teachers.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Germany:

Notes on interpretation: For the performance of the other tasks and responsibilities, the individual teaching obligation can be reduced by so-called credit hours (*Anrechnungsstunden*). The specific circumstances under which credit hours may be granted are laid down in regulations of the *Länder* and vary. As a rule, the school principal decides on the allocation of credit hours. The principal may also have only a limited number of credit hours at her/his disposal. It is therefore not possible to provide information on the number of credit hours allocated.

Participation in school or other management in addition to teaching duties: In some *Länder* under certain circumstances, allowances may be provided for certain extra responsibilities, such as service on committees or staff bodies. This is mainly relevant for secondary schools with a huge number of students.

Teaching more classes or hours than required by full-time contract: Individual *Länder* have recently introduced financial compensation for teaching more hours than required. In the majority of *Länder*, however, this is not the case. [Back to main table for this Indicator](#)

Greece:

Notes on interpretation: For tasks with no financial compensation indicated, they refer to mandatory tasks that are compensated by the base salary of teachers.

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.

Supervision of students during breaks: Pre-primary and primary school teachers are required to supervise the class they teach from schoolyard to classrooms and from classrooms to schoolyard. (Presidential Decree 79/2017 (article 12, par. 9))

Other teaching-related tasks: Tasks below are not required tasks of pre-primary and primary school teachers, but mandatory and requirements for base salary for secondary school teachers. No teaching time reduction nor financial compensation is granted.

1. Provision of examination material, examination and marking of the students' written or oral exams at the end of the instruction year or before the beginning of a new instruction year.

2. Provision of Summer Service: Secondary School teachers are obliged to work as administrative staff in shifts for the one day per week that the school opens during summer holidays. Depending on the size of the school, teachers may provide summer service during their holidays for one, two or more days.

Participation in professional development activities: It is mandatory for professional development activities that are designed/offered by the Regional Training Planning Centres (PEKES), 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.

Other responsibilities: It is mandatory to participate in the administration of the school by taking part in the teachers' board of their schools and other related committees where applicable. An extensive list of duties of the teachers' board can be found in Ministerial Decision 353.1/324/105657/Δ1/2002 (G.G. 1340/B/2002), article 39. It is a requirement for base salary, and teaching time reduction and financial compensation do not exist.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Hungary:

Participation in school or other management in addition to teaching duties: For example, reduction of deputy school heads' teaching time varies depending on the size of school and level of education. (Act CXC of 2011 on public education (Annex 5))

For deputy school heads in kindergartens (ISCED 02), out of the 32 hours of teaching time for classroom teachers, 6 hours are deducted in kindergartens with less than 50 children, 8 hours in kindergartens with 50-199 children, 10 hours in kindergartens with 200-449 children and up to 12 hours in kindergartens with at least 450 children.

In basic schools and upper secondary schools (ISCED 1 to 3), deputy school heads are designated with less number of classes. For deputy school heads, out of 22 to 26 classes (of 45-minutes) for classroom teachers, 10 classes is required in schools with less than 50 students, 8 classes in schools with 50-199 students, 6 classes in schools with 50-199 students and 4 classes in schools with at least students.

Teaching more classes or hours than required: If a teacher takes the extra role of a school inspector expert or pedagogical advisor, the obligatory number of teaching classes (22 to 26 classes) is reduced to 18 classes.

Class teacher/form teacher: Reduction of 2 classes for form teachers.

Participation in professional development activities: The school has to organise the participation of a teacher in CPD, which is mostly in working time. There is no stipulated number of teaching classes for reduction. This is school autonomy. [Back to main table for this Indicator](#)

Iceland:

Individual planning or preparation of lessons either at school or elsewhere: In pre-primary education (ISCED 02), 4 hours of teaching time per week is reduced for performing this task.

General administrative work: No specific amount of reduction in teaching time for pre-primary school teachers.

Communication and co-operation with parents or guardians: There are, on average, two days per annum for communications and interviews with parents in all levels of education.

Teamwork and dialogue with colleagues at school or elsewhere: No specific amount of reduction in teaching time for pre-primary school teachers.

Participation in school or other management in addition to teaching duties: This task is not required from teachers but when assumed such responsibility, they are compensated in accordance with wage agreements.

Teaching more classes or hours than required by full-time contract: Teaching time for full-time contract is not clearly defined so reduction of teaching time is dependent on individual teachers duties and can not be estimated in general.

Students counselling: Special student counsellors are required to perform this task.

Special tasks: Performing this task reduces 2 classroom periods per week.

Class teacher/form teacher: Compensation for teachers at upper secondary level cannot be estimated, because the level of compensation relies on statutory agreements negotiated with the unions, institutional agreements negotiated between the government and the institutions and decisions by school heads.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Formal mentoring or induction programmes do not exist in pre-primary and upper secondary levels. In primary and lower secondary levels, 40 minutes of weekly teaching time is reduced for a new teacher.

Participation in professional development activities: Professional development may be organised outside school working time and may result in a reduction of teaching duties. At primary and lower secondary levels (ISCED 1 and 24), there is a designated period for professional development. However, at pre-primary and upper secondary levels (ISCED 02 and 3), it is at the discretion of schools how this is organised. In most cases, there is no reduction in teaching time for participating in professional development activities. Under specific circumstance, it is at the discretion of each school how teaching time is reduced to compensate for the activities.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Ireland:

Notes on interpretation: Data is not collected for pre-primary level.

Salary scales of full-time classroom teachers implicitly require teachers to perform following tasks: teaching; planning and preparation of lessons; assessment and correction of students' work; administrative work; communication with parents, and; team work, collaborative school planning and discussion.

Supervision of students during breaks: This task is a part of the work of full-time teachers. The conditions relating to supervision for teachers at primary level (ISCED 1) are set out in Department Circular 33/2013 and at secondary level (ISCED 24 and 34) in Department Circular 0006/2014. From the beginning of the 2013/14 school year, each teacher at primary and general lower and upper secondary levels (ISCED 1, 24 and 34) has been required to provide 43 hours supervision per annum to include substitution cover for particular teacher absences (e.g. uncertified sick leave absences). At primary level, the provision of this 43 hours supervision is part of the non-teaching work required of all teachers during school hours. At general secondary education (ISCED 24 and 34), the provision of this 43 hours supervision is the only non-teaching work that is required of all full-time teachers during school hours. At secondary level, there was an opt out arrangement as per Circular 0006/2014 for teachers not to participate in the supervision of students which involved a reduction in their salary.

Team work and dialogue with colleagues at school or elsewhere: Collaborative work in School Self-Evaluation is a requirement for all teachers.

Participation in school or other management in addition to teaching duties: School management may assign management duties in addition to teaching duties to individual teachers who have been appointed to hold special duties posts. The arrangements for making appointments to posts of responsibility at primary level (ISCED 1) are outlined in [Circular 0070/2018](#) and at secondary level (ISCED 2 and 3) in [Circular Letter 0003/2018](#).

Class teacher/form teacher: At primary level (ISCED 1), it is the norm for school management to assign teachers to assume full responsibility for individual classes as part of their normal teaching duties. At secondary level (ISCED 24 and 34), a school may assign Year Head duties to a teacher who has been assigned additional special duties or management duties.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: During the school year 2018/19, the management of each special education school, mainstream primary schools with a principal and 16 teachers or more and post-primary schools with 400 students or more were required to establish a Professional Support Team of mentors for newly qualified teachers working in their school. Teachers in other mainstream schools were trained and assigned as mentors to newly qualified teachers on an optional basis and at the discretion of school management as part of the National Induction Programme for Newly Qualified Teachers. Mandatory participation in the mentoring of newly qualified teachers will be extended to all schools on a phased basis by 2020. As schools are included in the school based induction programme, it will be at the discretion of senior management in each school to assign individual teachers to the role of mentor. However, participation by individual teachers in this role is on a voluntary basis. The principal may involve teachers from outside the school if it is not possible to form the team from within the school staff.

Participation in professional development activities: There may be a reduction of teaching time as there are circumstances (e.g. programmes of national continuing professional development (CPD)) where schools may have to close to facilitate attendance by all staff or a large number of staff at the training.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Israel:

Notes on methodology: The New Horizon Reform and the *Oz Letmura* Reform resulted in various changes in working hours and non-teaching hours and implemented for majority of teachers. For more information on the Reforms, refer to [Notes on methodology of Table D4.1](#).

Teaching: Teachers in pre-primary education do not teach in front of children, as life-long learning (e.g. playing, music etc.) is considered important.

General administrative work: Primary and secondary teachers perform this duty during working hours at school.

Communication and co-operation with parents or guardians: It includes parents meetings, preparation of year-end parties and ceremonies for the holidays (18 hours per semi-annual).

Supervision of students during breaks: Pre-primary teacher must be with the children all day long.

Teamwork and dialogues with colleagues at school or elsewhere: Primary and secondary teachers perform this duty during working hours at school.

Participation in school or other management in addition to teaching duties: Vice-principals must teach and teaching time is not reduced for this task.

Teaching more classes or hours than required by full-time contract: It is subject to the allocation of hours for the school and to the principal's decision. The obligation for the teacher is up to one full-time equivalent.

Students counselling: Master of Arts is the minimal condition for the consultant role and have to be consultant in his formation. For teachers performing this responsibility, they are committed to teach one-third of full-time equivalent with remuneration. The principal can ask teachers to engage in student counselling, and in this case, teachers will not receive a financial compensation.

Engaging in extracurricular activities: With authorization of the Ministry of Education, a teacher can participate, at his own discretion, in activities for young pupils in the summer vacation (e.g. summer schools) or in the afternoon after school (for pupils in the first two grades only). However, the teacher take this responsibility separately from his regular role as a classroom teacher. The teacher will be paid for this additional work by the local authority and not by the Ministry of Education.

Special tasks: Ministry of Education authorises teachers to guide qualified teachers. The principal chooses trainers for training and mentoring student teachers, where remuneration is provided.

Class teacher/form teacher: Teacher in lower secondary level can teach 2 hours a week less from the account of teaching hours to small groups of students. In the upper secondary education, the reduction of teaching time is about 3 hours per week, from the teaching time in front of the class.

Participation in professional development activities: There is a high awareness of the importance of professional development, taking considerable part in both reforms, the New Horizon and the *Oz Letmura*. Though professional development is not mandatory, majority of the teachers participate in the course to increase their salary (move to a higher salary level) by a substantial percentage or maybe move to a higher position.

These two reforms 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. 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 centers or in one of the universities. According to the number of hours, he will receive a "unit of courses", one of the maximum 18 "units" that he can receive during his career. A teacher is entitled to receive one "unit" a year. [Back to main table for this Indicator](#)

Italy:

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Japan:

Notes on interpretation: College of Technology (course of 1st to 3rd grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded.

Teaching more classes or hours than required by full-time contract: There is no appropriate option to express Japanese circumstance for existence of financial compensation. [Back to main table for this Indicator](#)

Korea:

Notes on interpretation: For pre-primary level, only public kindergarten (governed by the Ministry of Education) is included. Public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available.

General administrative work: Teachers assigned to the Educational Administration Task Force occasionally receive a reduction in teaching time to allow them to support their schools' administrative affairs. This reduction in teaching time is at the discretion of individual schools.

Participation in school or other management in addition to teaching duties: Teaching time of managerial teachers may be reduced at the discretion of individual schools, depending on the school's circumstances.

Students counselling: Teaching time is typically reduced by 10 periods or less per week for teachers in charge of career guidance and college admission counselling. For teachers in charge of preventing school violence and delinquency, teaching time is reduced at the discretion of individual schools.

Special tasks: Master teachers, who are in charge of mentoring, providing professional development and designing curriculum for other teachers, receive a 50% reduction in teaching time compared to general teachers with financial compensation for research expenses.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: See note on Master teachers in *Special tasks*.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Latvia:

Marking/correcting of student work: At pre-primary level, there is no written marking/correcting of works but a teacher expresses appraisal (appreciation) of children work by words. It is teacher's responsibility according to the pre-school education guidelines. Parents or guardians of a child receive written information from a pre-primary institution on achievements of the child after completion of pre-school education programme.

Participation in school or other management in addition to teaching duties: Methodology work at school, project management and other activities related to the development of school are part of teacher's workload. However, if a teacher performs duties of head of department, he or she receives a salary for this administrative work. Working in full-time administrative position, teacher may have up to 7 additional teaching hours.

Participation in professional development activities: Participation in 36 hours of compulsory professional development activities in three-year period is a teacher's duty and is a part of statutory salary. However, there may be financial compensation to cover necessary expenses to attend these activities (e.g. travel expenses to the capital (Riga)).

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Lithuania:

Notes on interpretation: "No financial compensation" indicate that the task is included in the statutory description and does not give extra payment.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Luxembourg:

Notes on interpretation: More information on reduction of teaching time for secondary education can be found in this law ([link](#)). [Back to main table for this Indicator](#)

Mexico:

General administrative work: Financial compensation is applied at pre-primary, primary and lower secondary (general programmes) levels to achieve a better, fixed salary level. [Back to main table for this Indicator](#)

Netherlands:

Notes on interpretation: Every year before the summer break, employer (school head) makes agreements with individual teachers about the working days, the number of teaching hours or lesson-related and/or treatment tasks, professional development and other tasks.

In the vocational programmes of upper secondary education (MBO), education personnels mainly work in teams. The members make mutual agreements about their work.

Data is based on tasks and responsibilities of a classroom teacher, not a teacher in general.

Supervision of students during breaks: At upper secondary vocational programmes, breaks are responsibilities of students. For other level of education, it is at the discretion of individual schools to decide on task requirement.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

New Zealand:

Notes on interpretation: The New Zealand Education System does not have an explicit lower secondary level (ISCED 24) and all secondary level educational programmes are general. So for descriptive responses, both the responses for primary (ISCED 1) and upper secondary (ISCED 34) levels have been provided. Where there are two responses for lower secondary level, Years 7-8 of lower secondary level (ISCED 24) follow primary level (ISCED 1) and Years 9-10 of lower secondary level follow upper secondary level (ISCED 34).

Data on reduction in teaching time and existence of financial compensation cannot be provided at a national level as Ministry of Education (MOE) does not employ teachers. Schools are responsible for employing and deploying teachers and are not required to report to MOE. [Back to main table for this Indicator](#)

Norway:

Communication and co-operation with parents or guardians: It is the task of the class teacher/form teacher. See notes on *Class teacher/form teacher*.

Participation in school or other management in addition to teaching duties: Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time and an additional compensation at the discretion of the school head.

Students counselling: It is the task of the class teacher/form teacher. See notes on *Class teacher/form teacher*.

Special tasks: Teacher who are responsible of training teacher students, gets a reduction in teaching time and an additional compensation when the student teachers are practice teachers (under supervision).

Class teacher/form teacher: Teachers, who have this task, teaches one hour less each week.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: Depending on the extent of the additional responsibility, teachers may have a reduction in teaching time and an additional compensation at the discretion of the school head.

Participation in professional development activities: Teachers may apply to participate in professional development activities, which result in a reduction of teaching time for one year, and which may result in an increase in the base salary.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Poland:

Supervision of students during breaks: There is no break in the kindergarten activities. The teacher exercises constant supervision over children.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Portugal:

Notes on interpretation: All tasks in the second cycle of primary education (ISCED 1) are identical to those of secondary education (ISCED 2 and 3).

Bonuses are given on a monthly basis and they usually last for the whole school year.

Individual planning or preparation of lessons either at school or elsewhere: Pre-primary teachers (ISCED 02) who teach 5-year-old children coordinate with the first grade teachers in primary education (ISCED 1).

Participation in school or other management in addition to teaching duties: Deputy heads, heads of curricular departments, class coordinators and teachers with other management responsibilities have their teaching time reduced during the time they hold the position.

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).

Students counselling: Teachers responsible for "specific tutorial support" to students have their teaching time reduced.

Engaging in extracurricular activities: Teachers running extra-curricular activities may receive a reduction in teaching time.

Special tasks: These tasks (e.g. training student teachers and providing support to other teachers.) are done with the accordence of the teacher. Teacher trainers receive a reduction in teaching time, during the time they hold the task.

Class teacher/form teacher: Class tutors' coordinators and class tutors have their teaching time reduced during the time they hold the position.

Participation in mentoring programmes and/or supporting new teachers in induction programmes: These tasks are done with the accordence of the teacher. Teachers responsible for mentoring/induction programmes have their teaching time reduced during the time they hold the position.

Participation in professional development activities: It is not compulsory, but 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.

Financial compensation on Table D4.4: See notes on [Table D3.17. Back to main table for this Indicator](#)

Scotland:

Communication and co-operation with parents or guardians: Communication with parents does not reduce teaching time, but is built into teachers' working time agreements. This time is in addition to their pupil contact time, but

within their overall contractual hours. Scottish education authorities are placed under a legal requirement to involve parents via the Scottish Schools (Parental Involvement) Act 2006. Communication with parents is one of the aspects of involvement. In practice, head teachers and class teachers may discharge this responsibility on a day-to-day basis but the requirement is not placed directly on class teachers. Liaison with parents is part of a teacher's terms and conditions as set out in the "National Agreement - A Teaching Profession for the 21st Century" ([link](#)). [Back to main table for this Indicator](#)

Slovenia:

Notes on interpretation: Working time of teachers is defined by the Organisation and Financing of Education Act (ZOFVI) 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 ZOFVI, as well as Kindergarten Act and other regulations specify mandatory tasks for teachers (if so assigned).

Participation in school or other management in addition to teaching duties: In upper secondary education (ISCED 3), the following roles result in reduction of teaching time: secretary of the school committee for matura or leaving examination, coordinator of elective content or interest activities, pedagogical or sport coordinator in sport classes, organiser of school meals. Reduction of teaching time depends on the task and on the number of students/classes (from 0.5 to 16 lessons per week).

Teaching more classes or hours than required by full-time contract: For primary and secondary levels, (ISCED 1, 2 and 3), the head teacher may assign a teacher extra weekly teaching time (additional teaching within full-time contract) but not for more than five lessons a week (not more than 38 weeks in school year) according to the Article 124 of the Organisation and Financing of Education Act. This is paid as Work performance from increased workload (refer to Indicator D3).

Class teacher/form teacher: For primary and secondary levels (ISCED 1, 24, 34 and 35), there is a reduction of one teaching hour per week in the first and in the final year and by 0.5 hours in all other years of basic and upper secondary education.

Other responsibilities: The Kindergarten Act specifies participation in the organisation of life and activities at a kindergarten that is in detail defined with the with its annual action plan in addition to other tasks for preschool teachers (ISCED 0). These are at the discretion of the individual schools and has no financial compensation.

The Organisation and Financing of Education Act (Article 119) specifies among other tasks for teachers also: 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. These are mandatory for teachers in primary and secondary education (ISCED 1 to 3) and has no financial compensation nor reduction in teaching hours.

Membership in a subject testing committee for national assessment of knowledge in basic school (ISCED 1 and 24) is performed voluntarily at the discretion of individual teachers. Reduction in teaching time is possible.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Spain:

Notes on interpretation: The information provided is based on the general national and regional regulations to report an average of the different answers collected from education departments of all autonomous communities. Some notes are provided to explain possible differences among communities.

Supervision of students during breaks: At secondary level, it is a task required for some teachers at the discretion of individual schools.

Participation in school or other management in addition to teaching duties: Department Head position results in a reduction of teaching time of 2-3 hours depending on the autonomous community. There are other coordinator positions in schools, in some regions, that can also result in reduction of teaching and/or financial compensation: ICT coordinator, bilingual program coordinator, extracurricular activities coordinator, etc.

Department Head task at secondary level has financial compensation, but co-ordinator task at pre-primary and primary levels do not have financial compensation. There are also other co-ordinator positions in schools varying in the regions that can also result in reduction of teaching time and/or financial compensation (e.g. ICT coordinator, bilingual program coordinator, extracurricular activities coordinator etc.).

Teaching more classes or hours than required by full-time contract: Teaching extra hours in the year schedule has compensation. This compensation is reduction in time in school. There are some special activities (reinforce/support classes, health programs, compulsory training courses outside working hours, etc.) with out-of-contract teaching time and fixed regular additional payments. Teachers volunteer for these tasks.

Special tasks: Fixed compensations for the supply of extraordinary services in some Autonomous Communities (e.g. training and mentoring for the assessment and accreditation of teaching staff, creation of e-learning materials for the learning management platform, preparation and correction of test to obtain an specific degree, etc.).

Class teacher/form teacher: According with regulations, class teacher is a task that is mandatory if it is required for teachers. Time spent on class teacher task is part of the teaching time. In 10 over 17 autonomous communities this task has an specific financial compensation. In some communities, class teacher position is only paid to secondary teachers (ISCED 2 and 3).

Participation in mentoring programmes and/or supporting new teachers in induction programmes: There is no mentoring programmes in Spain. The given response refers to induction programmes for new teachers. It is performed at the discretion of individual schools at all ISCED levels.

Participation in professional development activities: Teachers can voluntarily complete, at least, 100 hours dedicated to professional development every six years for accessing to the training salary compliment (i.e. about 17 hours per year). The actual training time, on average, has been calculated to be around 25.7 hours per year.

Other tasks and responsibilities: Supporting in school transport and educational attention to students in the school canteens (e.g. caring children in the school transport and during the school meals) is mandatory for some teachers at the discretion of individual schools at all levels of education. There is a fixed amount of financial compensation for this task.

Financial compensation on Table D4.4: See notes on [Table D3.17](#). [Back to main table for this Indicator](#)

Sweden:

Notes on interpretation: Though collective agreement is made on a national level, it is interpreted and decided locally at the school-level. Therefore it is not possible to determine if a performed task or responsibility leads to a reduction in teaching time or financial compensation.

There may be local agreements that differ from the information reported, especially in *förskoleklassen* (pre-school class), which is the last of the pre-primary school. The usual agreement for *förskoleklassen* is the same as the national agreement for the primary school.

Marking/correcting of student work: It does not apply for pre-primary level.

Students counselling: It does not apply for pre-primary level. [Back to main table for this Indicator](#)

Turkey:

Individual planning or preparation of lessons either at school or elsewhere: An additional one hour course fee (not exceeding 3 hours per week) for preparation and planning duties is paid to teachers working at every level and formal and non-formal education institutions affiliated to the Ministry, in return for each 10 hours of lessons which they actually teach for salary and additional course fee. (Item 11 of No. 2006/11350 Council of Ministers Decision of MoNE Administrators' and Teachers' Lessons and Extra Lesson Hours)

Marking/correcting of student work: Teachers in pre-primary perform this task during teaching time because there is no official break time. In other levels of education, teachers can perform this task during teaching time or during the breaks.

General administrative work: This task is mandatory only for trainee teachers.

Students counselling: There are psychological, counselling and guidance services at every level of education.

Participation in professional development: Additional course fee is provided when teachers participate in the professional work (school seminars), for no more than two weeks, before and after the school year. However, teachers attend other professional development activities (e.g. in-service training, seminars, conferences, courses etc.) voluntarily without any financial compensation. [Back to main table for this Indicator](#)

United States:

Notes on interpretation: Existence of reduction of teaching time and/or financial compensation is at the discretion of individual schools. [Back to main table for this Indicator](#)

[Actual teaching time: Table X3.D4.6.](#)**Table X3.D4.6. Actual teaching time (2018)***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		850	850	809	m	809	m
Austria		m	m	m	a	m	m
Canada		m	m	m	m	m	m
Chile		m	m	m	a	m	m
Colombia		m	m	m	a	m	m
Costa Rica		m	m	m	m	m	m
Czech Republic		m	m	m	m	m	m
Denmark		m	m	m	a	m	m
Estonia		m	600	612	m	583	m
Finland		m	m	m	a	m	m
France		m	m	m	a	m	m
Germany		m	m	m	a	m	m
Greece		m	m	m	a	m	m
Hungary		m	m	m	m	m	m
Iceland		m	m	m	a	m	m
Ireland		m	m	m	a	m	m
Israel		m	m	m	a	m	m
Italy		m	m	m	a	m	m
Japan	1	m	739	610	a	511	511
Korea		m	m	m	a	m	m
Latvia		m	572	621	m	695	m
Lithuania		632	618	658	728	650	728
Luxembourg		m	m	m	m	m	m
Mexico		m	m	m	m	m	m
Netherlands		m	m	m	m	m	m
New Zealand	2	m	1 083	927	a	772	a
Norway		m	m	m	a	m	m
Poland		1 150	634	553	a	547	556
Portugal	2	849	736	611	611	597	597
Slovak Republic		m	m	m	m	m	m
Slovenia	2	m	666	666	a	m	m
Spain		m	m	m	m	m	m
Sweden		m	m	m	a	m	m
Switzerland		756	785	748	a	621	714
Turkey		m	m	m	a	m	m
United States	3	1 011	1 004	966	a	966	a
Economies							
Flemish Comm. (Belgium)		m	m	m	a	m	m
French Comm. (Belgium)		m	m	m	a	m	m
England (UK)	3	939	939	794	m	794	m
Scotland (UK)		m	m	m	a	m	a
Partners							
Brazil		m	m	m	m	m	m
Russian Federation	3	m	561	483	m	483	m

Note: See *Definitions and Methodology* sections for more information.

1. Estimate based on teaching time planned at each school in the beginning of the school year.

2. Scope different from that for statutory data. Please refer to Annex 3 for more information.

3. Year of reference 2016 for the United States, 2017 for the Russian Federation and 2019 for England (United Kingdom).

Source: OECD (2020).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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Coverage, methodology and interpretation

Professional development and student examination days should be excluded from actual teaching time of teachers. For notes on the reporting practice related to days of professional development and student examination days in teachers' actual teaching time, see Tables [X3.D4.4](#) and [X3.D4.5](#).

Other comments for each country are listed below.

Australia:

Data specifications on teaching time: Data on teachers' actual teaching time includes time devoted to professional development activities and time dedicated to student examination days.

Notes on methodology: Data reported are weighted averages of data from jurisdictions that provided data.

Notes on interpretation: Data reported are based on a subset of jurisdictions that provided data. Values and information may vary from year to year based on the jurisdictions that provided input.

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England:

Notes on methodology: The Teacher Workload Survey (TWS, 2019) is an online survey administered in a sample of primary, secondary and special schools across England.

The TWS provides the average teaching hours of teachers and middle leaders during the reference week, during the reference week (TWS, page 37) as well as the average total working hours of teachers and middle leaders during the reference week (TWS, page 28). Teachers and middle leaders are both defined as "teachers" under UOE guidance.

Average annual teaching time is the average teaching hours of teachers and middle leaders in the Teacher Workload Survey (TWS) multiplied by 38 teaching weeks.

The survey uses a probability proportionate to size (PPS) method. More details on survey methodology can be found in the technical report: <https://www.gov.uk/government/publications/teacher-workload-survey-2019>

Notes on interpretation: There are vocational programmes at both lower and upper secondary level (ISCED 25 and 35), but there is no data, so they are indicated as 'missing'. [Back to main table for this Indicator](#)

Estonia:

Notes on methodology: 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.

[Table X3.D4.4](#) shows the total number of hours teachers (the number of lessons was converted into astronomic hours) attended in professional development courses in the academic year 2017/18. Not all teachers who worked in the academic year 2017/18 took part in professional development courses in the same academic year. *Difference in the population of teachers covered for statutory teaching time:* Teachers temporarily not at work are excluded.

Notes on interpretation: The average actual teacher's teaching time in hours per annum refer to actual teaching time as of 10 November 2017 (Estonian Education Information System). As teachers of general programmes usually teach at more than one ISCED level, the same number of hours teachers attended in professional development courses is shown at primary and general programmes of secondary levels. For vocational programmes, teachers cannot be differentiated between lower and upper secondary education, therefore how many hours these teachers took part in professional development in academic year 2017/18 is not known.

In [Table X3.D4.4](#), the same number of hours for teachers participated in professional development courses is shown at every educational (ISCED) level because teachers in general schools usually teach at more than one educational (ISCED) level. [Back to main table for this Indicator](#)

Japan:

Notes on methodology: Data on teachers' teaching time refers to average planned teaching time in each school at the beginning of the school year. For more information, see notes on [statutory data](#) (Table D4.1).

Notes on interpretation: National schools, College of Technology (course of 1st to 3rd grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded. [Back to main table for this Indicator](#)

Latvia:

Notes on methodology: Data are taken from the State Education Information System where schools provide information about teachers - age, gender, their workload and salary. All information relates to full-time (starting with 0.9 workload) classroom teachers. For more information, see notes on [statutory data](#) (Table D4.1).

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New Zealand:

Notes on methodology: Actual teaching time in hours per annum is obtained by multiplying actual teaching time during the reference week in the school year 2017 (TALIS 2018) and 40 weeks.

The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. So lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

Difference in the population of teachers covered for statutory teaching time: There may be slight difference between the scope of the statutory data (OECD-NESLI data collection) and the actual data (TALIS 2018). Data supplied for primary schools (ISCED 1) includes full primary and intermediate schools. Secondary schools (ISCED 34) includes composite and secondary schools. [Back to main table for this Indicator](#)

Poland:

Notes on methodology: Data include extra hours that are paid additionally and exclude hours related to the paid temporary substitutions.

Short breaks are included only in grades 1-3 of primary education (ISCED 1).

Notes on interpretation: Teaching time of teachers of the compulsory pre-school education (covers six year-old children) are not included in actual teaching time of pre-primary teachers.

At the beginning of primary school (grades 1-3) one teacher is responsible for both teaching and taking care of the children during the breaks, playing at the same time the role of the classroom and the form teacher.

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Portugal:

Notes on methodology: Average annual teaching time in hours is based on the data reported by public schools and on the admitted number of teaching days.

Notes on interpretation: After the ending of the instruction days of the school year, teachers have to fulfil a number of tasks, such as the preparation of the internal classifications class marks report, verification of the national examinations class scores report, meetings over the internal classifications and national examinations results for their classes, preparing class schedules for the next school year, preparing school recovery plans for students who need them, administrative work, preparing classrooms for national examinations, and ensuring the monitoring of the national examinations.

Difference in the population of teachers covered for statutory teaching time: The calculations include all teachers (full and part-time) who teach at public schools under the tutelage of the Ministry of Education and are not school heads. [Back to main table for this Indicator](#)

Slovenia:

Data specifications on teaching time: Student examinations are not excluded in the teaching time data.

Difference in the population of teachers covered for statutory teaching time: Actual data includes all teachers, even those who are not fully qualified. The same population of teachers is reported in data on primary and lower secondary levels (ISCED 1 and 24) as they are in single structure basic schools.

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Switzerland:

Data specifications on teaching time: Data on teachers' teaching time include professional development days. For teachers in pre-primary and primary education, short breaks are included in teaching time. In general, there are two big breaks of 20-25 minutes (one in the morning and one in the afternoon) and several small breaks of 5 minutes.

Notes on methodology: Data on the number of weeks a teacher teaches per annum is taken from the Work Volume Statistic. Work Volume Statistics is an annual summary statistics. The Swiss Labour Force Survey (SLFS) is the main source used to compile work volume. In order to calculate the volume of work according to the domestic concept, information is drawn from other sources such as the Central Information Service on Migration (CISM). Finally, for certain types of absences, information is drawn from other sources, such as statistics from the State Secretariat for Economic Affairs (SECO) on reduced work schedules and Labour Disputes Survey (KASE). Only full-

time teachers with 100% employment, permanent contracts or at least 12 months contract duration are considered.

Data on the number of hours a teacher is scheduled to teach (net teaching time) is taken from the School Staff Statistics. School Staff Statistics is an annual census based on individual data and gathers information on persons working in schools within the Swiss territory, as well as on the content of the activities they carry out. The survey covers all educational levels, from primary to tertiary (excluding higher education institutions). Data from 26 cantons are harmonised at national level. The data refer to weekly lessons for 100% enrolment in compulsory school and sec II. Age reductions in the number of hours, which correspond to a full-time activity, are taken into account.

Notes on interpretation: In Switzerland, only the 1st of August at federal level is designated as a public holiday for the entire country. The regulation of all other holidays is solely a matter for the cantons. Due to this fact, there are only three more days besides the national celebration, which are also recognised throughout Switzerland: New Year, driveway and the first Christmas holiday. Good Friday, Easter Monday, Whit Monday and St. Stephen's Day (Christmas Day) are also celebrated in large parts of the country. [Back to main table for this Indicator](#)

United States:

Notes on methodology: Data on actual teaching time is based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school teachers in the United States. For more information on National Teacher and Principal Survey (NTPS), see notes on [statutory data](#) (Table D4.1).

The number of teaching hours includes the number of hours teachers deliver instruction during a typical full week (of the hours they are contracted to work). These hours are self-reported by teachers.

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Table X3.D4.7. Definition of working time of teachers (2019)

	Notes	All levels of education	
		Total working time	Working time at school
		(1)	(2)
OECD			
Countries			
Australia		Pre-primary, primary, secondary (gen prog.): total working time is defined differently for each jurisdiction.	Pre-primary, primary, secondary (gen prog.): the definition of working time at school is the prerogative of each jurisdiction.
Austria	1	Primary: Teacher Service Law (<i>Landeslehrer-Dienstrechtsgesetz</i>) defines total working time as 1 776 hours per year. Lower secondary (gen. prog.): Teacher Service Law (<i>Landeslehrer-Dienstrechtsgesetz</i>) defines total working time as 1776 hours per year (applies to teachers in compulsory schools only).	Primary: Teaching duties (number of hours per year) is defined under Teacher Service Law (<i>Landeslehrer-Dienstrechtsgesetz</i>). Lower secondary (gen. prog.): Teaching duties (number of hours per year) is defined under Teacher Service Law (<i>Landeslehrer-Dienstrechtsgesetz</i>). (applies to teachers in compulsory schools only). Upper secondary (gen. prog.): teaching duties (number of hours per week depending on the subject) is defined in the <i>Bundeslehrer-Lehrverpflichtungsgesetz</i> .
Canada		m	m
Chile	1	Total working time of teachers is defined under legal documents as the number of annual work hours, regardless of whether teachers' presence is required at the school. For 2019, teachers have maximum 44 hours of work a week, with 5 weeks of mandatory vacations and 2.2 weeks of national holidays. Additionally, teachers are required to work for 3 weeks during students' school vacations.	The working time of teachers is defined as number of annual work hours in which teachers' presence is required at the school. For 2019, teachers have maximum of 44 hours of work a week with 8 weeks of mandatory and optional weeks of vacations, and 2.2 weeks of national holidays. Additionally, teachers are required to work for 3 weeks during students' school vacations.
Colombia	1	According to the law, a full working day is 8 hours, of which at least 6 hours are to be spent at school. The remaining 2 hours can be spent at school or at home, performing school-related duties. Additionally, teachers have 5 weeks of institutional development activities (8 hours a day, 5 days a week), during the weeks students are not at school.	Teachers must be available at school at least 6 hours a day. Daily required teaching hours are 4 hours in pre-primary, 5 hours in primary and 4.4 hours in secondary level. In the remaining non-teaching hours at school, teachers perform school-related duties.
Costa Rica		Total working time is not defined.	Only teaching time is defined.
Czech Republic		The working time of teachers is 40 hours per week.	a
Denmark	1	Working hours are regulated under agreements with unions. A working day consists of 7.4 hours. Every teacher has 6 holiday weeks.	Pre-primary: not applicable. Primary and secondary: the central working time rules state that full attendance at school is required. However, this can be negotiated in local agreements and by agreement with the school head.
Estonia		Regulation by the Government of the Republic defines that full-time working time of 7 hours a day or 35 hours in a 7 day period applies to preschool childcare institution teachers, basic school class teachers, upper secondary single subject teachers and vocational education institution teachers. All other conditions are agreed for each teacher in their contract.	Pre-primary: teachers need to be available at their working place the whole working time.
Finland	1	Pre-primary: kindergarten teachers only have one specification for their working time which is 38 hours and 45 minutes per week. Primary and secondary: under the Collective agreement, total working time is defined as teaching hours and hours they are required to be at school for co-operation and development activities.	Primary and secondary: defined as teaching hours and hours they are required to be at school for co-operation and development activities.
France	1	Pre-primary and primary: not applicable because time to prepare lessons and to correct exams/homeworks is not specified in policy documents. However, civil servants' working time applies to all teachers. Secondary: not applicable because non-teaching duties are not specified in policy documents. However, civil servants' working time applies to all teachers.	Pre-primary and primary: government decree defines only the regulated working time of teachers (972 hours per annum). Professional development (18 hours per annum) is excluded from working time at school (in Table D4.2) because it takes place outside of school. Secondary: not applicable because non-teaching duties are not specified in policy documents.
Germany	1	The working time of teachers is regulated by either the civil service regulations of the <i>Länder</i> (for civil servants) or by collective wage agreements (for salaried employees). For civil servants the number of hours per week varies between 40 and 41 depending on the <i>Land</i> , for salaried employees the number of hours varies between 39.4 and 41.	Depending on the regulations of the individual <i>Land</i> , the school head may be authorised to direct that teachers are obliged to be present at school outside teaching hours for certain periods of time. We have no statistical record of these periods of teachers' obligatory presence at school outside teaching hours.

	Notes	All levels of education	
		Total working time	Working time at school
		(1)	(2)
Greece	1	<p>Total working time cannot be provided because legislation on teachers' work includes basic responsibilities/ tasks for teachers without provisions or estimations about the time that is needed in order to perform these tasks.</p> <p>Pre-primary and primary: basic responsibilities/ tasks for pre-primary and primary teachers include tasks such as lesson preparation, student supervision, administrative work and participation in the school's teachers' board.</p> <p>Secondary: basic responsibilities/ tasks for secondary school teachers include tasks such as lesson preparation, correction of students' work and marking of students' tests, creation of in-school examination materials, administrative work, and participation in the school's teachers' board.</p>	<p>The time that a teacher is required to be present at school for teaching and non-teaching duties is 6 hours per day or 30 hours per week (Law 1566/1985, art. 13, par.8, as amended by Law 4512/2018, art. 245).</p>
Hungary		<p>Act I of 2012 on Labour Code; 92§ (1) stipulates that "The total daily working time is eight hours".</p>	<p>Pre-primary: Act CXC of 2011 on Public Education 62§ (8) stipulates that "Fixed working time in kindergarten institutions shall be spent on direct activities with the children covering the complete spectrum of kindergarten life. In the remaining time frame, a maximum of four extra hours can be allocated by the head of the institution for preparatory work and other pedagogical activities related to education, for the work done in teaching staff, for the professional help provided for trainees, and for occasional substitution of colleagues."</p> <p>Primary and secondary: Act CXC of 2011 on Public Education 62§ (5) stipulates that "Teachers working in teacher position in educational institutions shall devote 80% of their total working hours to the fulfilment of tasks defined by the head of the institution, within the framework of this Act, while the use and the schedule of the remaining working time shall be arranged by the teacher his/herself."</p>
Iceland	1	<p>Total working time of teachers is not defined in law or regulations. The law states the working time of schools, but agreements on the total working time of teachers is arrived at in wage agreements between teacher unions and local authorities.</p> <p>Pre-primary: all working time is designated as work at school. The wage agreement defines the working time of teachers is 40 hours a week and should be within 08:00 to 17:00 for working days.</p> <p>Primary and secondary: the agreement defines total working time as 1800 hours per annum.</p>	<p>Working time of teachers at school is outlined in wage agreements between teachers' unions and local authorities.</p> <p>Pre-primary: all working time is designated as work at school. The wage agreement defines the working time of teachers as 40 hours a week and should be within 08:00 to 17:00 for working days. Teacher professional development is organised at the discretion of schools and is not defined separately from school working time.</p> <p>Primary and lower secondary (gen. prog.): all working time is designated as work at school, except a period of time defined for teacher's personal development outside school. The agreement defines time for profession development as 150 hours per annum.</p> <p>Upper secondary: all working time is designated as work at school. After five years of work, teachers can apply for paid leave for professional development lasting for up to one year. Other job responsibilities outside the working time of schools are incidental and at the discretion of the school.</p>
Ireland	1	<p>There is no defined limit to teacher working time beyond the responsibility imposed on employers by the EU's Working Time Directive. There is an expectation that teachers will spend an undefined amount of discretionary time on teaching-related duties such as planning and preparation, correction of students' work etc. The Croke Park Agreement requires schools to engage in an additional 36 hours per year for activities to take place outside of school time, some of which may be planning activities.</p> <p>Primary: teachers in primary education are required to produce long-term planning, short-term planning and a monthly report detailing the progress achieved in the implementation of the curricular programme.</p> <p>Secondary: teachers are expected to engage fully with both the whole-school and subject department planning processes in place in their schools. The amount of time allocated to this is undefined and varies from school to school. In addition, teachers are provided with 40 minutes</p>	<p>Working time at school is regulated under the relevant Circulars.</p> <p>Primary: 905 hours of teaching per annum plus 168 hours per annum of non-teaching working time (i.e. 120.66 hours for non-teaching activity during school hours including 43 hours for supervision of students; 36 "Croke Park Agreement" hours after-school hours for non-teaching essential activities such as school planning, policy development, continuous professional development and staff meetings; and 11.32 hours for whole-school planning and teacher professional development relating to introduction of new language curriculum).</p> <p>Secondary: 704 hours of teaching per annum plus 106.8 hours per annum of non-teaching working time (i.e. 43 hours for supervision of students; 33 "Croke Park Agreement" hours for non-teaching essential activities such as school planning, policy development, continuous professional development and staff meetings and</p>

	Notes	All levels of education	
		Total working time	Working time at school
		(1)	(2)
		of professional time per week as part of curricular reform in ISCED 24 which is expected to be used for whole-school professional activities, individual teacher and subject department professional activities, preparation for and attendance at moderation meetings, and administration of assessment tasks for the State Examinations. There is no other time allocation within the working week/year for individual planning.	8.8 hours for whole-school planning and teacher professional development relating to curriculum reform at lower secondary (general programmes); 22 hours of teacher professional time for whole-school professional activities, individual teacher and subject department professional activities, moderation meetings, preparation for moderation meetings, and administration of assessment tasks related to state examinations).
Israel	1	Employee agreements between teachers unions and the Ministry of Education define total working time of teachers. Total working hours differ depending on which educational level they are subject to and various other aspects (as teachers who are older or are mothers work less hours).	Total working time of teachers and working time of teachers at school are the same.
Italy	1	Total working time is not explicitly defined under the National Collective Contract.	The National Collective Contract establishes the teaching hours per week as hours per week, differently for each level of education. In addition, there are up to 80 hours of non-teaching collegial work at school per annum, for activities related to teaching and are compulsory 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. Pre-primary: 25 hours of teaching per week. Primary: 22 hours of teaching per week and 66 hours per year for planning activities. Secondary: 18 hours of teaching per week.
Japan	1	Total working time of teachers shall be determined by local governments in accordance with the Local Public Service Act (Article 24, Paragraph 5).	Working time of teachers at school shall be determined by local governments in accordance with the Local Public Service Act (Article 24, Paragraph 5).
Korea	1	School teachers are subject to the civil servants' working time regulations (8 hours per day, 5 days per week). Pre-primary: the minimum number of school days per school year is stipulated as 180 days in the Early Childhood Education Act. Primary and secondary: the minimum number of school days per school year is stipulated as 190 days in the Elementary and Secondary Education Act.	There is no regulation defining working time at school.
Latvia		Pre-primary: total working time is one full workload for preschool teachers (40 hours per week) defined by the Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016). Primary and secondary: total working time is one pedagogical workload of 30 hours per week under teachers' salary regulations, with maximum working time 40 hours per week defined by the Labour Law. Teachers, if possible, work more than one workload, but not exceeding the maximum.	Pre-primary: there is no school year at pre-primary level, so pre-primary teachers are involved in teaching at pre-primary institution all the time. Primary and secondary (gen. prog.): teachers' working time at school is equal to students' school year. According to the law, the school year is 35 weeks long. Secondary (voc. prog.): there is no school year defined for vocational education. Vocational education and training teachers have annual workload of 1 320 hours and are involved in teaching/training at school for 44 weeks.
Lithuania	1	The Labour Code indicates that working time for teachers is reduced. The total working time of 36 hours per week is defined on the resolution on reduced working time limits and payment by the Government of the Republic of Lithuania No 534, 28 June 2017.	Pre-primary: working time for pre-primary teachers is based on the Rules of the Payment of the Pedagogical Staff and Other Employees in Educational Institutions (Order of Minister for Education and Science No V-1254, 19 December, 2013). Primary and secondary: by the full-time payment system, all the working time of teachers is divided into three baskets: (1) contact hours, (2) non-contact hours, and (3) working hours for school community. All non-contact hours must not be spent at school (Order of Minister for Education and Science No V-689, 3 August, 2018).

	Notes	All levels of education	
		Total working time	Working time at school
		(1)	(2)
Luxembourg		Total working time is defined per week by law. Pre-primary and primary: 54 hours per year are requested for pedagogical support and 126 hours per year are requested for the interest of the school and the pupils. Secondary: 48 hours of professional development are required to be attended in 3 years and teachers have to spend one hour per week at least for school and student support or 72 hours per year at most.	Working time at school consists of teaching time (defined per week) and non-teaching time when teachers are required to be available at school during the school year.
Mexico		There is no official document that specifies working time nor non-teaching time.	Pre-primary, primary and lower secondary: working time with the class is set for all schools, and the time for teachers to start and leave work is also known. Respecting this work schedule is the responsibility of each school.
Netherlands		Collective labour agreements for primary education and secondary education define annual working time for a full-time job as 1659 hours per annum (about 41.5 week a year).	Working time (teaching time, professional development and/or additional tasks during the school year) is based on an agreement between the school head and the teacher.
New Zealand	2	Pre-primary: the ordinary hours of work for qualified and certified teachers shall not exceed 40 hours per week or 8 hours per day, to be worked from Monday to Friday inclusive between the hours of 7:00am and 6:00pm, plus additional time for staff meetings. Primary: the Primary Teachers' Collective Agreement states that "as far as practical" teachers should work 40 hours a week, though overtime is possible. However, School Boards of Trustees may require employees to attend school or elsewhere, when the school is closed for instruction (except on weekends or public holidays unless by agreement) for up to 10 days per school year (or the equivalent) for all or any of the following purposes – school administration, school preparation and co-ordination, pre-term planning curriculum and/or technical refreshment and/or professional development. The number of working days each year is set by the Minister of Education and is not contained in the Primary Teachers' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. Lower secondary: refer to primary and upper secondary. Upper secondary: the Secondary Teachers' Collective Agreement states that students are expected to have 25 hours of instruction time per week, and teachers are expected to have 20 hours of contact time a week. The employer may require teachers to participate in professional development opportunities at times when the school is not open for instruction provided that no teacher shall be required to attend for more than five days or equivalent per annum. Except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school shall be determined according to the requirement that schools are required to be open for instruction at least 380 half days in any one calendar year.	Primary: the number of working days each year is set by the Minister of Education and is not contained in the Primary Teachers' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. Lower secondary: refer to primary and upper secondary. Upper secondary: the Secondary Teachers' Collective Agreement states that except where reduced by any lawful decision of the employer to close the school to students, the length of the school year for each school shall be determined according to the requirement that schools are required to be open for instruction at least 380 half days in any one calendar year.
Norway	1	Pre-primary: teachers in pre-primary programmes work 37.5 hours per week (full-time). They have, like all other public employees in Norway, 5 weeks holiday, in addition to up to maximum 10 days of public holidays. Primary and secondary: in the collective agreement, teachers have a net total working time of 1 687.5 hours per year.	Pre-primary: all working time for teachers is at school. Primary: in the collective agreement, teachers have 1 300 hours of working time at school per annum, i.e about 33 hours per week. Lower secondary: in the collective agreement, teachers have 1 225 hours of working time at school per annum, i.e about 31 hours per week. Upper secondary: in the collective agreement, teachers have 1 150 hours of working time at school per annum, i.e about 29 hours per week.
Poland	1	According to the Teachers' Charter, total working time cannot exceed 40 hours per week. Within 40 hours per week, teachers are obliged to fulfill their duties related to: didactic and educational activities, other activities resulting from the statutory tasks of the school according to children's interests, self-education, and professional development. Primary and secondary: there are additional days of work during spring and winter breaks when teachers are required to be available at school for non-teaching duties. In 2018/19, there are 6 days of work with a weekly workload of up to 40 hours.	There are no defined hours for working time at school. But they should be more than the regulated teaching time and less than the total working time.

	Notes	All levels of education	
		Total working time	Working time at school
		(1)	(2)
Portugal		Civil servants working time is limited to 35 hours per week, and in the case of teachers, their working time is also bound by their weekly/daily teaching time schedules. Additionally, teachers' non-teaching time at school during inaction days varies greatly according to the specific needs of each school.	Full-time teachers are required to be at school for most of their total working time defined, except for certain non-teaching tasks (e.g. preparing lessons, reviewing classwork) which are not required to be done at school. In some cases, individual teachers' working time at school can be reduced based on their ages, years in the profession and for doing extra-curricular activities at school (maths clubs etc.).
Slovak Republic		Government decrees define mandatory daily working time (teaching time and non-teaching working time) as 8 hours. The total working time of teachers in hours per annum equals the product of mandatory daily working time and number of working days per year less leave days.	School statutes stipulate that working time at school is at least 5.5 hours per day. In the remaining time teacher can perform indirect educational and training activities outside the workplace according to school principal's decision.
Slovenia	1	The working time of teachers is defined by the Organization 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.	Primary and secondary: the Collective agreement stipulates that teacher working hours are unevenly distributed. Due to this uneven distribution of working time, full-time work obligation is to be taken as the average work obligation in the 12 months of the current school year (i.e. from 1 September in the current calendar year to 31 August in the following calendar year (referred to as the reference period)). The school head has to organise the work of each teacher with an individual annual work plan so that the average full-time work is offset at the end of the reference period. Furthermore, according to the Collective agreement for the education sector in the Republic of Slovenia, teachers' work obligations comprise 7 hours per week of other work obligations and 33 hours per week of work obligations pertaining to teaching (teaching obligation, preparation of lessons, marking, etc.). Ten hours of the 33 hours can be conducted outside of the school premises.
Spain		Total working time is legislated as 37.5 hours per week.	Working time at school is 30 hours per week as stated in national and regional regulations.
Sweden	1	Pre-primary: there is no defined total number of working hours for pre-primary teachers. However, there may be local agreements that differ from this, especially in " <i>förskoleklassen</i> " (preschool class), which is the last year of pre-primary school. The usual agreement for " <i>förskoleklassen</i> " is the same as the national agreement for the primary school. Primary and secondary: total working time consists of two parts: 1 360 hours of regulated working time per year and 407 hours of non-regulated working hours/unmeasured time. The regulated working time can thus be used for all types of tasks that fit into a teachers' employment, including teaching. For example, it could be used for: participation in development and curriculum work, professional development days, planning, co-operation (in teams, with school management, authorities, other staff, business etc.), evaluation, documentation, information, marketing, administration (scheduling, ordering, purchasing, student assignments, grade administration etc.), management tasks, participation in the placement studies as a part of teacher training, supervision of other teachers, teacher assistants, etc., co-ordination (subjects and institutional work, collaboration with parents) etc. This is not an exhaustive list of tasks a teacher can do. The non-regulated hours are primarily intended for before and after work. The non-regulated working hours can also be used spontaneously for pupil and parenting contacts and time for own development.	Pre-primary: working time at school is the same as teaching time. Primary and secondary: regulated working time (1 360 hours per annum) within total working time is considered as working time at school.
Switzerland	1	The cantons determine the annual working hours of the teachers. For the majority of Swiss teachers their 100% employment is based on a theoretical 42-hour week and four weeks of leave and 8-10 days of festivities. The annual working time is made up of the teaching time and the working time required for the other areas of the job. The degree of employment is determined by the number of weekly lessons. The cantons define the weekly teaching obligation for a full-time period in lessons or hours (compulsory lessons). Teachers who have a class teacher function and/or have reached a certain age are partially relieved of this teaching obligation by a defined number of lessons or hours.	In addition to the scheduled teaching time, it is not specified whether the teachers spend the non-teaching hours at school or outside the school. For special tasks, for example, conferences, IT support, etc. teachers are required to be available at school.

	Notes	All levels of education	
		Total working time	Working time at school
		(1)	(2)
Turkey	1	Teachers' total working time is subject to Civil Servants Law (40 hours per week). Total working time of the teachers over a school year is determined by deducting teachers' holidays, festivals and school term breaks from the official working time of civil servants.	The working time of teachers at school is determined by the Council of Ministers Decision of Ministry of National Education Regulation of Administrators' and Teachers' Lessons and Extra Lesson Hours.
United States		Pre-primary, primary and secondary (gen. prog.): teachers' total working time, as specified in legal documents, varies based on the requirements set forth in teacher contracts at the subnational (state or district) level in the United States. There are no federally available data that can provide a national average of teachers required total working time as specified in legal documents.	Pre-primary, primary and secondary (gen. prog.): the reported number of working hours at school includes the number of hours teachers are required to work during a typical full week according to their contract. These hours are self-reported by teachers in the data source.
Economies			
Flemish Comm. (Belgium)	1	It is a free choice of the teacher as long as their teaching duties are fulfilled.	It is a collaborative decision between the school head and the teachers. Pre-primary and primary: there is the limitation that the 26 hours per week foreseen by the legislation for a teacher working full-time.
French Comm. (Belgium)	1	There are no regulations on total working time (regarding lesson preparation, correction of tests and marking of students' papers, etc.). The government only defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Pre-primary and primary: 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.	No working time at school is required. Only teaching time is regulated. Pre-primary: maximum of 26 teaching periods per week. Primary and lower secondary: minimum of 22 and maximum of 24 teaching periods per week. Upper secondary (gen. prog.): minimum of 20 and maximum of 22 teaching periods per week. Upper secondary (voc. prog.): minimum of 30 and maximum of 33 teaching periods per week.
England (UK)		Total working time is defined (according to the School Teachers' Pay and Conditions Document; STPCD) as the 1 265 hours a teacher (employed full-time) "must be available to perform teaching or other duties at such times and such places as may be specified by the headteacher". These hours must be allocated reasonably throughout the 195 days in the school year on which the teacher is required to be available for work.	The specified working hours set out in the STPCD only stipulate that a teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the headteacher. The headteacher/employer has discretion over what duties teachers may/must perform and at what times and what places.
Scotland (UK)	2	Regulations state that teachers have a working week of 35 hours.	Teachers are expected to be in school 1 045 hours per year, but this excludes 5 in-service days per year where there is no class teaching but need to be in school.
Partners			
Brazil		There is no national legislation about total working time of teachers. The National Education Law only establishes a minimum number of hours in a year for the students, distributed to a minimum of 200 days in a year per shift.	Not applicable.
Russian Federation		m	m

Note: See *Definitions and Methodology* sections for more information.

1. Lower secondary vocational programmes does not exist.

2. Lower and upper secondary vocational programmes does not exist.

Source: OECD (2020).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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Statutory working time of school heads: Tables D4.5 and D4.7.

Coverage, methodology and interpretation

For notes on the nature of the reported data on working time for the different countries, see Table [X3.D4.3](#).

Other comments for each country are listed below. [Back to main table for this Indicator](#)

Australia:

Notes on methodology: Quantitative data reported are weighted averages from the jurisdictions that provided data. Qualitative responses are collated from the jurisdictions to be representative of the nation.

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Austria:

Notes on methodology: No representative data on school heads is available for pre-primary level. A large majority of pre-primary education (ISCED 02) in Austria takes place at kindergartens, but there is no data available for kindergarten school heads. The remaining minority of pre-primary schools are not an independent entity but integrated into primary schools (ISCED 1), where there is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

Data on school heads only take into account upper secondary schools heads. In contrast to teachers, lower secondary academic schools are always attached to upper secondary academic schools.

The reported working time relate to the "old employment law" for teachers, which still is applicable for all school heads and will be applicable for the vast majority of school heads for the next couple of years.

Notes on interpretation: Upper secondary vocational programmes (ISCED 35) are included in upper secondary general programmes (ISCED 34). [Back to main table for this Indicator](#)

Belgium (Flemish Community):

Notes on interpretation: There is no legislation concerning the working time of school heads. The government leaves this issue totally up to the discretion of the school board.

A school head can be the head of lower and upper secondary together, and this could also include both general and vocational programmes. There is no vocational programme at lower secondary level.

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Belgium (French Community):

Notes on interpretation: Legal documents do not precisely indicate working time at school of school heads, but a minimum schedule corresponding to the weekly workload. However at pre-primary and primary levels, school heads have to teach between 0 and 18 periods ((of 50 minutes) on a total of 28 periods), according to the number of pupils in the school. Other terms and conditions are set locally by the organising authority (via work regulations or contract).

School heads at secondary level can voluntarily perform teaching at his/her own discretion (e.g. in the cases where teachers are absent due to illness), though this is not explicit in relevant documents.

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Brazil:

Notes on interpretation: There are regulations on working time of school heads at subnational levels but it is too complex to aggregate at the national level. [Back to main table for this Indicator](#)

Canada:

Notes on methodology: The methodology for calculating the Canada-level response for quantitative indicators uses two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide a response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

If the two criteria above are met, the Canada-level average is weighted by the number of full-time student enrolments (from combined elementary, lower secondary and upper secondary levels) for all jurisdictions who submitted figures for the OECD-NESLI data collection on working time of teachers and school heads.

Like the quantitative methodology, the qualitative methodology for calculating the Canada-level response is to use two criteria to determine whether there is enough consensus to provide this response: (1) At least seven (50%) provinces and territories provide the same response, and; (2) Reporting provinces and territories represent at least 70% of full-time student enrolments according to the Elementary-Secondary Education Survey (ESES).

Notes on interpretation: Data reported are not necessarily representative of all of Canada, but only of the Canadian provinces and territories that took part in the data collection. Where cells are left blank, there was not enough consensus amongst provinces and territories to develop a pan-Canadian response.

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Chile:

Notes on methodology: Total working time is calculated as the number of weeks in the calendar year, minus school heads' mandatory weeks of vacations (5 weeks) and public holidays (2.2 weeks for the year 2019), multiplied by 44 hours of work a week. [Back to main table for this Indicator](#)

England:

Notes on interpretation: The framework for pay and conditions (STPCD 2018) has no stipulations on working time for headteachers. The specified working hours and working days for teachers in Table D4.2 do not apply for headteachers: Paragraph 51.4 (STPCD, page 47). The provisions of paragraphs 51.2 to 51.12 do not apply to headteachers, deputy headteachers, assistant headteachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher pursuant to paragraph 23.

Professional responsibilities is listed in the STPCD (pages 43-44): A headteacher may be required to undertake the following duties: Whole school organisation, strategy and development; Teaching; Health, safety and discipline; Management of staff and resources; Professional development; Communication, and; Work with colleagues and other relevant professionals.

The statutory requirements in the STPCD (2018) apply to public schools only.

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Estonia:

Notes on interpretation: School heads may teach some lessons. The contract usually states that the school head may teach some lessons. [Back to main table for this Indicator](#)

Finland:

Notes on methodology: The number of weeks and days a school head works per year is calculated by deducting the number of days for holiday allowances from 52 weeks of a calendar year. For school heads of ECEC institutions, deduction of maximum additional 5 days is also reflected in the reported number of working weeks per year.

Notes on interpretation: Data on pre-primary education (ISCED 02) refer to school heads who are under the collective agreement for municipal personnel. Data on vocational upper secondary programmes (ISCED 35) comprise school heads of the biggest vocational fields. [Back to main table for this Indicator](#)

France:

Notes on methodology: For comparability with other countries, data reported on school heads at pre-primary and primary levels (ISCED 02 and 1) only refer to the teaching personnel with at least 50% reduction of teaching time (who teach less than 450 hours per annum where teaching time reduced by more than 450 hours). In reality, the minimum level of reduction in teaching time is 25% of teaching time required for a full-time teacher (i.e. they teach 675 hours per annum where teaching time is reduced by 225 hours).

More information on the requirements on teaching time of school heads at pre-primary and primary levels [here](#).

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Germany:

Notes on methodology: 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.

Notes on interpretation: At the pre-primary level (ISCED 02), data refers to pre-primary education for children from age 3 to the start of primary education (ISCED 1). Data for *Schulkindergärten* and *Vorklassen* are excluded.

Information on total working time of school heads is not defined in most *Länder*.

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Greece:

Notes on methodology: The number of hours (of 60-minutes) a school head teaches per week is converted based on the typical duration of a teaching session: required number of teaching sessions per week multiplied by typical duration of a teaching session in hours of 60 minutes.

Notes on interpretation: Although school heads have duties in and out of school, relevant legislation does not mention the time devoted to the vast majority of their duties but only the teaching sessions that a school head is expected to perform per week. [Back to main table for this Indicator](#)

Ireland:

Data specifications on total working time: Working time of school heads does not include time worked during students' seasonal school holidays or before or after normal school working hours. Though school heads may work during at least a part of students' school holidays, this is not stated in the regulations.

Notes on interpretation: Same contractual obligations on working time apply to school heads as to teaching time teachers (for more information, refer to [Notes on interpretation](#) of Table D4.1), although significantly more working time may be undertaken by school heads in reality. For school heads in secondary education (ISCED 24 and 34), most heads are involved in administration and do not teach. [Back to main table for this Indicator](#)

Israel:

Notes on methodology: For methodology on deduction of the number of days when the school is closed for festivities, refer to [Notes on methodology](#) of Table D4.1.

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 (ISCED 02), primary (ISCED 1) and lower secondary (ISCED 2) education. All the principals in the primary and in the lower secondary education are working under the conditions of the New Horizon reform.

In the school year 2018/19, the *Oz Letmura* Reform continues to be implemented in upper secondary education (concerning more than 91% of the principals). Since upper secondary education in Israel is undergoing a period of transition to the Reform, principals' working hours in this level of education are an average in 2018/19 of the principals who are not included in the Reform and of the principals totally included in the Reform.

There is a reduction of working hours for principals who are mothers or are over certain ages. In primary and lower secondary education, a female principal who is a mother works 2 hours a week less and a principal over age 50 works 2 hours a week less. In upper secondary education, a female principal who is a mother works 2.4 hours a week less, a principal over age 50 works 1 hour a week less and a principal over age 55 works 2 hour a week less. Considering these reductions, statutory working hours per week is reported as 39 hours per week (reduction of 1 hour, on average, for mother hours and age hours).

Notes on interpretation: There are no principals in kindergartens. In most cases, kindergartens in Israel include one class. Most of the main teacher's work is not devoted to management.

Officially in all education levels, principals work 8 hours a day for 5 days a week, a total of 40 hours a week. They also work another month during of July and August, in the summer holidays; in total, about 40.7 weeks per year in the primary education and 39.4 weeks per year in the secondary education.

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Italy:

Notes on interpretation: Working time is not defined as school heads organise the times and methods of their own activities autonomously. School heads in primary or lower secondary education also administer schools at pre-primary level. [Back to main table for this Indicator](#)

Japan:

Notes on methodology: National schools, College of Technology (course of 1st to 3rd grade) established by regional or local governments and Upper Secondary Course of Specialised Training College (upper secondary specialised training school) are excluded. [Back to main table for this Indicator](#)

Korea:

Notes on methodology: Total working days per annum is estimated by deducting national holidays falling on working days and 21 days of annual leave from the number of weekdays in the calendar year. Working days during the students' school holidays can be estimated by deducting the minimum number of school days per annum in relevant regulations (180 days at pre-primary level and 190 days at primary and secondary levels) from total working days per annum.

Notes on interpretation: School heads typically work during school vacations, since they are responsible for school administration. Many teachers, in contrast, do not work at school during students' school vacations.

For pre-primary level, only public kindergarten (governed by the Ministry of Education) is included. Public childcare (governed by the Ministry of Health and Welfare) is not included as there is no data available.

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Latvia:

Notes on interpretation: At primary and general secondary education, estimated number of weeks school heads work during students' seasonal school holidays is 9 weeks (45 days). It is because the length of school year varies by grade: 34 weeks in grade 1 (primary), 37 weeks in grade 9 (lower secondary general education), and 38 weeks in grade 12 (upper secondary general education). [Back to main table for this Indicator](#)

Luxembourg:

Notes on interpretation: Tasks and responsibilities of school heads are described in *Loi du 25 juin 2004 portant organisation des lycées et lycées techniques Art. 24*. However, working time is not regulated by a particular law.

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Netherlands:

Notes on interpretation: The formal working time of a full-time employee (100%) in primary education is 40 hours per week. The maximum working time per year is 1 659 hours for employees in primary, secondary education (general and vocational programmes). [Back to main table for this Indicator](#)

New Zealand:

Notes on methodology: The New Zealand Education System does not have an explicit lower secondary level (ISCED 2) and all secondary level educational programmes are general. So lower secondary level (ISCED 24) is estimated by averaging primary (ISCED 1) and upper secondary levels (ISCED 34). However, it should be noted that this average does not reflect any real situation in New Zealand.

Notes on interpretation: Principals from rural schools usually have teaching responsibilities. However, this is not explicitly stated in the collective agreement for principals.

Principals work same week per year as teachers. [Back to main table for this Indicator](#)

Norway:

Notes on interpretation: Figures refer to the central agreement. In some municipalities, there are variations based on local agreements. [Back to main table for this Indicator](#)

Portugal:

Notes on interpretation: School heads theoretically are subject to the civil servants' working time of 35 hours per week. However, they have an exemption from working fixed hours and in practice work more hours than their nominal weekly working time. [Back to main table for this Indicator](#)

Slovenia:

Notes on interpretation: The number of weeks school heads working per year takes into account average 7 weeks of paid leave. School heads work all around the year, even during the students' school holidays. The number of days school heads working per annum excludes days when the schools are closed for festivities and includes students' holidays.

In Slovenia, no school heads in kindergartens have teaching obligation, as all kindergartens have more than 14 groups. (School heads in kindergartens with 14 or more groups do not have any teaching obligations.) This has been the case for a very long time and it seems that it will stay that way, since the kindergartens have been growing in size due to increased participation of children. [Back to main table for this Indicator](#)

Spain:

Notes on methodology: All data is a weighted average of the regional regulations, weighted by the number of teachers in every region.

Notes on interpretation: School heads, compared to regular teachers, work in school two more weeks at pre-primary and primary levels and four more weeks at secondary level. Depending on the school year calendar, school heads at pre-primary and primary levels work one week before the beginning of the school year and three weeks after the end of the school year. It is estimated that school heads work 10 days more than regular teachers. At secondary level, school heads work one week before the beginning of the school year and four weeks after the end of the school year, estimated to work 20 days more than regular teachers.

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Sweden:

Notes on interpretation: A general collective agreement on national level applies and it is not specific to the profession.

Local agreements may differ, especially in the *förskoleklassen* (pre-school class), which is the last year of pre-primary school. School heads that are responsible for educational programmes within ISCED 1 are often also responsible for the last year of the pre-primary school (pre-school class "*förskoleklassen*") within ISCED 02.

The entitled annual leaves for school heads varies by age. School heads are entitled to 31 days of vacation by the age of 40 and 32 days by the age of 50. The majority of school heads are 40 years or older and are therefore entitled to at least 31 holiday days per year. [Back to main table for this Indicator](#)

United States:

Notes on methodology: Data on working time are based on the National Teacher and Principal Survey (NTPS) that is a sample survey administered every 2 years and representative of public school principals in the United States.

The number of weeks a school head works per year are based on principal self-reports of average days covered per year by their contract.

Notes on interpretation: The number of days a school head works per year may include days during students' school vacations depending on principal contracts set at the state or district level.

Teaching duty may be mandatory for some principals at the discretion of individual schools and/or subnational entities. [Back to main table for this Indicator](#)

Table X3.D4.8. Definition of school heads' working time (2019)

	Notes	All levels of education	
		Total working time	Working during students' school holidays?
		(1)	(2)
OECD Countries			
Australia		Pre-primary, primary, secondary (gen prog.): definition varies by jurisdiction.	m
Austria	1	Primary and lower secondary (gen. prog.): working hours (defined annually) are allocated for teaching and supervising pupils, time for preparation of lessons and correction work, and time for school administration. Upper secondary (gen. prog.): only the teaching time requirement (in hours per week) is regulated.	Yes, 6 days during summer at primary and lower secondary levels and 5 days at upper secondary level.
Canada		m	m
Chile	1	Total working time of school heads is defined under legal documents as the number of annual work hours, regardless if teachers' presence is required at the school. Teachers have maximum 44 hours of work a week with 5 weeks of mandatory vacations.	Yes, 6.8 weeks.
Colombia	1	School heads have to be available at school premises for a total of 8 hours a day, to fulfil their obligations, during 40 weeks of academic work and 5 weeks of institutional development days.	Yes. 5 weeks.
Costa Rica		Total working time of school heads is defined through the Guidelines on Schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system.	Yes, approx. 16 days.
Czech Republic		The Labour Code regulates working time as 40 hours per week and 8 weeks of statutory leave. Leave is often taken during the period when operation of nursery school can be interrupted in July and August (school head discusses with the school founder) at pre-primary level and during seasonal students' holidays at primary and secondary levels.	Pre-primary: not applicable. Primary and secondary: 17 days.
Denmark	1	Working time is regulated under agreements with unions: a working day consists of 7.4 hours with 6 weeks of holiday (leave). In addition, there are 9 days of public holidays this year.	Yes, 21 days.
Estonia		School head's working time is based on the regulations stated in Employment Contracts Act. A school head works 40 hours over a period of seven days (full-time work), presumed to work 8 hours a day. According to a regulation concerning educational staff vacations, school heads' vacation last 42 days at pre-primary level and 56 at primary and secondary levels.	Yes
Finland	1	Pre-primary: the working time of heads in ECEC is defined as total working hours of 38 hours 45 minutes per week. The collective agreement for ECEC entitles them to a maximum of 5 days deduction in working days in addition to days entitled for holidays allowance. Primary and secondary: school heads' working time is defined as working time in the office, as 36 hours and 45 minutes per week.	Yes
France	1	Civil servants' working time applies to all school heads.	m
Germany	1	Not defined in most <i>Länder</i> .	m
Greece	1	Total working time of school heads is described in terms of their various duties and responsibilities, without specifications about the time devoted to most of these duties (Ministerial Decision F.353.1./324/105657/D1/2002, art. 27-32, G.G.1340/B/2002).	a
Hungary		School heads are required to work 40 hours per week.	Yes, in part.
Iceland	1	Total working time of school heads is defined through general wage agreements between public authorities and school head unions as 1752 hours per annum.	No.
Ireland	1	There is no defined limit to working time for school heads beyond the responsibility imposed on employers by the EU's Working Time Directive.	Yes. While heads may work during at least part of the students' holidays, this is not stated in the regulations.
Israel	1	Principals work 8 hours a day for 5 days a week, a total of 40 hours a week. They also work additionally about a month during July and August during the students' summer holidays. There are reductions for female principals who are mothers and principals over certain ages. Primary and lower secondary: reduction of 2 hours/week for mothers, 2 hours/week for those over 50. Upper secondary: reduction of 2.4 hours/week for mothers, 1 hours/week for over age 50, 2 hours/week for those over 55.	Yes, about 4 weeks.
Italy	1	Working time is not defined as school heads organise the times and methods of their own activity autonomously.	a
Japan	1	Total working time of school heads shall be determined by local governments in accordance with the Local Public Service Act (Article 24, Paragraph 5).	Yes.

	Notes	All levels of education	
		Total working time	Working during students' school holidays?
		(1)	(2)
Korea	1	School heads are expected to work 8 hours per day and 5 days per week and are entitled to 21 days of annual leave pursuant to State Public Officials Service Regulations. As public officials and school administrators, school heads are required to work during students' seasonal school vacations and holidays.	Yes, estimated to be 46 days at pre-primary level and 36 days at primary and secondary levels.
Latvia		Total working hours of school heads are defined as 8 hours per working day under the General labour legislation.	Pre-primary: not applicable, there are no school vacations at this level. Primary and secondary (gen. prog.): approx. 45 days (9 weeks).
Lithuania		The ordinary duration of 40 hours per week is regulated by Labour Code.	Yes, 42 days at pre-primary level, 37 days at primary level and 26 days in general programmes at secondary level.
Luxembourg		Pre-primary and primary: there are no school heads in this level of education. Secondary: school heads in secondary education do not have a defined working time, they fulfill all the tasks they are responsible for.	a
Mexico		Pre-primary, primary and lower secondary: school heads are required to start work 30 minutes before school starts and end work 30 minutes after students leave school. Upper secondary: school heads follow working time requirement of civil servants.	Yes, 2 weeks at pre-primary, primary and lower secondary levels, and 5 weeks at upper secondary level.
Netherlands		Total working time of school heads is not specifically defined, other than the maximum of 1 659 hours per annum.	An employer can order a school head to work for one week during students' school holiday in special circumstances.
New Zealand	2	Pre-primary: the ordinary hours of work for head teachers (and senior teachers, assistant teacher, head teachers, home-based team leaders and home-based visiting teachers) shall not exceed 40 hours per week or 8 hours per day, to be worked from Monday to Friday inclusive, plus additional time for staff meetings. Primary: the Primary Principals' Collective Agreement states that "as far as practical" principals should work 40 hours a week. However, it is acknowledged that principals are often required to undertake duties outside of the hours that the school is open for instruction. The number of working days each year is set by the Minister of Education and is not contained in the Primary Principals' Collective Agreement. Generally, the number of working days each year is set between 192 and 196. Lower secondary: refer to primary and upper secondary levels. Upper secondary: the Secondary Principals' Collective Agreement states that "as far as practical" principals should work 40 hours a week. However, it is recognised that this may necessitate more than 40 hours per week. The number of working days each year is set by the Minister of Education and is not contained in the Secondary Principals' Collective Agreement. Generally, the number of working days each year is set between 192 and 196.	a
Norway	1	Pre-primary: statutory working time is defined as 37.5 hours per week. Primary and secondary: an annual working time of 1 687.5 hours per year is explicitly defined in the central working agreement for school heads.	Yes, about 7 weeks.
Poland	1	According to the national legislation, the total working time of full-time school heads can not exceed 40 hours per week.	Yes, about 7 weeks.
Portugal		Total working time of school heads nominally corresponds to the 7 hours per day during the total number of working days in that school year. However, school heads are exempted from fixed working hours and in practice work more hours than their nominal weekly working time.	Yes, further information is missing.
Slovak Republic		Decrees of the government define mandatory daily working time (teaching time and non-teaching working time) as 7.5 hours.	No.
Slovenia	1	Working time of school heads is defined by the Organization and Financing of Education Act (ZOFVI) and the Collective agreement for the education sector in the Republic of Slovenia. School heads' working time per week is 40 hours.	Yes, 35 days (by estimation) at all levels of education.
Spain		Total working time is legislated as 37.5 hours per week.	Yes, one week before the beginning of the school year and three weeks after the end of the school year at primary level, and one week before the beginning of the school year and four weeks after the end of the school year at secondary level.
Sweden	1	The total working time of school heads (40 hours per week) is defined in a general collective agreement on national level, not specific to the profession. The collective agreement is interpreted on a local level. The number of holidays varies according to the age of the school heads: 31 days by the age of 40 and 32 days by the age of 50.	Yes, 50 days (by estimation).
Switzerland	1	m	m

	Notes	All levels of education	
		Total working time	Working during students' school holidays?
		(1)	(2)
Turkey	1	According to Civil Servants Law, total working time of school heads is defined as full-time service in regular work hours of a civil servant (40 hours a week). School heads work 48 weeks while schools are open for 37 weeks.	Yes, about 11 weeks.
United States		Pre-primary, primary and secondary (gen. prog.): school heads' total working time in hours, as specified in legal documents, varies based on the requirements set forth in school head contracts at the subnational (state or district) level in the United States. There are no federally available data that can provide a national average of school heads' required total working time as specified in legal documents.	m
Economies			
Flemish Comm. (Belgium)	1	There is no legislation concerning the working time of school heads. The government leaves this issue totally to the discretion of the school board.	Yes, 42 days (about 5 weeks).
French Comm. (Belgium)	1	School heads are present for the duration of the course. Moreover, they are to be present at school during 5 weeks of school vacations for teachers. Overall, school heads benefit from 10 weeks of students' school vacations: about 2 weeks during Christmas break, 2 weeks during Easter break, and about 6 weeks during summer break. Pre-primary and primary: they attend the consultation sessions they run unless the organising authority has decided otherwise. School heads who do not provide lessons are required to be present at school at least 20 minutes before the start of the lessons and 30 minutes after the lessons. Those who provide lessons have the same out-of-class entitlements as the class teachers. Secondary: unless the organising authority decides otherwise, they direct the consultation sessions, class councils, co-ordination and assume responsibility for these sessions. They can only be absent for the needs of the service and with the agreement of the organising authority.	Yes, 5 weeks.
England (UK)		Headteachers have no specified working or teaching time/hours set out in the School Teachers' Pay and Conditions Document (STPCD).	a
Scotland (UK)	2	It is defined as 35 hours per week for 39 weeks per year.	Yes, 5 days.
Partners			
Brazil		The regulation on working time of school heads varies at subnational levels.	m
Russian Federation		m	m

(continued)

	Note	Tasks and responsibilities (as defined in official documents)	
		(3)	
		OECD Countries	
Australia		Pre-primary, primary, secondary (gen prog.): educational leadership, school management, responsibility for welfare and development of students.	
Austria	1	Primary, lower and upper secondary (gen. prog.): school-management and administration, quality management, development of teaching, leadership and personnel development, external relations.	
Canada		m	
Chile	1	By law, school heads are in charge of managing, supervising and co-ordinating the provision of the education service, being fully responsible for the teaching and non-teaching staff. Moreover, heads must lead the school educational project, and secure the participation of everyone in the school community. Additionally, they must manage the school in line the requirements by law; formulate and evaluate the school study plan; organise the technical pedagogical work; provide opportunities for professional development of the staff; and secure the regular communication of the institution's operations and student's progress to parents and guardians. In addition, they have the following specific administrative and financial responsibilities: - Administrative: organising and evaluating of the teaching and non-teaching staffs' work under the law N° 19.464; proposing to the school sponsor the termination of up to 5% of staff members' contracts per annum, provided that they have been poorly evaluated according to article 70 of the law; proposing the hiring of new permanent and temporary staff; designating or removing the personnel under the roles of Deputy Director, General Inspector, and Chief of the pedagogical technical unit of the institution, according to article 34C of the law; being consulted in the designation of teaching staff in the educational institution they lead; proposing to the school sponsor the increase of the regular and special allowances listed in article 47 of the law; and promoting an adequate school environment. - Financial: allocation, management and supervision of resources that were endowed to the educational institution they lead, in line with the legal requirements.	
Colombia	1	Directing, planning, programming, organising, co-ordinating, orientation, follow-up and evaluation activities.	
Costa Rica		m	
Czech Republic		School heads shall decide upon all matters concerning the provision of education and school services unless stated otherwise by a rule of law; perform tasks of a statutory body of a legal entity (school as a legal entity), this includes areas such as personnel policy or operational matters, including financial matters; be liable for the school or school facility providing education and school services in compliance with Education Act and educational programmes; be responsible for the professional and pedagogical level of education and school services; create conditions for inspections to be carried out by the Czech School Inspectorate and shall adopt measures resulting from such inspections; be responsible for ensuring the supervision of children and minor pupils at schools.	
Denmark	1	a	

	Note	Tasks and responsibilities (as defined in official documents)
		(3)
Estonia		a
Finland	1	School heads are responsible for the operation of their institutions.
France	1	Pre-primary and primary: split students into classes/distribute students to classes; allocate teaching resources; organise the reception and supervision of students; manage the communication and discussion with the students' families; lead the team of teachers; represent the school in relations with local authorities. Secondary: legally represent their establishment; ensure the function of payment mandate issuers (manage the school's accounts); manage all the staff assigned to the school (teachers, administrative staff); ensure the quality of the teaching and learning; and the educational counselling of students.
Germany	1	m
Greece	1	School heads represent the school in all relations with third parties. They are required to be at school during all working hours. They are required to know legislation relevant to the functioning of the school and inform teachers about it. They have tasks and responsibilities relating to teachers, the school's teachers' board, students, parents, Regional Directorates of Education, municipal authorities and other authorities involved in education (art. 27-32 G.G. 1340/B/2002).
Hungary		Public Education Act (CXC of 2011) 69§ states that school heads are responsible for: professional and legal operation; the careful use of properties; proper management if applicable; employers' rights if applicable; drafting school regulation defined by law; validating the pedagogical programme of the school; representing school; professional work; leading the teacher staff; preparing, implementing and controlling the decisions of the teaching staff; the organisation of the celebration of national festive days; providing child and youth protection tasks specified by law; co-ordinating tasks related to the child protection warning system; health and safety issues of the given institution/s; co-ordinating work with school board, parents' union, student union and parents' organisation; preventing student accidents; organising regular students' health checks specified by law; and ensuring ethical standards. The school head may initiate professional inspection at school.
Iceland	1	Primary and lower secondary (gen. prog.): an agreement between the Union of School Heads and the Association of Local Municipalities, dated 2015, outlines the responsibilities and tasks of school heads. The agreement is detailed but organised under four headings. (1) professional leadership and organisational duties; (2) human resources management; (3) financial management; and (4) communication with parents, the community and educational authorities.
Ireland	1	There is an expectation that school heads will spend an undefined amount of time on managing and leading schools in a wide range of areas including, but not limited to, teacher recruitment, school self-evaluation, curriculum planning, administration, school discipline, student care, leading teaching and learning, staff meetings, and work with governmental agencies.
Israel	1	Principals take care of the proper planning and functioning of the teaching and of the educational activity at the school, the administrative matters, the school arrangements, the application of the regulations and everything that takes place at school. They are responsible of the design of the school future vision. Principal's tasks are many and varied, and the school principal has to devote his time to pedagogic work and administration. The pedagogical work will include annual and half-yearly planning (e.g. preparation of the school budget, preparation of the timetables). The principal should visit classes taught by other teachers. The proper handling of school instruction includes directing and instructing teachers to carry out the curriculum and adapting it to the level and needs of the students, according to the classes or study groups. In addition, the principal is responsible for the implementation of new curricula or the introduction of changes in existing programmes, with the approval of the Supervisor of the School. Other responsibilities include monitoring students' academic achievements, checking teachers' work plans and monitoring their performance, handling requests from parents, handling suppliers, administration, management auxiliary workers and more.
Italy	1	a
Japan	1	School heads co-ordinate and organise school affairs and supervise all staff working at their schools.
Korea	1	The principal of a school shall take overall control of school affairs, supervise their school personnel and educate students, as stipulated by the Elementary and Secondary Education Act.
Latvia		According to the General Education Law, the school head is responsible for: (1) the implementation of educational programmes, (2) the provision of the educational institution with teachers, (3) noting the special needs of students and their education in conformity with special educational programmes, (4) ensuring the operations of the educational institution and the execution of the tasks of the institution, (5) the rational utilisation of the financial and material resources of the educational institution, (6) the conformity with the laws and regulations in the operations of the educational institution.
Lithuania		Preparation of a strategic plan and annual action plans of the educational institution, and direct their implementation; appointment and dismissal of teachers, other persons involved in the education process, and service personnel; analysis the state of operational and management resources of the educational institution.
Luxembourg		Pre-primary and primary: a Secondary: m
Mexico		a
Netherlands		a
New Zealand	2	a
Norway	1	a
Poland	1	Within the working time (40 hours per week) school heads are obliged to fulfill their duties related to: tasks resulting from the managerial function; didactic and educational activities; other activities resulting from the statutory tasks of the school according to children's interests; self-education, professional development; and teaching, education and care conducted directly with pupils/students (may vary according to the type of institution, type of school and the position held).
Portugal		Competences of School Heads (Principals) are: (i) to submit for approval by the School's General council, the education project approved by the School's Pedagogical Council; (ii) after hearing the School's Pedagogical Council, it is the responsibility of the principal to: (ii.a) elaborate and submit for approval to the School's General Council the internal regulation, annual and pluriannual activity plans, and the annual activity report; (ii.b) approve the teaching and non-teaching staff's training and updating plan; (iii) it is a specific competence of the principal to:

	Note	Tasks and responsibilities (as defined in official documents)
		(3)
		(iii.a) define the school cluster's / non-clustered school's operating regulations; (iii.b) prepare the school's budget draft; (iii.c) oversee the creation of classes and preparation of work schedules; (iii.d) distribute the teaching and non-teaching duties; (iii.e) appoint school / pre-school institution co-ordinators (the public school network is organised in school clusters); (iii.f) ensure the implementation of School Social Action activities; (iii.g) manage installations, spaces and equipments; (iii.h) celebrate co-operation or association agreements with other schools, training institutions and municipalities; (iii.i) ensure the necessary conditions for the performance appraisal of teaching and non-teaching staff; and (iii.j) supervise the administrative, technical and technical-pedagogic services;
		(iv) to represent the school; and
		(v) the Principal exercises the competences delegated to them by the educational administration and the municipality where the school is located.
Slovak Republic		Responsibility for the elaboration and observance of the school curriculum; responsibility for the annual evaluation of pedagogical and professional staff; decision on admission of a pupil to school; decision to exempt a pupil from the obligation to attend school; permission to complete compulsory education outside the territory of the Slovak Republic; permission to enable the pupil to study according to an individual curriculum; proposals for enrollment and class numbers; proposal for the introduction of fields of study or training and their focus; responsibility for the budget, funding and efficient use of funds to support the school's activities; responsibility for the proper management of the property managed or owned by the school; etc.
Slovenia	1	The Organization and Financing of Education Act (ZOFVI), as well as Kindergarten Act and other regulations specify tasks mandatory for school heads (if so assigned). The school heads' tasks are: <ul style="list-style-type: none"> - organise, plan and manage the work at the kindergarten or school - draft the programme of development of a kindergarten or school - draft the proposal of the annual work plan and be responsible for its implementation - be responsible for exercising the rights of children and the rights and obligations of pupils, apprentices, upper secondary or highly vulnerable (HVC) students, and adults - manage the work of the assembly of preschool or school teachers and lecturers - develop a proposal for above-standard programmes - promote the professional education and training of education staff - organise mentorship for trainees - be present in the educational work of preschool or school teachers, monitor their work and offer advice - propose the promotion of education staff to titles - decide on the promotion of employees to higher salary grades - supervise the work of the counselling service - facilitate co-operation between the institution and parents (parent meetings, parent-teacher meetings and other forms of co-operation) - inform parents about the work of the kindergarten or school and amendments to the rights and obligations of pupils, apprentices and upper secondary students - encourage and supervise the work of communities of pupils, apprentices, upper-secondary students or HVC students - decide on corrective measures - ensure the execution of decisions adopted by state authorities - represent the kindergarten or school and be responsible for the legality of its work - define the staffing structure of posts - decide on the establishment of employment relationships and the disciplinary accountability of employees - ensure co-operation between the school and school healthcare service - ensure and determine quality through self-evaluation and an annual report on the self-evaluation of the school or kindergarten - perform other tasks in accordance with an Act and other regulations.
Spain		Pre-primary and primary: the head of school team (Principal, Secretary and head of studies) has the following tasks: taking care of the good of all educational community, encourage internal assessment of activities and projects, choosing the budget criteria, elaborating and developing the educational project, annual general programme and final memory of the school year and so on (Chapter III. Article 25. Royal Decree-law 82/1996, de 26 January, to approve the Organic Policies at ISCED 02-1 Schools). Secondary: some tasks of principals are to represent the Official Educational Administration in the school, coach and co-ordinate all the school activities, school human resources, manage the school resources and budget, lead the school head team, encourage and co-ordinate participation of all educational community. Within the head of school team, principals need to elaborate, develop and assess the school educational project, and so on (Chapter III, Article 30. Royal Decree-Law 83/1996, 26 January, to approve the Organic Policies of High Schools).
Sweden	1	a
Switzerland	1	m
Turkey	1	Pre-primary and primary: preschool and primary education institutions are managed by the school head together with other employees in accordance with the provisions of the relevant legislation. School heads shall ensure that all kinds of education and training of the students and management affairs of the school (including scholarship, mobile education, boarding, accrual, movable property, security, nutrition, care, protection, cleaning, public relations, educational and social events, correspondence, staff etc.) are fulfilled. Secondary: school heads are primarily responsible for the effective and efficient use of all resources, management and representation with a team spirit in order to realise the objectives of the school in accordance with the general objectives and basic principles of Turkish national education. School head manages the school in co-operation with the boards, commissions and teams within the school. The school head makes the division of labour; examines and approves the annual and weekly lesson plans, keeps the classrooms, information technology class, laboratory, workshop, library, tools and equipment and other facilities ready for education and training; and determines and meets the needs of the school. The school head conducts the performance management and disciplinary work of the personnel and the student reward and disciplinary works, proposes rewards for the personnel who carry out their duties with great success; and warns those who do not perform their duties properly. The school head also prepares strategic plans and budget proposals; and realises and monitors the budget expenditures within his/her authority.

	Note	Tasks and responsibilities (as defined in official documents)
		(3)
United States		m
Economies		
Flemish Comm. (Belgium)	1	For example, assistance and evaluation of personnel; use of school budget; temporary appointment of staff; implementation of renewal projects.
French Comm. (Belgium)	1	School heads exercise their general mission and their specific missions in accordance with the content of the work contract and their engagement letter. In general, school heads implement the educational project of his organising authority within schools following the framework of the educational policy of the French Community. They have general power over the organisation of school. They regularly analyses the situation of the school and promote the necessary adaptations. School heads also work on specific tasks: manage and co-ordinate the educational team; are responsible for the school's relations with students, parents and stakeholders; represent his school externally; organise the schedules and assignments of staff members within the framework of existing legislation; manage the files of students and staff members; manage the material and financial resources of the school; ensure the application of safety and health regulations within the school; manage the school's educational and pedagogical plan; are responsible for implementing the school project; and ensure that there is a good harmony among learning, core skills, learning outcome, training plans and curriculum or pedagogical files.
England (UK)		The School Teachers' Pay and Conditions Document (STPCD) specifies the professional duties a headteacher may be required to undertake, these are as follows: - whole school organisation, strategy and development - teaching - health, safety and discipline - management of staff and resources - professional development - communication - work with colleagues and other relevant professionals.
Scotland (UK)	2	Headteachers are to promote high quality learning and teaching to secure improved educational outcomes for the benefit of pupils and the community, under the direction of the local Council.
Partners		
Brazil		The regulation concerning the tasks and responsibilities varies across states and municipalities.
Russian Federation		m

Note: See *Definitions and Methodology* sections for more information.

1. Lower secondary vocational programmes does not exist.

2. Lower and upper secondary vocational programmes does not exist.

Source: OECD (2020).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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Table X3.D4.9. Definition of school heads' teaching time and conditions (2019)

	Note	All levels of education
		Teaching requirement of school heads
		(1)
OECD Countries		
Australia		Teaching time is defined as the time spent delivering face-to-face classes. Pre-primary and primary: there is no minimum requirement on teaching time. Secondary (gen. prog.): school heads in small or rural schools (a minority of school heads) may be required to teach up to maximum of 13.5 hours per week (on average).
Austria	1	Legal documents (Civil Service Code) defines teaching time according to the size of the school.
Canada		m
Chile	1	Though not stated in relevant legal documents, it is possible that school heads could be required to teach at the discretion of individual schools. The maximum teaching time corresponds to the maximum established by law for teachers (28.5 hours per week; or 24 hours per week for school heads with experience of 30 years or more). It is at the discretion of individual schools to determine in which circumstances the school heads are subject to fulfill the maximum teaching time.
Colombia	1	Not required to teach.
Costa Rica		Only school heads of DEGB1 (a school of 31 to 90 students) at primary level have teaching time of 14 hours and 40 minutes. School heads in other levels of education are not required to teach. This is defined through the Guidelines on Schedules for the different cycles, levels, offers and modalities of the Costa Rican educational system.
Czech Republic		Teaching time is defined on a weekly basis in the form of a government order; there is a possibility of uneven distribution of teaching time - settlement period lasts 5 consecutive months. The main criterion of the number of teaching hours required is the size of the school. The number of hours per week decreases depending on the size of the school. Pre-primary: 6 to 20 hours per week. Primary and lower secondary (gen. prog.): 5 to 12 classes (of 45-minutes) per week. Lower secondary (voc. prog.): 2 to 6 classes (of 45-minutes) per week. Upper secondary: 2 to 6 classes (of 45-minutes) per week.
Denmark	1	Teaching is not a typical task for school heads to perform. However, it is possible for school heads to perform teaching tasks voluntarily.

		All levels of education
		Teaching requirement of school heads
		(1)
Estonia		A school head (or a vocational education institution head) has a right to teach some lessons, if it would not prevent him/her from fulfilling duties as a school head. Teaching is not paid separately and is to be performed during working time. If he/she is teaching, this would be regulated in the employment contract of school head. Primary and secondary (voc. prog.): teaching by school heads is the usual case, but it may vary from school to school.
Finland	1	Pre-primary: school heads are required to teach, but there is no defined number of hours for teaching duty. Primary: minimum required number of lessons (of 45-minutes) per week depend on the size of the school. It ranges from minimum of 2 lessons per week to minimum of 12 lessons per week. Lower secondary (gen. prog.): minimum required number of lessons (of 45-minutes) per week depend on the size of the school. It ranges up to minimum of 11 lessons per week. Upper secondary (gen. prog.): required number of teaching hours depend on the size of the school and other relevant circumstances, ranging from 152 hours per annum to 418 hours per annum. Upper secondary (voc. prog.): only the maximum required number of teaching hours is defined (320 hours per annum) and required hours decrease depending on the size of the institution or other relevant circumstances.
France	1	Pre-primary and primary: teachers with school head functions have a reduction of teaching time depending on size and nature of school (25% to 100% of teaching time required from a full-time teacher). Data reported, however, only refers to those with at least 50% reduction in teaching time. Secondary: teaching is not required.
Germany	1	Not defined in most <i>Länder</i> .
Greece	1	Teaching is a duty for all school heads as described in relevant legislation, and the requirement varies by the type of school. Pre-primary: Ministerial Decision 127187/E1/2016 (G.G. 2524/B/2016) describes the number of teaching sessions (of 45 minutes) required from school heads in pre-primary schools supervised by the Ministry of Education. It varies by the number of classes the school has: - 6 classes or more: 12 sessions per week - 4 or 5 classes: 20 sessions per week - 3 classes or less: 25 sessions per week. Primary: Law 4547/2018, art. 49 (G.G. 102/A/2018) describes the number of teaching sessions of school heads in primary schools. It varies by the number of classes the school has: - 12 classes or more: 6 sessions per week - 10 or 11 classes: 8 sessions per week - 6 to 9 classes: 10 sessions per week - 4 or 5 classes: 18 sessions per week - 3 classes or less: 25 sessions per week. Secondary: Law 4152/2013, subparagraph Θ.2, par.2, (G.G. 107/A/2013) describes the number of teaching sessions of school heads. It varies by the number of classes the school has: - 13 classes or more: 5 sessions per week - 10 to 12 classes: 7 sessions per week - 6 to 9 classes: 9 sessions per week - 3 to 5 classes: 10 sessions per week. According to Law 2413/1996 (G.G. 124/A/1996) art. 48, par.3, the teaching sessions per week can be further reduced by two when the school head has more than 20 years of service.
Hungary		Teaching hour requirements of school heads vary by level of education and the number of students in the schools. Pre-primary: variation from 6 periods (of 45-minutes) per week in the kindergarten with at least 450 children to 12 periods (of 45-minutes) per week in the kindergarten with less than 50 children. Primary and secondary: variation from 2 classes (of 45-minutes) per week in the schools with at least 450 students and up to 8 classes (of 45-minutes) per week in the schools with less than 50 students.
Iceland	1	Primary and lower secondary: teaching time is defined based on the number of students in the school. Pre-primary and upper secondary: not required to teach.
Ireland	1	Primary: the majority of heads have teaching duties. Those with no teaching duties are appointed as administrative heads based on school enrolment and category of school. In ordinary and Irish language medium primary schools, an administrative head is appointed at a threshold of 176 pupils. Since 30th September 2018, these categories of schools can appoint an administrative head at 113 pupils if the school has a specialist autism unit. Schools which are designated to meet the needs of social disadvantage (DEIS schools) can appoint an administrative head at 116 pupils (81 with an autism unit) in Band 1 DEIS schools and at 143 pupils (113 with autism unit) in Band 2 schools. Teaching heads in schools of 175 pupils or less are granted "release days" to undertake administrative tasks, on a graduated scale based on the number of teachers in the school. This reduction in teaching time of school heads (based on annual allocation of 905 hours for a teacher and reduction of 5 teaching hours for each release day) is as follows: - less than 2 teachers: 17 release days per year (85 non-teaching hours, 820 hours remain for teaching) - 3 or 4 teachers: 23 release days per year (115 non-teaching hours, 790 hours remain for teaching) - 5 or 6 teachers: 29 release days per year (145 non-teaching hours, 760 hours remain for teaching). Secondary (gen. prog.): required teaching time is decided at the discretion of the school's board of management in the context of the particular needs of the school. Circular letter 0081/2007 sets out the maximum teaching time per week for school heads in schools in the Education and Training Board (ETB) sector based on the number of teachers in the school. - 1 to 3 teachers: 18 hours per week - 4 to 6 teachers: 13 hours per week - 7 to 10 teachers: 8 hours per week - more than 11 teachers: 5 hours per week. However, it should be noted that heads in the ETB and Community & Comprehensive sectors are almost always administrative heads with minimal or no teaching hours. There are no Department guidelines regarding the maximum number of teaching hours for school heads in the Voluntary Secondary Sector, apart from those regarding teachers. Considering teachers are now entitled to 22

		All levels of education
		Teaching requirement of school heads
		(1)
	Note	
		hours of professional time over the course of the school year, this gives a maximum number of teaching hours of 704 hours per year in the Voluntary Secondary Sector. However, principals in the Voluntary Secondary Sector are almost always administrative heads, with, at most, very limited teaching duties.
Israel	1	Primary and lower secondary: principals are required to teach between 6 to 9 periods (of 45-50 minutes) weekly, according to the school complexity. The level of complexity is derived mainly from the size of the school (the number of students and the number of classrooms), the number of special education classes and the nurture index. Upper secondary: principals are required to teach between 3 to 6 periods (of 45-50 minutes) weekly.
Italy	1	Not required to teach.
Japan	1	Not required to teach.
Korea	1	According to the Early Childhood Education Act and the Elementary and Secondary Education Act, school heads can teach children/students at their discretion, but the acts do not stipulate minimum nor maximum teaching time. School heads sometimes substitute for regular teachers who are temporarily unavailable (e.g. due to sick leave or vacation). Pre-primary: in the rare case where an institution has a shortage of teachers, the school head might teach classes regularly. Primary and secondary: school heads can voluntarily take responsibility for particular classes each semester.
Latvia		Teaching duty of school heads is voluntary. According to the regulation, directors and deputies of general, vocational and interest education institutions, heads of departments, education methodologists, sports organizers, librarians of education institutions, heads of preschools, their deputies and pre-school methodologists, if their workload corresponds to one salary rate, in addition to their job duties they may carry out other teaching activities for up to seven hours a week at an additional allowance.
Lithuania		Not required to teach.
Luxembourg		m
Mexico		Not required to teach.
Netherlands		(Some) school heads teach on a voluntary basis. But this is not explicitly mentioned in an (collective labour) agreement.
New Zealand	2	Principals from rural schools usually have teaching responsibilities. However, this is not explicitly stated in the principals' collective agreements.
Norway	1	Teachers may teach voluntarily.
Poland	1	According to the Teachers' Charter, the weekly compulsory number of mandatory teaching hours for the school head, deputy of a school head, teacher holding a management position at school, as well as teacher who performs managerial duties on behalf of the teacher entrusted with management position, can be reduced (depending on the size and type of school and working conditions) or released. The decision on the reduction or release is individually issued by governing authority which also defines the size and rules of granting reduction. Pre-primary: mandatory teaching hours for pre-primary level is usually 25 hours per week or 22 hours per week (six-year-olds). Primary: mandatory teaching hours for primary level is usually 18 hours per week.
Portugal		In accordance with article 26 of Decree-Law No 137/2012, the school head can voluntarily choose his/her own teaching time. "Teaching time" corresponds to the length of the time period that each school defines as a teaching unit, in accordance with the weekly workload defined in the curricular matrixes. The definition is the same for both school heads and teachers that are not school heads.
Slovak Republic		The law designates the school head as the head of the teaching staff, so all provisions on teaching staff also apply to him or her. The teaching time is based on the number of classes in the school.
Slovenia	1	Pre-primary: teaching obligation of school heads in kindergartens is determined by the Rules on standards to conduct pre-school education activities. School heads have following teaching obligations in kindergartens with: - 14 or more groups: none - 12 or 13 groups: 1.5 hours per week - 10 or 11 groups: 3 hours per week. School heads can do other work as a teaching obligation (e.g. consulting work). In Slovenia, no school heads in kindergartens have teaching obligation, because all kindergartens have more than 14 groups. Primary and secondary: teaching obligation of school heads in schools is determined by the Rules on norms and standards for the implementation of the primary school programme (or educational programmes in secondary education). School heads have following teaching obligations in schools with: - more than 16 classes: none - 16 or 15 classes: 1.5 hours per week - 14 or 13 classes: 2.25 hours per week - 12 or 11 classes: 3 hours per week - 10 or 9 classes: 3.75 hours per week - 8 classes or less: 4.5 hours per week. School heads can do other work in place of teaching obligation (e.g. counselling). In addition to the prescribed teaching obligation, school heads may have an additional 3.75 hours of increased teaching time per week, upon which they decide voluntarily. The hours of instruction given by the school heads over the prescribed teaching obligation shall be specified in the employment contract.
Spain		Teaching time is hours of teaching with a complete group of students teaching a subject of the curriculum. The head of school needs to be the regular teacher for these group of students of a level. Autonomous Communities regulate the teaching time for School Heads depending on the school size. Pre-primary and primary: Ministry Order of June 29th 1994 establishes the general frame which depends on the number of students units in the school: - 6 to 8 units: 15 hours per week teaching time. - 9 to 17 units: 12 hours per week teaching time. - 18 to 27 units: 9 hours per week teaching time. - 28 or more: 6 hours per week teaching time.

		All levels of education	
		Teaching requirement of school heads	
		(1)	
	Note	<p>Secondary: Ministry Order of June 29th 1994 establishes the general frame which depends on the size and complexity of the school. The teaching time for school heads is between 6 and 9 teaching periods, as established in national legislation. The number of teaching periods is assigned based on the number of students in the school or the number of units, according to what each autonomous community establishes in its legislation. In some cases, the number of teaching periods is shared among the members of the management team at the decision of the schools.</p>	
Sweden	1	Teaching time of school heads is very uncommon but does exist. According to the official statistics, approximately 5% of the school heads (ISCED 1 and 2) performed some amount of teaching in the school year 2018/19. This can be the case in smaller schools (in terms of the number of pupils) and decided locally at the school level.	
Switzerland	1	m	
Turkey	1	The principals of formal education institutions are paid for minimum 2 hours to maximum 6 hours (of 40 minutes) according to No. 2006/11350 Council of Ministers Decision of the Ministry of National Education Administrators' and Teachers' Lessons and Extra Lesson Hours and 4th Period Labor Agreement.	
United States		<p>Pre-primary, primary and secondary (gen. prog.): In the United States, it may be mandatory for some principals (at the discretion of individual schools and/or subnational entities).</p>	
Economies			
Flemish Comm. (Belgium)	1	<p>Pre-primary and primary: there is no legislation concerning the teaching time of school heads. The government leaves this issue entirely up to the discretion of the school board, becoming a collaborative decision of the school head and the school board.</p> <p>Secondary: teaching time requirement of school heads are determined under certain conditions:</p> <p>(a) In an ordinary full-time secondary education, a full-time duty of school head is assigned to a school with at least 83 regular pupils on the count date.</p> <p>(b) A school, with only a first stage or first and second stages and which is recognised for subsidising from 1 September 1989 onwards, has a full-time duty of school head if the school has at least 120 regular pupils on the count date.</p> <p>(c) If the minimum number of pupils is not reached, the school head is assigned 7 out of 22 periods per week of teaching time.</p>	
French Comm. (Belgium)	1	<p>Pre-primary and primary: schools heads have varying teaching hour requirement (in periods of 50-minutes) based on the number of pupils in the school:</p> <ul style="list-style-type: none"> - at most 50 pupils: 18 periods per week - 50 or more and less than 130 pupils: 12 periods per week - 130 or more and less than 180 pupils: 6 periods per week - 180 or more pupils: no requirement. <p>Secondary: no teaching required, but can be done voluntarily.</p>	
England (UK)		Headteachers have no specified working or teaching time/hours set out in the School Teachers' Pay and Conditions Document (STPCD). The STPCD only specifies the professional duties a headteacher may have to undertake, of which teaching is one.	
Scotland (UK)		a	
Partners			
Brazil		There is no national legislation about teaching time of school heads. The National Education Law only establishes a minimum number of hours in a year for the students, distributed to a minimum of 200 days in a year per shift.	
Russian Federation		m	

		Circumstances subject to:	
		Minimum teaching time	Maximum teaching time
		(2)	(3)
OECD Countries			
Australia		a	<p>Pre-primary: 13.5 hours per week (on average) in small or rural schools.</p> <p>Primary: 19.9 hours per week (on average) in small or rural schools.</p>
Austria	1	<p>Primary and lower secondary (gen. prog.): no teaching duty in schools with at least 8 classes.</p> <p>Upper secondary (gen. prog.): no teaching duty in schools with at least 23 classes.</p>	<p>Primary: 15 hours per week in schools with 1 class.</p> <p>Lower secondary (gen. prog.): 13.75 hours per week in schools with 1 class.</p> <p>Upper secondary (gen. prog.): 9.06 hours per week no teaching duty in schools with 1 to 3 classes.</p>
Canada		m	m
Chile	1	a	a
Colombia	1	a	a
Costa Rica		<p>Primary: exemption of teaching duty for school heads other than school heads of DEGB1.</p>	<p>Primary: school heads of DEGB1.</p>
Czech Republic		m	m
Denmark	1	a	a
Estonia		a	a
Finland	1	<p>Primary: minimum 2 lessons per week.</p> <p>Lower secondary (gen. prog.): no teaching duty.</p> <p>Upper secondary (gen. prog.): 152 hours per annum.</p> <p>Upper secondary (voc. prog.): minimum is not defined.</p>	<p>Primary: minimum 12 lessons per week.</p> <p>Lower secondary (gen. prog.): minimum 11 lessons per week.</p> <p>Upper secondary (gen. prog.): 418 hours per annum.</p> <p>Upper secondary (voc. prog.): 320 hours per annum.</p>
France	1	100% reduction in teaching time.	50% reduction in teaching time.

	Notes	Circumstances subject to:	
		Minimum teaching time	Maximum teaching time
		(2)	(3)
Germany	1	Pre-primary: schools with 13 classes or more. Primary: schools with 14 classes or more.	Pre-primary: schools with 9 to 12 classes. Primary: schools with 10 to 13 classes.
Greece	1	Pre-primary: large schools with 6 classes or more. Primary: large schools with 12 classes or more. Secondary: large schools with 13 classes or more.	Pre-primary: small schools with one, two or three classes. Primary: small schools with one, two or three classes. Secondary: small schools with 3-5 classes.
Hungary		Pre-primary: kindergartens with at least 450 children. Primary and secondary: schools with at least 450 students.	Pre-primary: kindergartens with less than 50 children. Primary and secondary: schools with less than 50 students.
Iceland	1	Primary and lower secondary (gen. prog.): no teaching duty in schools with more than 200 students.	Primary and lower secondary (gen. prog.): 17 classes (of 40-minutes) per week in schools with less than 13 students.
Ireland	1	Primary: no teaching duty for school heads of (1) ordinary and Irish-medium schools of 176 or more pupils; (2) schools of 113 or more pupils and a specialist autism unit; or (3) schools which are designated to meet the needs of social disadvantage (DEIS schools) with 116 or more pupils (81 or more with an autism unit) in Band 1 DEIS schools and 143 or more pupils (113 or more with autism unit) in Band 2 schools. Secondary (gen. prog.): minimum amount of hours teaching is decided by the school's board of management and is not governed by central regulations at ISCED 24 and ISCED 34. School needs and allocations may fluctuate from year to year and the need for the head to teach would be informed by this. It is very rare for a head in a post-primary school to teach for anything other than a short period of time.	Primary: 17 release days per year for school heads in schools less than 176 pupils and with less than 2 teachers. Secondary (gen. prog.): reported data refer to maximum teaching time for school heads in the Education and Training Board (ETB) sector. There are no Department guidelines regarding the maximum number of teaching hours for school heads in the Voluntary Secondary Sector, apart from those regarding teachers (estimated to be 704 hours per annum).
Israel	1	Primary and lower secondary: 6 periods per week for the eighth level of complexity.	Primary and lower secondary: 9 periods per week for the first level of complexity.
Italy	1	a	a
Japan	1	a	a
Korea	1	a	a
Latvia		a	a
Lithuania		a	a
Luxembourg		m	m
Mexico		a	a
Netherlands		a	a
New Zealand	2	a	a
Norway	1	a	a
Poland	1	At the discretion of governing authority depending on the size and type of school and working conditions.	At the discretion of governing authority depending on the size and type of school and working conditions.
Portugal		a	a
Slovak Republic		Pre-primary: 6 hours per week in schools with 19 or more classes. Primary and lower secondary: no teaching required in schools with 29 or more classes. Upper secondary: no teaching required in schools with 23 or more classes.	Pre-primary: 23 hours per week in schools with 1 class. Primary and lower secondary: 13.5 hours per week in schools with 1 class. Upper secondary: 6 hours in schools with 5 or less classes.
Slovenia	1	Pre-primary: no teaching obligation in kindergartens with 14 or more groups. Primary and secondary: no teaching obligation in schools with more than 16 classes.	Pre-primary: 3 hours per week in kindergartens with 10 or 11 groups, but there are no school heads under this circumstance. Primary and secondary: 4.5 hours per week in schools with 8 classes or less.
Spain		Pre-primary and primary: 6 hours per week teaching time in schools with 28 or more student units. Secondary: 6 teaching periods (may vary by each autonomous community on the basis of decision: number of students or number of units).	Pre-primary and primary: 15 hours per week teaching time in schools with 6 to 8 student units. Secondary: 9 teaching periods (may vary by each autonomous community on the basis of decision: number of students or number of units).
Sweden	1	a	a
Switzerland	1	m	m
Turkey	1	Applies to all school heads.	Applies to all school heads.
United States		m	m
Economies			
Flemish Comm. (Belgium)	1	Secondary: the schools meeting one of the two conditions: (a) In an ordinary full-time secondary education, the schools with at least 83 regular pupils on the count date. (b) The schools with only a first stage or first and second stages and which is recognised for subsidising from 1 September 1989 onwards, and with at least 120 regular pupils on the count date.	Secondary: number of pupils not reaching the minimum number of pupils for exemption.

	Notes	Circumstances subject to:	
		Minimum teaching time	Maximum teaching time
		(2)	(3)
French Comm. (Belgium)	1	Pre-primary and primary: 180 or more pupils in the school.	Pre-primary and primary: at most 50 pupils in the school.
England (UK)			a
Scotland (UK)			a
Partners			
Brazil			a
Russian Federation			m
			m

Note: See *Definitions and Methodology* sections for more information.

1. Lower secondary vocational programmes does not exist.

2. Lower and upper secondary vocational programmes does not exist.

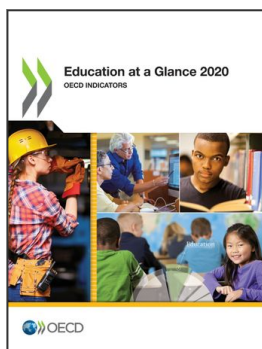
Source: OECD (2020).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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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.



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