

## TOTAL INTENDED INSTRUCTION TIME FOR STUDENTS IN PRIMARY AND SECONDARY EDUCATION

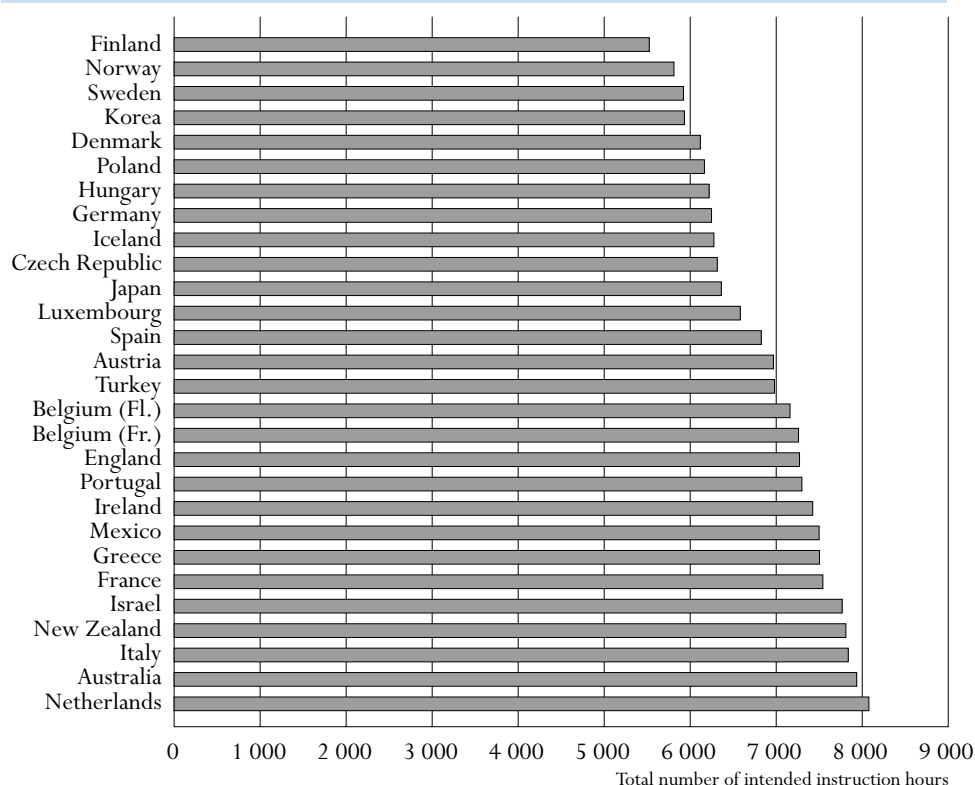
This indicator examines the amount of instruction time that students are supposed to receive between the ages of 7 and 15. It also discusses the relationship between instruction time and student learning outcomes.

### INDICATOR D1

#### Key results

**Chart D1.1. Cumulative number of intended instruction hours in public institutions between the ages of 7 and 14 (2004)**

Students in OECD countries are expected to receive, on average, 6 847 hours of instruction between the ages of 7 and 14, of which 1 570 hours are between ages 7 and 8, 2 494 hours between ages 9 and 11, and 2 785 hours between ages 12 and 14 years. The large majority of intended hours of instruction are compulsory.



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

Source: OECD, Table D1.1. See Annex 3 for notes ([www.oecd.org/edu/eag2006](http://www.oecd.org/edu/eag2006)).

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### *Other highlights of this indicator*

- In OECD countries, students between the ages of 7 and 8 receive an average of 758 hours per year of compulsory instruction time and 785 hours per year of intended instruction time in the classroom. Students between the ages of 9 and 11 receive about 50 hours more per year and those aged between 12 and 14 receive nearly 100 hours more per year than those aged between 9 and 11.
- On average among OECD countries, the teaching of reading and writing, mathematics and science comprises nearly 50% of the compulsory instruction time of students aged 9 to 11 and 41% for students aged 12 to 14. For 9-to-11-year-olds, there is great variation among countries in the proportion of compulsory curriculum devoted to reading and writing: from 13% or less in Australia and partner countries Chile and Israel to 30% in France, Mexico and the Netherlands.

## INDICATOR D1

## Policy context

The amount and quality of time that people spend learning between early childhood and the start of their working lives shape much of their lives both socially and economically. Countries make a variety of choices about instruction, concerning the length of time devoted to instruction overall and the subjects that are compulsorily taught at schools. These choices reflect national priorities and preferences for the education received by students at different ages, as well as general priorities placed on different subject areas.

D1

Instruction time in formal classroom settings comprises a large part of the public investment in student learning. Matching resources with students' needs and using time in an optimal manner, from the perspective of the learner and of public investment, are major challenges for education policy. The costs of education primarily include teacher labour, institutional maintenance and other educational resources. The length of time during which these resources are made available to students (as shown in this indicator) is thus an important factor in the allocation of funding.

## Evidence and explanations

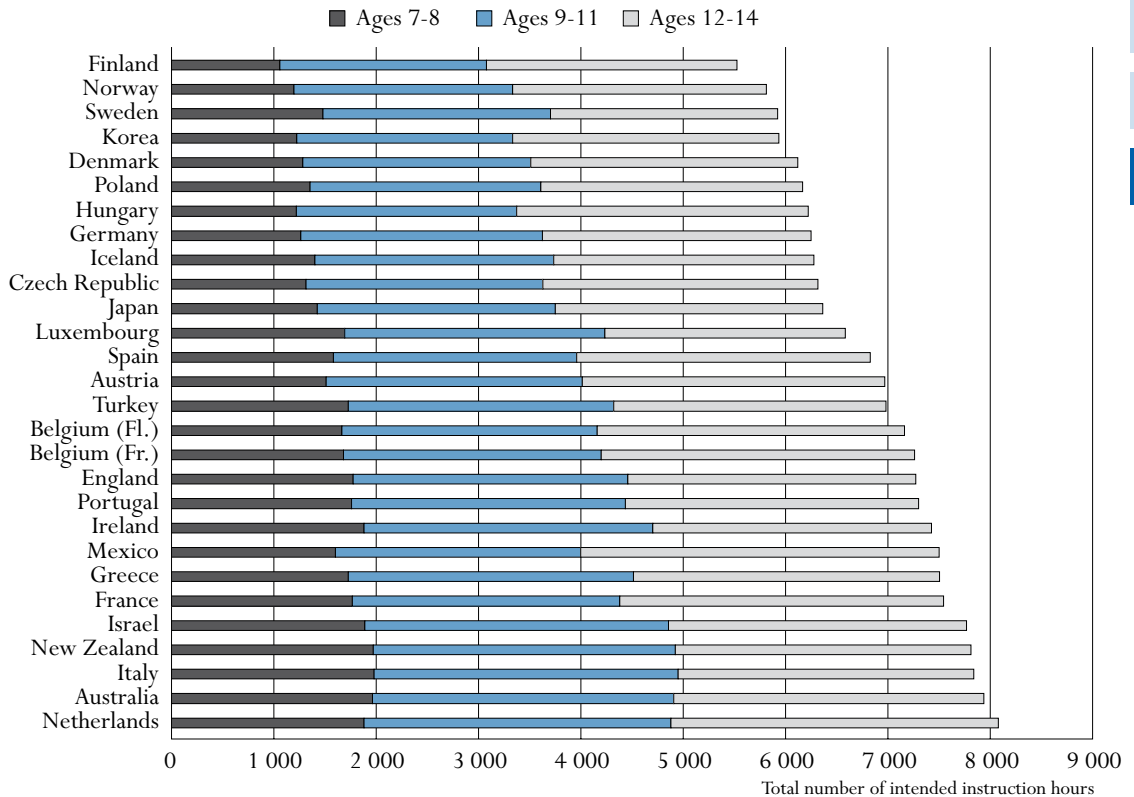
### What this indicator shows

Intended instruction time is an important indicator of the public resources invested in education. This indicator captures intended instruction time as a measure of exposure to learning in formal classroom settings as per public regulations. It also shows how instruction time is allocated to different curricular areas. However, the instruction time in classroom settings is only one aspect of student learning time and this indicator does not cover out-of-school learning activities. The indicator is calculated as the intended net hours of instruction for the grades in which the majority of students are 7 to 15 years of age. Although such data are difficult to compare among countries because of different curriculum policies, they nevertheless provide an indication of how much formal instruction time is considered necessary in order for students to achieve the desired educational goals.

### Total intended instruction time: an average of 6 848 hours between ages 7 and 14

Total intended instruction time is an estimate of the number of hours during which students are taught both compulsory and non-compulsory parts of the curriculum.

The total number of instruction hours that students are intended to receive between ages 7 and 14 averages 6 848 hours among OECD countries. However, formal requirements range from 5 523 hours in Finland to over 8 000 hours in the Netherlands. These hours comprise compulsory and non-compulsory hours during which the school is obliged to offer instruction to students. Whereas the total intended instruction time within this age range is a good indicator of students' theoretical workload, it cannot be interpreted as actual instruction students receive over the years they spend in initial education. In some countries with greater student workload, the age band of compulsory education is less and students drop out of the school system earlier, whereas in other countries a more even distribution of study time over more years amounts in the end to a larger number of total instruction hours for all. Table D1.1 shows the age range at which over 90% of the population is in education and Chart D1.2 shows the total amount of intended instruction time students receive between ages 7 and 14.

**Chart D1.2. Total number of intended instruction hours in public institutions between the ages of 7 and 14 (2004)**

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

Source: OECD, Table D1.1. See Annex 3 for notes ([www.oecd.org/edu/eqq2006](http://www.oecd.org/edu/eqq2006)).

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In some countries, intended instruction time varies considerably among regions or different types of schools. In many countries, local education authorities or schools can determine the number and allocation of hours of instruction. Additional teacher time is often planned for individual remedial teaching or enhancement of the curriculum. On the other hand, time may be lost due to a lack of qualified substitutes to replace absent teachers, or due to student absences.

Annual instruction time should also be examined together with the length of compulsory education, which measures the time during which young people receive full-time educational support from public resources, and during which more than 90% of the population participates in education (see Indicator C1). Intended instruction time does not capture the quality of learning opportunities being provided nor the level or quality of human and material resources involved (for some insight on human resources, see indicator D2, number of teachers relative to the student population).

### Compulsory instruction time: an average of 6 624 hours between ages 7 and 14

Total compulsory instruction time is an estimate of the number of hours during which students are taught both the compulsory core and compulsory flexible parts of the curriculum.

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For 7-to-8-year-olds and 9-to-11-year-olds, total intended instruction time equals total compulsory instruction time in most countries, while for older age groups this is less frequently the case. Intended instruction time is fully compulsory for all age groups between 7 and 14 years in the Czech Republic, Denmark, Germany, Greece, Iceland, Japan, Korea, Luxembourg, Mexico, the Netherlands, Norway, Spain and Sweden. In these countries, except for Greece, Japan and Mexico, education is also fully compulsory at age 15.

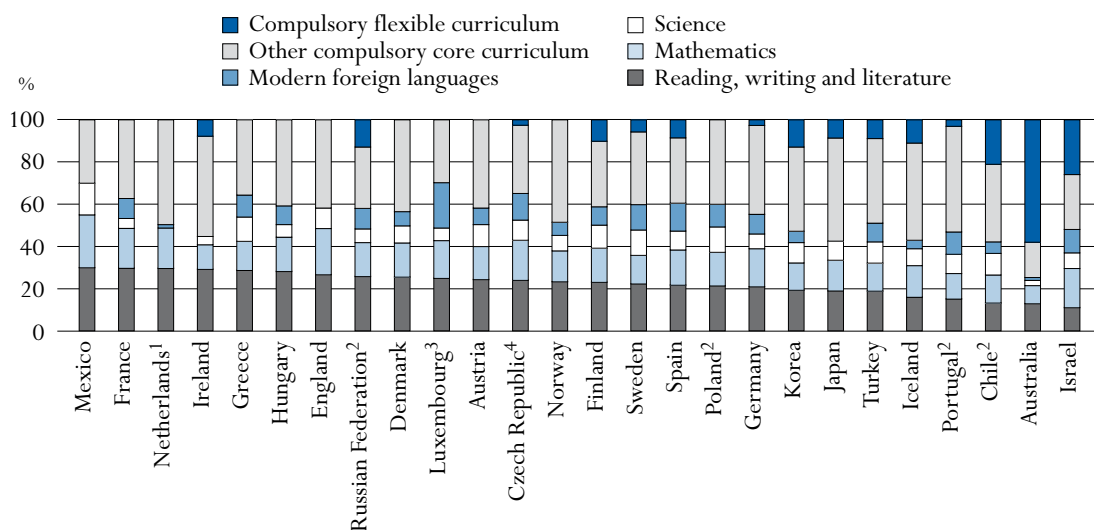
Within the formal education system, OECD countries show an average annual amount of total compulsory instruction time in classroom settings of 758 hours for 7-to-8-year-olds, 808 hours for 9-to-11-year-olds and 894 hours for 12-to-14-year-olds. The average number of compulsory instruction hours per year is 910 for the typical programme in which most 15-year-olds are enrolled (Table D1.1).

**Teaching of reading and writing, mathematics and science: at least 41% of compulsory instruction time, on average**

In OECD countries students aged 9 to 11, for which study areas are not necessarily organised as separate subject classes, spend an average of nearly 50% of the compulsory curriculum to three basic subject areas: reading and writing (24%), mathematics (16%) and science (9%). On average, 8% of the compulsory curriculum is devoted to modern foreign languages. Together with social studies, the arts and physical education, these seven study areas form part of the curriculum in all OECD countries for these age cohorts (Table D1.2a and Chart D1.3a).

**Chart D1.3a. Instruction time per subject as a percentage of total compulsory instruction time for 9-to-11-year-olds (2004)**

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



1. Includes 9- and 11-year-olds only.  
 2. Includes 10-to-11-year-olds only.  
 3. German as a language of instruction is included in “Reading, writing and literature” in addition to the mother tongue Luxembourgish.  
 4. For 9-to-10-year-olds, social studies is included in science.

Countries are ranked in descending order of the number of intended instruction hours devoted to reading, writing and literature. Source: OECD, Table D1.2a. See Annex 3 for notes ([www.oecd.org/edu/eqq2006](http://www.oecd.org/edu/eqq2006)).

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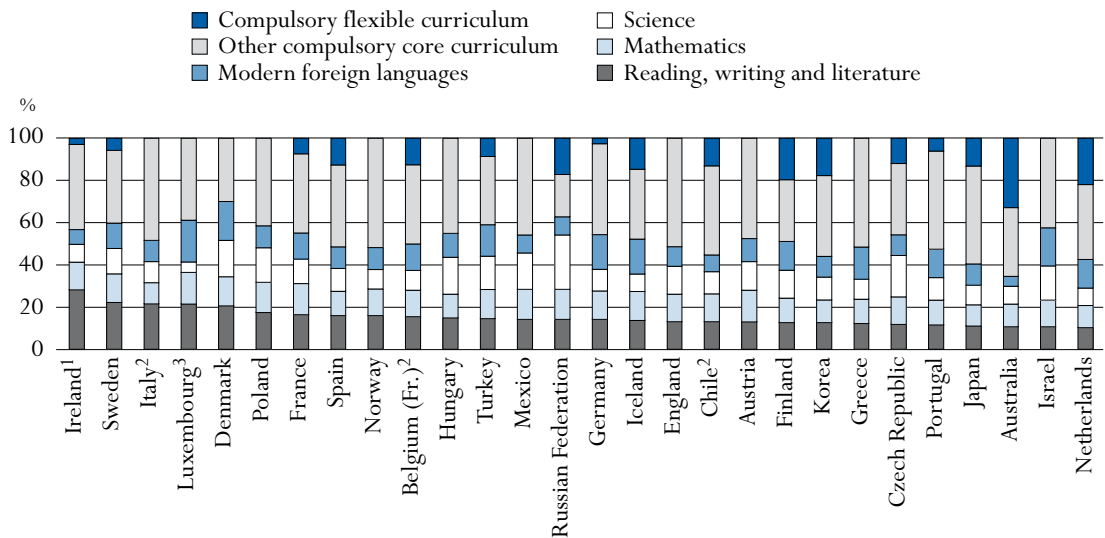
On average, reading and writing account for the greatest share of the curriculum for 9-to-11-year-old students, but the variation in this share among countries is greater than for other subjects; reading and writing accounts for 13% or less of instruction time in Australia and partner countries Chile and Israel, compared with 30% in France, Mexico and the Netherlands. Sizeable variation is also evident in modern foreign languages, which account for 1% or less of instruction time in Australia, England, Japan and Mexico but represent 21% of total compulsory instruction time in Luxembourg.

For 12-to-14-year-old students in OECD countries, an average of 41% of the compulsory curriculum is devoted to three basic subject areas: reading and writing (16%), mathematics (13%) and science (12%). In these age cohorts, a relatively larger part of the curriculum is devoted to modern foreign languages (12%) and social studies (12%), whereas somewhat less time is devoted to the arts (8%). Together with physical education, these seven study areas form part of the compulsory curriculum in all OECD countries for lower secondary students (Table D1.2b and Chart D1.3b).

The variation between countries in the percentage share of subjects within the curriculum for 12-to-14-year-olds is less than it is for 9-to-11-year-olds. Again, the greatest variation is evident in reading and writing with a range from 10% in the Netherlands to 28% in Ireland (reading and writing includes both English and Irish).

**Chart D1.3b. Instruction time per subject as a percentage of total compulsory instruction time for 12-to-14-year-olds (2004)**

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



1. For 13-to-14-year-olds, arts is included in non-compulsory curriculum.

2. Includes 12-to-13-year-olds only.

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

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

Source: OECD, Table D1.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2006](http://www.oecd.org/edu/eag2006)).

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There is also substantial variation in the percentage of compulsory instruction time devoted to particular subjects for 9-to-11-year-olds compared to 12-to-14-year-olds. On average across OECD countries, the time of compulsory instruction for 12-to-14-year-olds devoted to reading, writing and literature is 33% lower than for 9-to-11-year-olds. Conversely, the time devoted to social studies and modern foreign languages is 33% higher than for 9-to-11-year-olds.

For some countries, these differences are larger than in other countries. The percentage of compulsory instruction time devoted to reading, writing and literature for 12-to-14-year-olds is less than half of that for 9-to-11-year-olds in the Czech Republic, England, Greece, Mexico and the Netherlands. Yet, for Ireland and partner countries Chile and Israel, the difference between the shares is less than 5%. Clearly, countries place a different emphasis upon particular subjects and when those subjects should be taught to students.

On average among OECD countries, the non-compulsory part of the curriculum comprises 3 to 4% of the total intended instruction time for 9-to-11-year-old students as well as for 12-to-14-year-old students. However, among partner countries, non compulsory curriculum represents nearly a third of the compulsory instruction time in Israel for 9-to-11-year-old students. Nevertheless, a considerable amount of additional non-compulsory instruction time can sometimes be provided. For 9-to-11-year-olds, all intended instruction time is compulsory for students in most countries, but the additional non-compulsory part is as high as, 20% in Poland and Turkey, and 15% in Hungary and 32% in partner country Israel. For 12-to-14-year-old students, non-compulsory instruction time is a feature in Australia, the French Community of Belgium, England, Finland, France, Hungary, Ireland, Italy, Poland, Portugal and Turkey, and ranges from 2% in Finland and Portugal to 28% in Hungary (Tables D1.2a and D1.2b).

On average, 4% of compulsory instruction time belongs to the flexible part of the curriculum in the grades where most students are 9-to-11 years of age while the corresponding proportion is 8% for students aged 12 to 14.

In most OECD countries, the number of hours of compulsory instruction is defined. Within the compulsory part of the curriculum, students have varying degrees of freedom to choose the subjects they want to learn. However, for 9-to-11-year-olds, 58% of the compulsory curriculum is operated on a flexible basis in Australia, and up to 81% in the French Community of Belgium. For 12-to-14-year-olds, Australia again has the highest degree of flexibility in the compulsory curriculum (33%), although several other countries allow more than 10% flexibility in the compulsory curriculum (the French Community of Belgium, the Czech Republic, Finland, Iceland, Japan, Korea, the Netherlands and Spain, and the partner countries Chile and the Russian Federation) (Tables D1.2a and D1.2b).

### Definitions and methodologies

Data on instruction time are from the 2005 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2003-2004.

Instruction time for 7-to-15-year-olds refers to the formal number of 60-minute hours per school year organised by the school for class instructional activities for students in the reference school year 2003-2004. For countries with no formal policy on instruction time, the number of hours was estimated from survey data. Hours lost when schools are closed for festivities and

celebrations, such as national holidays, are excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

- Compulsory curriculum refers to the amount and allocation of instruction time that almost every public school must provide and almost all public sector students must attend. The measurement of the time devoted to specific study areas (subjects) focuses on the minimum common core rather than on the average time spent on study areas, since the data sources (policy documents) do not allow more precise measurement. Total compulsory curriculum comprises the compulsory core curriculum as well as the compulsory flexible curriculum.
- The non-compulsory part of the curriculum refers to the average time of instruction to which students are entitled above the compulsory hours of instruction. These subjects often vary from school to school or from region to region, and may take the form of “non-compulsory elective” subjects.
- Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory and non-compulsory parts of the curriculum.

For 15-year-olds in Table D1.1, typical instruction time refers to the programme in which most 15-year-olds are enrolled. This can be a programme in lower or upper secondary education, and in most countries it refers to a general programme. If the system channels students into different programme types at this age, an estimation of the average instruction time may have been necessary for the most important mainstream programmes weighted by the proportion of students in the grade level where most 15-year-olds are enrolled. Where vocational programmes are also taken into account in typical instruction time, only the school-based part of the programme should be included in the calculations.

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

### Further references

Specific notes on definitions and methodologies regarding this indicator for each country are given in Annex 3 at [www.oecd.org/edu/eqg2006](http://www.oecd.org/edu/eqg2006). In addition, a more comprehensive analysis of decision making was published in Indicator D6 of *Education at a Glance 2004* (OECD, 2004c). Information on the underlying decision-making survey is available in *Education at a Glance 2004*, Annex 3 ([www.oecd.org/edu/eqg2004](http://www.oecd.org/edu/eqg2004)) under the heading “Indicator D6 Locus of decision making at lower secondary levels”. The complete decision-making data are available under the heading “Underlying data on decision making for indicator D6”.



Table D1.1.  
Compulsory and intended instruction time in public institutions (2004)

Average number of hours per year of total compulsory and non-compulsory instruction time in the curriculum for 7 to 8, 9 to 11, 12 to 14 and 15-year-olds

	Age range at which over 90% of the population are enrolled	Average number of hours per year of total compulsory instruction time					Average number of hours per year of total compulsory and non-compulsory instruction time				
		Ages 7-8	Ages 9-11	Ages 12-14	Age 15 (typical programme)	Age 15 (minimum required programme)	Ages 7-8	Ages 9-11	Ages 12-14	Age 15 (typical programme)	Age 15 (minimum required programme)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD countries</b>											
Australia	5 - 16	981	982	966	964	949	981	982	1010	1020	1005
Austria	5 - 16	709	788	938	1033	987	755	835	985	1080	1033
Belgium (Fl.)	3 - 17	a	a	a	a	a	832	832	1000	1000	443
Belgium (Fr.) <sup>1</sup>	3 - 17	840	840	960	1020	m	840	840	1020	1020	m
Czech Republic	5 - 17	658	770	897	965	394	658	770	897	965	394
Denmark	4 - 16	641	743	870	840	840	641	743	870	840	840
England	4 - 15	878	894	905	760	a	888	894	938	950	a
Finland	6 - 18	530	654	796	858	a	530	673	815	858	a
France	3 - 17	883	871	961	1042	a	883	871	1055	1148	a
Germany	6 - 17	631	788	875	892	m	631	788	875	892	m
Greece	6 - 16	864	928	998	1089	926	864	928	998	1307	1144
Hungary	4 - 16	555	624	740	763	763	611	718	950	1106	1106
Iceland	3 - 16	700	778	848	863	a	700	778	848	863	a
Ireland	5 - 16	941	941	848	802	713	941	941	907	891	891
Italy	3 - 15	941	990	963	908	a	990	990	963	908	a
Japan	4 - 17	712	776	871	m	a	712	776	871	m	a
Korea	6 - 17	612	703	867	1020	a	612	703	867	1020	a
Luxembourg	5 - 15	847	847	782	750	a	847	847	782	750	a
Mexico	6 - 12	800	800	1167	1058	a	800	800	1167	1124	a
Netherlands	5 - 16	940	1000	1067	m	a	940	1000	1067	m	a
New Zealand	4 - 15	a	a	a	a	a	985	985	962	950	950
Norway	6 - 17	599	713	827	855	a	599	713	827	855	a
Poland	6 - 17	564	658	786	827	a	677	752	852	884	a
Portugal	5 - 14	880	874	937	938	1233	880	892	954	938	1233
Scotland	4 - 15	a	a	a	a	a	a	a	a	a	a
Slovak Republic	6 - 17	m	m	m	m	m	m	m	m	m	m
Spain	3 - 16	792	792	956	978	978	792	792	956	978	978
Sweden	6 - 18	741	741	741	741	a	741	741	741	741	a
Switzerland	6 - 16	m	m	m	m	m	m	m	m	m	m
Turkey	8 - 13	720	720	791	959	a	864	864	887	959	a
United States	6 - 16	m	m	m	m	m	m	m	m	m	m
<b>OECD average</b>		<b>758</b>	<b>808</b>	<b>894</b>	<b>910</b>	<b>865</b>	<b>785</b>	<b>831</b>	<b>928</b>	<b>962</b>	<b>911</b>
<b>EU19 average</b>		<b>769</b>	<b>819</b>	<b>890</b>	<b>894</b>	<b>854</b>	<b>786</b>	<b>834</b>	<b>928</b>	<b>959</b>	<b>896</b>
<b>Partner country</b>											
Israel	5 - 17	666	749	971	919	a	944	990	971	919	a

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

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2006](http://www.oecd.org/edu/eag2006)).

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

StatLink: <http://dx.doi.org/10.1787/076822220227>

Table D1.2a.  
**Instruction time per subject as a percentage of total compulsory instruction time for 9-to-11-year-olds (2004)**  
 Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum

	Compulsory core curriculum												Compulsory flexible curriculum (13)	TOTAL compulsory curriculum (14)	Non-compulsory curriculum (15)	
	Reading, writing and literature (1)	Mathematics (2)	Science (3)	Social studies (4)	Modern foreign languages (5)	Technology (6)	Arts (7)	Physical education (8)	Religion (9)	Practical and vocational skills (10)	Other (11)	TOTAL compulsory core curriculum (12)				
OECD countries	Australia <sup>1</sup>	13	9	2	3	1	2	4	5	1	1	42	58	100	n	
	Austria	24	16	10	3	8	n	18	10	8	x(12)	3	100	x(12)	100	m
	Belgium (FL) <sup>1</sup>	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fr.) <sup>1</sup>	a	a	a	a	5	a	a	7	7	a	n	19	81	100	n
	Czech Republic <sup>2</sup>	24	19	9	11	13	n	14	8	n	n	n	97	3	100	n
	Denmark	26	16	8	4	7	n	22	11	4	n	3	100	n	100	n
	England	27	22	10	8	n	9	8	7	5	n	5	100	n	100	n
	Finland	23	16	11	2	9	n	14	9	6	n	n	90	10	100	3
	France	30	19	5	10	9	3	9	14	n	n	n	100	n	100	n
	Germany	21	18	7	5	9	1	15	11	7	n	3	97	3	100	n
	Greece	29	14	11	11	10	n	8	7	7	n	2	100	n	100	n
	Hungary	28	16	6	7	9	n	15	11	n	4	4	100	n	100	15
	Iceland	16	15	8	8	4	6	12	9	3	5	3	89	11	100	n
	Ireland	29	12	4	8	x(13)	n	12	4	10	n	14	92	8	100	n
	Italy <sup>3</sup>	a	a	a	a	a	a	a	a	a	a	a	a	a	100	n
	Japan	19	15	9	9	n	n	10	9	n	n	21	91	9	100	m
	Korea	19	13	10	10	5	2	13	10	n	2	3	87	13	100	n
	Luxembourg <sup>4</sup>	25	18	6	2	21	n	11	10	7	n	n	100	n	100	n
	Mexico	30	25	15	20	n	n	5	5	n	n	n	100	n	100	n
	Netherlands <sup>5</sup>	30	19	x(4)	15	2	2	10	7	4	n	12	100	n	100	n
	New Zealand	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Norway	23	15	7	8	6	n	16	7	9	n	9	100	n	100	n
	Poland <sup>6</sup>	21	16	12	5	11	5	5	12	8	n	4	100	n	100	20
	Portugal <sup>6</sup>	15	12	9	6	11	12	6	9	n	n	17	97	3	100	3
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Spain	22	17	9	9	13	n	11	11	x(13)	n	n	91	9	100	n	
Sweden	22	14	12	13	12	x(3)	7	8	x(4)	7	n	94	6	100	n	
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	19	13	10	10	9	n	7	7	7	9	1	91	9	100	20	
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
<i>OECD average<sup>1</sup></i>	<i>24</i>	<i>16</i>	<i>9</i>	<i>8</i>	<i>8</i>	<i>2</i>	<i>11</i>	<i>9</i>	<i>4</i>	<i>1</i>	<i>5</i>	<i>96</i>	<i>4</i>	<i>100</i>	<i>3</i>	
<i>EU19 average</i>	<i>25</i>	<i>16</i>	<i>9</i>	<i>7</i>	<i>9</i>	<i>2</i>	<i>12</i>	<i>9</i>	<i>4</i>	<i>1</i>	<i>4</i>	<i>97</i>	<i>3</i>	<i>100</i>	<i>3</i>	
Partner countries	Chile <sup>6</sup>	13	13	10	10	5	5	8	5	5	a	2	79	21	100	m
	Israel	11	19	7	11	11	x(13)	n	7	7	n	n	74	26	100	32
	Russian Federation <sup>6</sup>	26	16	6	10	10	6	6	6	n	n	n	87	13	100	m

1. Australia, Belgium (Fr.) and Belgium(FL.) are not included in the averages.

2. For 9-to-10-year-olds, social studies is included in science.

3. For 9- and 10-year-olds the curriculum is largely flexible, for 11-year-olds it is about the same as for 12 and 13-year-olds

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

5. Includes 9- and 11-year-olds only.

6. Includes 10-to-11-year-olds only.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2006](http://www.oecd.org/edu/eag2006)).

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

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Table D1.2b.

**Instruction time per subject as a percentage of total compulsory instruction time for 12-to-14-year-olds (2004)**  
 Percentage of intended instruction time devoted to various subject areas within the total compulsory curriculum

	Compulsory core curriculum												Compulsory flexible curriculum	TOTAL compulsory curriculum	Non-compulsory curriculum	
	Reading, writing and literature	Mathematics	Science	Social studies	Modern foreign languages	Technology	Arts	Physical education	Religion	Practical and vocational skills	Other	TOTAL compulsory core curriculum				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)				(13)
OECD countries	Australia	11	11	8	8	5	7	7	8	1	n	3	67	33	100	5
	Austria	13	15	13	12	11	n	16	10	7	2	n	100	x(12)	100	m
	Belgium (Fl.)	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fr.) <sup>1</sup>	16	13	9	13	13	3	3	9	6	n	3	88	13	100	6
	Czech Republic	12	13	20	16	10	3	8	7	n	n	n	88	12	100	n
	Denmark	21	14	17	7	18	n	9	7	3	n	3	100	n	100	n
	England	13	13	13	13	9	12	9	8	5	n	3	100	n	100	4
	Finland	13	12	13	5	14	n	9	7	4	4	n	80	20	100	2
	France	17	15	12	13	12	6	7	11	n	n	n	93	7	100	10
	Germany	14	14	10	12	16	3	10	9	5	2	2	97	3	100	n
	Greece	12	11	10	10	15	5	6	8	6	1	16	100	n	100	n
	Hungary	15	11	17	11	11	3	10	8	n	4	9	100	n	100	28
	Iceland	14	14	8	6	17	4	7	8	2	4	3	85	15	100	n
	Ireland <sup>2</sup>	28	13	8	17	7	x(15)	4	5	9	x(15)	5	97	3	100	7
	Italy <sup>1</sup>	22	10	10	15	10	10	13	7	3	n	n	100	n	100	n
	Japan	11	10	9	9	10	3	7	9	n	n	18	87	13	100	m
	Korea	13	11	11	10	10	4	8	8	n	4	5	82	18	100	n
	Luxembourg <sup>3</sup>	22	15	5	10	20	n	10	8	6	n	5	100	n	100	n
	Mexico	14	14	17	26	9	n	6	6	n	9	n	100	n	100	n
	Netherlands	10	10	8	11	14	5	7	9	n	3	n	78	22	100	n
	New Zealand	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Norway	16	13	9	11	10	n	8	10	7	n	16	100	n	100	n
	Poland	18	14	16	9	10	5	4	11	7	n	6	100	n	100	8
	Portugal	12	12	11	16	13	4	7	9	n	n	11	94	6	100	2
	Scotland	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Spain	16	11	11	10	10	8	11	7	x(13)	x(13)	3	87	13	100	n	
Sweden	22	14	12	13	12	x(3)	7	8	x(4)	7	n	94	6	100	n	
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	15	14	16	10	15	n	4	6	5	4	3	91	9	100	12	
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
<i>OECD average</i>	16	13	12	12	12	3	8	8	3	2	5	92	8	100	4	
<i>EU19 average</i>	16	13	12	12	13	4	8	8	4	1	4	94	6	100	4	
Partner countries	Chile <sup>1</sup>	13	13	11	11	8	5	11	5	5	a	5	87	13	100	m
	Israel	11	13	16	21	18	x(3)	4	5	13	n	n	100	n	100	m
	Russian Federation	14	14	26	9	9	3	3	6	n	n	n	83	17	100	m

1. Includes 12-to-13-year-olds only.

2. For 13-to-14-year-olds, arts is included in non-compulsory curriculum.

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

 Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2006](http://www.oecd.org/edu/eag2006)).

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

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# TABLE OF CONTENTS

	Name of the indicator in the 2005 edition
<b>Foreword</b> .....	3
<b>Editorial</b> .....	13
<b>Introduction</b> .....	19
<b>Reader's Guide</b> .....	23
<b>CHAPTER A THE OUTPUT OF EDUCATIONAL INSTITUTIONS AND THE IMPACT OF LEARNING</b> .....	27
<b>Indicator A1 Educational attainment of the adult population</b> .....	28 <b>A1</b>
Table A1.1a Educational attainment: adult population (2004) .....	37
Table A1.2a Population that has attained at least upper secondary education (2004) .....	38
Table A1.3a Population that has attained tertiary education (2004) .....	39
Table A1.4 Distribution of population aged 35-to-64 with tertiary type 5A/6 qualifications by country (2004 and projected to 2014) .....	40
Table A1.5 Educational attainment expressed in average number of years in formal education (2004) .....	41
<b>Indicator A2 Current upper secondary graduation rates</b> .....	42 <b>A2</b>
Table A2.1 Upper secondary graduation rates (2004) .....	48
Table A2.2 Post-secondary non-tertiary graduation rates (2004) .....	49
<b>Indicator A3 Current tertiary graduation and survival rates</b> .....	50 <b>A3</b>
Table A3.1 Tertiary graduation rates (2000, 2004) .....	58
Table A3.2 Survival rates in tertiary education (2004) .....	59
<b>Indicator A4 What 15-year-olds can do in mathematics</b> .....	60 <b>A4</b>
Table A4.1 Percentage of students at each level of proficiency on the OECD PISA mathematics scale (2003) .....	70
Table A4.2 Mean student performance and variation on different aspects of the OECD PISA mathematics scale (2003) .....	71
Table A4.3 Mean score and variation in student performance on the OECD PISA mathematics scale (2003) .....	72
<b>Indicator A5 Between- and within-school variation in the mathematics performance of 15-year-olds</b> .....	74 <b>A6</b>
Table A5.1 Between-school and within-school variance in student performance on the OECD PISA mathematics scale (2003) .....	80
<b>Indicator A6 Fifteen-year-old students who perform at the lowest levels of proficiency in mathematics (2003)</b> .....	82
Table A6.1 Odds ratios of the likelihood of students with the lowest socio-economic status to be lowest mathematics performers relative to the likelihood of students with the highest socio-economic status to be lowest mathematics performers (2003) .....	91

Table A6.2	Reading performance of lowest mathematics performers (2003) .....	92	
Table A6.3	Mathematics performance of lowest reading performers (2003) .....	93	
<b>Indicator A7</b>	<b>Institutional differentiation, socio-economic status and 15-year-old students' mathematics performance (2003)</b> .....	94	
Table A7.1	Institutional differentiation, variance in mathematics performance, and economic, social and cultural status (ESCS), (2003) .....	102	
<b>Indicator A8</b>	<b>Labour force participation by level of educational attainment</b> .....	104	<b>A8</b>
Table A8.1a	Employment rates and educational attainment, by gender (2004) .....	112	
Table A8.2a	Unemployment rates and educational attainment, by gender (2004) .....	114	
Table A8.3a	Trends in employment rates, by educational attainment (1991-2004) .....	116	
Table A8.4a	Trends in unemployment rates, by educational attainment (1991-2004) .....	118	
<b>Indicator A9</b>	<b>The returns to education: education and earnings</b> .....	120	<b>A9</b>
Table A9.1a	Relative earnings of the population with income from employment (2004 or latest available year) .....	135	
Table A9.1b	Differences in earnings between females and males (2004 or latest available year) .....	137	
Table A9.2a	Trends in relative earnings: adult population (1997-2004) .....	138	
Table A9.3	Trends in differences in earnings between females and males (1997-2004) .....	139	
Table A9.4a	Distribution of the 25-to-64-year-old population, by level of earnings and educational attainment (2004 or latest available year) .....	141	
Table A9.4b	Distribution of the 25-to-64-year-old males by level of earnings and educational attainment (2004 or latest available year) .....	144	
Table A9.4c	Distribution of the 25-to-64-year-old females by level of earnings and educational attainment (2004 or latest available year) .....	147	
Table A9.5	Private internal rates of return for an individual obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2003) .....	150	
Table A9.6	Private internal rates of return for an individual obtaining a university-level degree, ISCED 5/6 (2003) .....	150	
Table A9.7	Public internal rates of return for an individual obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2003) .....	151	
Table A9.8	Public internal rates of return for an individual obtaining a university-level degree, ISCED 5/6 (2003) .....	151	

		Name of the indicator in the 2005 edition
<b>Indicator A10</b>	<b>The returns to education: links between education, economic growth and social outcomes</b> .....	152
		<b>A10</b>
<b>Indicator A11</b>	<b>Impact of demographic trends on education provision</b> .....	160
Table A11.1	Demographic trends between 2005 and 2015 and indicative impact on educational expenditure, student enrolments and graduate numbers .....	166
<b>CHAPTER B</b>	<b>FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION</b> .....	167
<b>Indicator B1</b>	<b>Educational expenditure per student</b> .....	170
		<b>B1</b>
Table B1.1a	Annual expenditure on educational institutions per student for all services (2003).....	186
Table B1.1b	Annual expenditure on educational institutions per student for all services, by type of programme (2003).....	187
Table B1.1c	Annual expenditure per student on core services, ancillary services and R&D (2003) .....	188
Table B1.2	Distribution of expenditure (as a percentage) on educational institutions compared to number of students enrolled at each level of education (2003) .....	189
Table B1.3a	Cumulative expenditure on educational institutions per student over the theoretical duration of primary and secondary studies (2003) .....	190
Table B1.3b	Cumulative expenditure on educational institutions per student over the average duration of tertiary studies (2003) .....	191
Table B1.4	Annual expenditure on educational institutions per student for all services relative to GDP per capita (2003) .....	192
Table B1.5	Change in expenditure on educational institutions for all services per student relative to different factors, by level of education (1995, 2003) .....	193
<b>Indicator B2</b>	<b>Expenditure on educational institutions relative to Gross Domestic Product</b> .....	194
		<b>B2</b>
Table B2.1a	Expenditure on educational institutions as a percentage of GDP, for all levels of education (1995, 2000, 2003) .....	205
Table B2.1b	Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2003).....	206
Table B2.1c	Expenditure on educational institutions as a percentage of GDP, by level of education (2003).....	207
Table B2.2	Change in expenditure on educational institutions (1995, 2003).....	208
Table B2.3	Change in expenditure on educational institutions (1995, 2000, 2001, 2002, 2003).....	209
<b>Indicator B3</b>	<b>Public and private investment in educational institutions</b> .....	210
		<b>B3</b>
Table B3.1	Relative proportions of public and private expenditure on educational institutions for all levels of education (1995, 2003).....	218

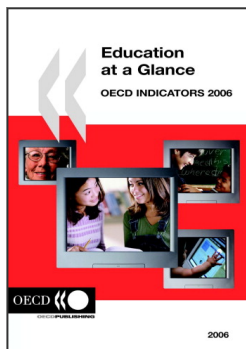
Table B3.2a	Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (1995, 2003).....	219	
Table B3.2b	Relative proportions of public and private expenditure on educational institutions, as a percentage, for tertiary education (1995, 2003).....	220	
Table B3.3	Trends in relative proportions of public expenditure on educational institutions, for tertiary education (1995, 2000, 2001, 2002, 2003).....	221	
<b>Indicator B4</b>	<b>Total public expenditure on education</b> .....	222	<b>B4</b>
Table B4.1	Total public expenditure on education (1995, 2003).....	228	
Table B4.2	Distribution of total public expenditure on education (2003).....	229	
<b>Indicator B5</b>	<b>Tuition fees charged by tertiary institutions and support for students and households through public subsidies</b> .....	230	<b>B5</b>
Table B5.1	Estimated annual average tuition fees charged by tertiary-type A educational institutions (school year 2003-2004).....	240	
Table B5.2	Public subsidies for households and other private entities as a percentage of total public expenditure on education and GDP, for tertiary education (2003).....	242	
<b>Indicator B6</b>	<b>Expenditure in institutions by service category and by resource category</b> .....	244	<b>B6</b>
Table B6.1	Expenditure on institutions by service category as a percentage of GDP (2003).....	252	
Table B6.2	Expenditure on educational institutions by resource category and level of education (2003).....	253	
<b>CHAPTER C</b>	<b>ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION</b> .....	255	
<b>Indicator C1</b>	<b>Enrolment in education from primary education to adult life</b> .....	256	<b>C1</b>
Table C1.1	Education expectancy (2004).....	265	
Table C1.2	Enrolment rates, by age (2004).....	266	
Table C1.3	Transition characteristics from age 15 to 20, by level of education (2004).....	267	
<b>Indicator C2</b>	<b>Participation in secondary and tertiary education</b> .....	268	<b>C2</b>
Table C2.1	Entry rates into tertiary education and age distribution of new entrants (2004).....	277	
Table C2.2	Expected years in tertiary education and changes in tertiary enrolment (2004).....	278	
Table C2.3	Students in tertiary education by type of institution or mode of study (2004).....	279	
Table C2.4	Students in primary and secondary education by type of institution or mode of study (2004).....	280	
Table C2.5	Upper secondary enrolment patterns (2004).....	281	

		Name of the indicator in the 2005 edition
<b>Indicator C3</b>	<b>Student mobility and foreign students in tertiary education</b> .....	282
	<b>C3</b>	
Table C3.1	Student mobility and foreign students in tertiary education (2000, 2004) .....	303
Table C3.2	Distribution of international and foreign students in tertiary education, by country of origin (2004) .....	304
Table C3.3	Citizens studying abroad in tertiary education, by country of destination (2004) .....	308
Table C3.4	Distribution of international and foreign students in tertiary education, by level and type of tertiary education (2004) .....	310
Table C3.5	Distribution of international and foreign students in tertiary education, by field of education (2004) .....	311
Table C3.6	Trends in the number of foreign students enrolled outside their country of origin (2000 to 2004) .....	312
Table C3.7	Percentage of tertiary qualifications awarded to international and foreign students, by type of tertiary education (2004) .....	313
<b>Indicator C4</b>	<b>Education and work status of the youth population</b> .....	314
	<b>C4</b>	
Table C4.1a	Expected years in education and not in education for 15-to-29-year-olds (2004) .....	323
Table C4.2a	Percentage of the youth population in education and not in education (2004) .....	325
Table C4.3	Percentage of the cohort population not in education and unemployed (2004) .....	327
Table C4.4a	Trends in the percentage of the youth population in education and not in education (1995-2004) .....	329
<b>Indicator C5</b>	<b>Participation in adult learning</b> .....	334
	<b>C6</b>	
Table C5.1a	Participation rate and expected number of hours in non-formal job-related education and training, by level of educational attainment (2003) .....	341
Table C5.1b	Expected number of hours in non-formal job-related education and training, by age group and labour force status (2003) .....	343
Table C5.1c	Expected number of hours in non-formal job-related education and training, by level of educational attainment (2003) .....	345
<b>CHAPTER D</b>	<b>THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS</b> .....	347
<b>Indicator D1</b>	<b>Total intended instruction time for students in primary and secondary education</b> .....	348
	<b>D1</b>	
Table D1.1	Compulsory and intended instruction time in public institutions (2004) .....	356
Table D1.2a	Instruction time per subject as a percentage of total compulsory instruction time for 9-to-11-year-olds (2004) .....	357
Table D1.2b	Instruction time per subject as a percentage of total compulsory instruction time for 12-to-14-year-olds (2004) .....	358

<b>Indicator D2</b>	<b>Class size and ratio of students to teaching staff</b> .....	360	<b>D2</b>
Table D2.1	Average class size, by type of institution and level of education (2004).....	370	
Table D2.2	Ratio of students to teaching staff in educational institutions (2004).....	371	
Table D2.3	Ratio of students to teaching staff by type of institution (2004).....	372	
<b>Indicator D3</b>	<b>Teachers' salaries</b> .....	374	<b>D3</b>
Table D3.1	Teachers' salaries (2004).....	384	
Table D3.2a	Adjustments to base salary for teachers in public institutions (2004).....	386	
Table D3.2b	Adjustments to base salary for teachers in public institutions made by school principal (2004).....	388	
Table D3.2c	Adjustments to base salary for teachers in public institutions made by local or regional authority (2004).....	390	
Table D3.2d	Adjustments to base salary for teachers in public institutions made by the national authority (2004).....	392	
Table D3.3	Change in teachers' salaries (1996 and 2004).....	394	
<b>Indicator D4</b>	<b>Teaching time and teachers' working time</b> .....	396	<b>D4</b>
Table D4.1	Organisation of teachers' working time (2004).....	405	
<b>Indicator D5</b>	<b>Access to and use of ICT</b> .....	406	
Table D5.1	Various ICT resources in secondary schools and percentage of various types of computers in schools (2003).....	414	
Table D5.2	Percentage of students in secondary schools whose principals report that instruction is hindered by a shortage of ICT resources (2003).....	415	
Table D5.3	Percentage of 15-year-old students using computers at home, school or other places, by frequency of use (2003).....	417	
<b>ANNEX 1</b>	<b>Characteristics of Educational Systems</b> .....	419	
Table X1.1a	Typical graduation ages in upper secondary education.....	420	
Table X1.1b	Typical graduation ages in post-secondary non-tertiary education.....	421	
Table X1.1c	Typical graduation ages in tertiary education.....	422	
Table X1.2a	School year and financial year used for the calculation of indicators.....	423	
Table X1.2b	School year and financial year used for the calculation of indicators.....	424	
Table X1.3	Summary of completion requirements for upper secondary (ISCED 3) programmes.....	425	
<b>ANNEX 2</b>	<b>Reference Statistics</b> .....	429	
Table X2.1	Overview of the economic context using basic variables (reference period: calendar year 2003, 2003 current prices).....	430	
Table X2.2	Basic reference statistics (reference period: calendar year 2003, 2003 current prices).....	431	

	Name of the indicator in the 2005 edition
Table X2.3 Basic reference statistics (reference period: calendar year 1995, 1995 current prices).....	432
Table X2.4 Annual expenditure on educational institutions per student for all services (2003).....	433
Table X2.5 Annual expenditure on educational institutions per student for all services (2003).....	434
Table X2.6a Reference statistics used in the calculation of teachers' salaries, by level of education (1996, 2004).....	435
Table X2.6b Reference statistics used in the calculation of teachers' salaries (1996, 2003).....	437
Table X2.6c Teachers' salaries (2004).....	438
<b>ANNEX 3 (Sources, Methods and Technical Notes).....</b>	<b>441</b>
<b>References.....</b>	<b>443</b>
<b>Contributors to this Publication.....</b>	<b>445</b>
<b>Related OECD Publications.....</b>	<b>449</b>





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