

# Education at a Glance 2016

## 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**

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**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.

## INDICATOR A1: To what level have adults studied?

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## Tables A1.1 to A1.4

### *Methodology*

The attainment profiles for most countries are based on the percentage of the population aged 25 to 64 that has completed a specified level of education. The International Standard Classification of Education (ISCED) is used to define the levels of education.

In *Education at a Glance* (EAG), two ISCED classifications have been used: ISCED 2011 and ISCED-97. Data collected for reference years 2014 and 2015 are mapped to ISCED 2011 in most of countries. Unless data using national codes according to ISCED 2011 have been provided by countries, historical/trend data on educational attainment are only available for the three major levels of education using the mapping below:

- below upper secondary education – ISCED-97 levels 0/1/2/3C short
- upper secondary and post-secondary non-tertiary education – ISCED-97 levels 3/4
- tertiary education – ISCED-97 levels 5A/5B/6.

The tables below (Table 1 and Table 2) show the attainment levels and ISCED mappings for each country. Table 1 below presents the national codes according to ISCED 2011 and Table 2 presents the national codes according to ISCED-97. The cells indicate, for each country, the national programme categories that are included in the international levels of education indicated by the column headings. [Back to main table for this indicator](#)

**Table 1: Standardised ISCED 2011 national codes on attainment in LFS (2015)**

	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)
<b>OECD</b>											
Australia	010	100	a	244/254	a	344/353	453	540/550	660	760	860
Austria	x(2)	100	a	244/254	a	344/354	454	550	660	760	860
Belgium	000	100	a	200	a	344/354/355	454	500	600	700	800
Canada	x(2)	100	a	244	a	344	453	540/550	640	740	x(10)
Chile	010/020/030	100	a	244	a	344/354	a	550	660	760	x(10)
Czech Republic	000	100	a	200	a	300	x(6)	500	600	700	800
Denmark	x(2)	100	a	243/244/254	a	344/353/354	454	540/550	640/650/660	740/750/760	840/860
Estonia	000	100	a	244/253	a	344/353/354	454	550	660	760	860
Finland	x(2)	100	a	200	a	344/354/394	450/490	500	600	700	800
France	010	100	a	244/253/354	a	344/353/354	444	540/550	640/650	740/750	840
Germany	x(2)	100	a	244	a	344/353/354	453/454	550	640/650	740	840
Greece	010/030	100	242	243/244/253	352	344/353/354	453/454	550	640/650	760	860
Hungary	000	100	a	200	a	344/353/354	454	500	600	700	800
Iceland	x(2)	100	a	243/244/254	a	343/344/353/354	444/453/454	560	660	760	860
Ireland	000	100	a	200	a	343/354/393/394	440/450/490	500	600	700	800
Israel	010/030	100	a	244	a	343/344/353/354	a	550	660	760	860
Italy	000	100	a	244/254	a	344/353/354/394	453	550	660	760	860
Japan	x(2)	x(4)	a	200	a	x(4)	400	x(7)	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)
<b>Korea</b>	x(2)	100	a	200	a	344	a	500	600	x(9)	x(9)
<b>Latvia</b>	010/020	100	a	244/254	a	344/353.354	454	550	660	750/760	860
<b>Luxembourg</b>	000	100	a	200	a	343/344/353/354/393/394	450/490	500	600	700	800
<b>Mexico</b>	010	100	242	244	342	344	a	540	640	740	840
<b>Netherlands</b>	010/030	100	a	244/253/254	a	344/353/354	453	550	640/650/660	740/750	840
<b>New Zealand</b>	x(2)	x(4)	a	244	a	344/353	454	550	660	760	860
<b>Norway</b>	010	100	a	244	a	343/344/353	453	540/550	640/650	740	840
<b>Poland</b>	010/030	100	a	244	a	344/353/354	453	550	660	750/760	860
<b>Portugal</b>	030	100	a	244	a	344/354	454	x(9)	660	760	860
<b>Slovak Republic</b>	020	100	252	244	352	344/353/354	454	550	650	760	860
<b>Slovenia</b>	000	100	a	200	a	343/344/353/354/393/394	a	500	600	700	800
<b>Spain</b>	010/030	100	a	244/254	a	344/353/354	453	550	660	750/760	860
<b>Sweden</b>	x(2)	100	a	243/244/254	342/352	343/344/353/354/394	444/454	550/560	660	750/760/790	860
<b>Switzerland</b>	020	100	a	244	a	343/344/353/354	x(6)	x(9,10,11)	640/650	740/750	840
<b>Turkey</b>	030	100	a	244	a	344/354	a	560	660	760	860
<b>United Kingdom</b>	000	100	a	244/254	342/352	343/344/354	a	550	640	760	860
<b>United States</b>	010/030	100	a	244	a	304	x(6)	540/550	660	750/760	860
<b>Partners</b>											
<b>Argentina</b>	m	m	m	m	m	m	m	m	m	m	m
<b>Brazil</b>	010	100	a	243	a	303	x(6)	X(9)	640	x(9)	x(9)
<b>China</b>	010/030	100	a	200	a	300	x(6)	500	600	700	x(10)
<b>Colombia</b>	x(4)	x(4)	a	200	302	304	x(6)	x(9)	600	x(9)	x(9)
<b>Costa Rica</b>	010/020/030	100	242/252	244/254	342/352	343/344/353/354	453	550/560	660	760	x(10)
<b>India</b>	m	m	m	m	m	m	m	m	m	m	m
<b>Indonesia</b>	010/030	100	a	200	a	300	a	x(9)	600	x(9)	x(9)
<b>Lithuania</b>	000	100	a	200	a	344/352/354/392/394	450/490	500	600	700	800
<b>Russian Federation</b>	x(4)	x(4)	a	200	a	300	x(6)	x(9)	600	x(9)	x(9)
<b>Saudi Arabia</b>	010/030	100	a	200	a	300	400	x(9)	600	x(9)	x(10)
<b>South Africa</b>	010/030	100	a	200	a	300	400	x(9)	600	x(9)	x(9)

**Source:** National questionnaires. Indonesia, Saudi Arabia, South Africa: ILO. China: UNESCO Institute for Statistics. Finland, Ireland, Latvia, Lithuania, Luxembourg, Slovenia: Eurostat.

Table 2: Standardised ISCED-97 national codes on attainment in LFS (2013)

	Pre-primary and primary education	Lower secondary education	ISCED 3C (short programme)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		
				ISCED 3C (long programme)/3B	ISCED 3A		Type B	Type A	Advanced research programme
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>OECD</b>									
Australia	0/1	2	a	3CL	3A	4C	5B	5A	6
Austria	x(2)	0/1/2	3CS	3B	3A	4A, 4B	5B	5A/6	x(8)
Belgium	0/1	2	a	3C	3A	4	5B	5A	6
Canada	0/1	2	a	x(5)	3A	4	5B	5A/6	x(8)
Chile	0,1	2	a	x(5)	3	a	5B	5A	6
Czech Republic	0/1	2	a	3CL	3A/3B/4	x(5)	x(8)	5A/5B/6	x(8)
Denmark	0/1	2	3CS	3CL	3A/B	4A/B, 4C	x(8)	5A	6
Estonia	0,1	2	a	3B,3C	3A	4B	5B	5A	6
Finland	0/1	2	a	a	3A	4C	5B	5A	6
France	0,1	2	a	3B,3CL,3CM	3A	4	5B	5A,5A M,5AS	6
Germany	1	2A	a	3B	3A	4	5B	5A	6
Greece	0/1	2	x(4)	3B, 3C	3A	4C	5B	5A	6
Hungary	1	2	a	3C	3A	4	5B	5A	6
Iceland	0/1	2	3CS	3CL	3A/B	4A/B,4C	5B	5A	6
Ireland	0/1	2	3CS	x(5)	3, 3A/B	4C	5B	5A	6
Israel	0,1	2	a	3C	3A	a	5B	5A	6
Italy	0/1	2	3CS	3CL	3A/3B	4	5B	5A	6
Japan	x(5)	x(5)	x(5)	x(5)	1/2/3	a	5B	5A/6	x(8)
Korea	0/1	2	a	x(5)	3	a	4/5B	5A/6	x(8)
Luxembourg	0/1	2	3CS	3CL	3,3A/B	4	5B	5A	6
Mexico	0,1	2	a	3CL	3A	a	5B	5A/6	x(8)
Netherlands	0/1	2	x(4)	3C	3A	4	5B	5A	6
New Zealand	x(2)	1&2	3CS	3CL	3A	4	5B	5A	6
Norway	0,1	2A	a	3C	3A	4A,4C	5B	5A	6
Poland	x(2)	1/2	a	3C	3A	4C	x(8)	5A/5B/6	x(8)
Portugal	0,1	2	x(5)	x(5)	3	4	x(8)	5	6
Slovak Republic	0,1	2	x(4)	3C	3A	x(5)	5B	5A	6
Slovenia	0/1	2	a	3CL	3A/3B	a	5B	5A	6
Spain	0,1	2A,2C	a	3C,3B	3A	4C	5B	5A	6
Sweden	1	2	a	x(5)	3	4	5B	5A	6
Switzerland	0/1	2	3CS	3CL,3B	3A	4	5B	5A	6
Turkey	0,1	2	a	3B	3A	a	a	5A/6	x(8)
United Kingdom	0	2	3CS	3CL, 3B	3A	4	5B	5A	6
United States	0/1	2	a	a	3	x(5)	5B,5A	5A	6
<b>Partners</b>									
Brazil	0,1	2	x(5)	x(5)	3	a	x(8)	5A/5B/6	x(8)
Russian Federation	1	2	x(4)	3C	3A	x(4)	5B	5A	6

Note: 5AS, 5AI, 5AM and 5AL refer to tertiary-type A short, intermediate, medium and large programmes, respectively. 3CM refer to upper secondary medium programmes.

Source: National questionnaires.

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## Sources

Data on population, educational attainment and labour market are taken from labour force surveys (LFS). The source is the LSO Network (OECD Labour Market, Economic and Social Outcomes of Learning) Labour Force Survey (LFS) for most countries; the European Union LFS (EU-LFS) provided by Eurostat for Finland, Ireland, Lithuania, Luxembourg and Slovenia; and data on educational attainment for China 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 26 May 2015) and data on educational attainment and labour force status for Indonesia, Saudi Arabia and South Africa are taken from the ILO database (accessed on 07 April 2016). Attainment rates for ISCED levels 0/1 in these G20 non-OECD countries are calculated by adding UIS data in the categories “No schooling”, “Incomplete Primary” and “Primary”. In the case of South Africa, data also comprise people included in the “Unknown” category.

For tables with data from 2000, i.e. trend data, EU-LFS has also been used for Denmark and Latvia for the years 2000, 2005 and 2010. Specific reliability thresholds have been applied; see Table below on national data collection sources and reliability thresholds (2014). Reliability thresholds refer to sample limits to the reliability of the indicator that implies that data are either not published or flagged as having a reduced reliability (please refer to the Reader’s Guide for details).

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**Table 3: National data collection sources and reliability thresholds (2015)**

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
<b>OECD countries</b>									
<b>Australia</b>	Australian Bureau of Statistics	Survey of Education and Work (supplement to the monthly Labour Force Survey)	May 2015	Persons aged 15-74 years	Households	27 725 individuals	Approximately 8%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
<b>Austria</b>	Statistics Austria	Mikrozensus-Arbeitskräfteerhebung/ Labour Force Survey	29 December 2014 (Monday) to 3rd January 2016 (Sunday)	Persons aged 15 and over	Household	95 997 individuals	7.8%	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.	
<b>Belgium</b>	Statistics Belgium	Enquête naar de Arbeidskrachten/ Enquête sur les forces de travail/ Labour Force Survey	2015	Persons above 14 years old living in private households	Statistical sections	53 493 individuals	26.7%	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	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
Canada	Statistics Canada	Labour Force Survey (LFS)	1 January to 31 December 2015	Persons aged 15 and over	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 100 persons in the numerator have been omitted due to confidentiality reasons.	The survey excludes persons living on reserves and other Aboriginal settlements in the provinces; full-time members of the Canadian Armed Forces and the institutionalised population. These groups together represent an exclusion of less than 2% of the Canadian population aged 15 and over.
Chile	Ministerio de Desarrollo Social (Ministry of Social Development)	Encuesta de Caracterización Socioeconómica Nacional 2013 (CASEN 2013)	2013	Persons aged 25-64 years	Households	108 170 individuals	22.5%	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.	
Czech Republic	CZSO	Výběrové šetření pracovních sil/ Labour Force Survey	29 December 2014 - 3 January 2016	Persons aged 25-64 years	Household	134 568 individuals	Not reported	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.	
Denmark	Statistics Denmark	Arbejdskraftundersøgelsen/ Labour Force Survey	1 January 2015 to 31 December 2015	Persons aged 15 and over	Individual	106 895 individuals	48.49%	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-4 000 persons in the denominator should be used with caution. Data below 2 respondents in the numerator have been omitted due to confidentiality reasons.	
Estonia	Statistics Estonia	Eesti tööjõu-uuring/ Estonian Labour Force Survey	2015	Persons aged 25-64 years	Individual	13 380 individuals	28%	Data below 20 respondents in the denominator are generally considered unreliable and have been omitted. Estimates of 20-40 respondents in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Finland	Eurostat	European Labour Force Survey	2014	Data refer to persons aged 15 and over	Not reported	Not reported	Not reported	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-4 000 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
France	Institut national de la statistique et des études économiques (INSEE)	Enquête Emploi/ Labour Force Survey	1 January 2014 to 31 December 2014	Persons aged 15-64 years	Dwelling	234 257 observations respondents (the same persons might be interviewed 4 time a year)	20.90%	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.	Though the survey covers people living in both ordinary homes and communities, since the number of people living in communities and interviewed in the labour survey has been deemed insufficient to represent the entire population of communities, the results of the new survey are restricted to those living in ordinary households.
Germany	Statistisches Bundesamt	Mikrozensus/ Labour Force Survey	2015	Persons aged 15 and over	Household	370 000 individuals	Not reported	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	1 January to 31 December 2015	Persons aged 15 and over	Local unit (one or more building squares)	121 170 individuals	Not available	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Hungary	Hungarian Central Statistical Office	Labour Force Survey	Data are averages of quarterly figures of 2015	Persons aged 15-74 living in private households	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.	
Iceland	Statistics Iceland	Vinnumarkaðsrannsókn Hagstofu Íslands/ Icelandic Labour Force Survey	1 January 2015 to 31 December 2015	Persons aged 15-75 years	Individual	11 205 individuals	22.8%	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	Eurostat	European Labour Force Survey	Annual average of quarterly estimates	Data refer to persons aged 15 and over	Not reported	Not reported	Not reported	Data below 1 900 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 900 -3 100 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	
Israel	Israel Central Bureau of Statistics	סקר כח אדם /Labour Force Survey	2015	Permanent residents aged 15 and over	Households	Not reported	23.3%	Data below 495 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 495-945 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Due to comprehensiveness of sample design the data on sample size cannot be provided.

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
Italy	ISTAT - Istituto Nazionale di Statistica	Rilevazione sulle Forze di Lavoro /Labour Force Survey	1 January 2015 to 31 December 2015	Persons aged 15 and over	Municipality – Households (two-stage sampling)	301 431 units	8.7%	Data below 30 persons in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Sample design is a two-stage sampling with stratification of the primary units.
Japan	Statistics Bureau, Ministry of Internal Affairs and Communications	Labour Force Survey detailed tabulation	Annual average	Data refer to persons aged 15 and over	Households	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	The special survey of the Labour Force Survey was integrated into the Labour Force Survey in January 2002
Korea	National Statistical Office	Monthly economically active population survey (MEACS)	Annual average of monthly estimates	Data refer to persons aged 15 and over	Not reported	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	Annual Report on the Economically Active Population Survey.
Latvia	Central Statistical Bureau of Latvia	Darbaspēka apsekojums/ Labour Force Survey	1 January 2015 to 31 December 2015	Data refer to persons aged 15 and over	Counting area	21 143	38%	Data below 1 300 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 1 300-2 100 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Luxembourg	STATEC	Labour Force Survey	1 January 2014 to 31 December 2014	Data refer to persons aged 15 and over	Reference person	15 210 individual	45.6%	Data below 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 500-1 000 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	
Mexico	National Institute of Statistics and Geography (INEGI)	Encuesta Nacional de Ocupación y Empleo (ENOE)/ National Survey of Occupation and Employment	Not reported	Data refer to persons aged 15 and over	Not reported	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Netherlands	Statistics Netherlands	Enquête Beroepsbevolking (EBB) /Labour Force Survey (LFS)	1 January 2015 to 31 December 2015	Persons aged 15 to 64 years	Household	292 500 individuals	Not reported	Data below 15 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 2 500 persons in the numerator have been omitted due to confidentiality reasons.	Due to the design of the Dutch LFS the rate of response is only available per mode. In this design everyone is approached by CAWI. Thereafter, a part of the non-respondents are re-approached by CATI or CAPI.

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
New Zealand	Statistics New Zealand	Household Labour Force Survey	2015 June quarter	Persons aged 15 years and over	Household	18 500 individuals	Not available	Data below 1 000 persons in the denominator are generally considered unreliable and have been omitted. Data below 100 persons in the numerator have been omitted due to confidentiality reasons.	Each quarter, one-eighth of the households in the sample are rotated out and replaced by a new set of households. Therefore, the overlap between two adjacent quarters can be as high as seven-eighths. This overlap improves the reliability of quarterly estimates of change.
Norway	Statistics Norway	Labour Force Survey	annual average	Persons 15 to 74 years old	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.	
Poland	Central Statistical Office	Badanie Aktywności Ekonomicznej Ludności/ Labour Force Survey	29 December 2014 to 3 January 2016	Persons of 15 years and over	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.	
Portugal	Statistics Portugal	Inquérito ao Emprego / Labour Force Survey	2015	Only private dwellings are covered, and part of the population living in collective dwellings and who represent a potential for the labour market	Census cluster	Not applicable. The sample unit in the Portuguese LFS survey is the dwelling.	15.4%	Data below 4 500 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.	Census clusters were composed by one or more contiguous grid INSPIRE cells with 1 km <sup>2</sup> of area, also aiming to have at least near 300 private dwellings of usual residence in each one of them.
Slovak Republic	Statistical Office of the Slovak Republic	Výberové zisťovanie pracovných síl (VZPS)/ Labour Force Survey (LFS)	1 January to 31 December 2015	Persons aged 15 and over	Household	12 973 households	15.3%	Data below 2 000 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 000-3 000 persons in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Slovenia	Eurostat	European Labour Force Survey	Annual average of quarterly estimates	Data refer to persons aged 15 and over	Households	36 079 individuals	21.3%	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 3 respondents in the numerator have been omitted due to confidentiality reasons.	

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
Spain	Instituto Nacional de Estadística	Encuesta de Población Activa Population Survey	2015, Yearly average of quarterly data	Persons aged 16 and over	Enumeration area	Not reported	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Sweden	Statistiska Centralbyrån	Arbetskraftsundersökningarna / Labour Force Survey	29 December 2014 to 3 January 2016	Persons aged 15 - 74	Individual	Net sample 270 000 individuals	40.1%	Data below 2 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 2 500-4 000 in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Switzerland	Office fédéral de la statistique	Enquête suisse sur la population active (ESPA) / Schweizerische Arbeitskräfteerhebung (SAKE) / Swiss Labour Force Survey (SLFS)	1 January 2015 to 31 December 2015	Persons aged 15 and over	Household	Not reported	19%	Data below 5 respondents in the denominator are generally considered unreliable and have been omitted. Estimates of 5-90 respondents in the denominator should be used with caution. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Turkey	Turkish Statistical Institute	Hanehalkı İşgücü İstatistikleri Anketi / Household Labour Force Survey	2015	Persons aged 15 and over	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	1 January 2015 to 31 December 2015	25-64 year-olds in UK, the LFS covers 98.5% of whole population -	Household	115 150	14%	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	Excludes 1.5% living in communal establishments such as nursing/residential care homes.

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
United States	(NCES) National Center for Education Statistics	Current Population Survey (CPS) March Annual Social and Economic Supplement	March 2015	Persons aged 15 and over	Household	For ages 25-64, the sample is 102 459. For age 15 and over, the sample is 153 921. Including the basic CPS sample, approximately 99 500 housing units were in sample for the CPS ASEC. About 84 600 housing units were determined to be eligible for interview, and about 74 300 interviews were obtained (see Table 1). Non-response. The effect of non-response cannot be measured directly, but one indication of its potential effect is the non-response rate. For the cases eligible for the 2015 ASEC, the basic CPS household-level non-response rate was 13.4%. The household-level non-response rate for the ASEC was an additional 14.2%. These two non-response rates lead to a combined supplement non-response rate of 25.7%.		Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	Please note that the NEAC survey for the United States includes members of the Armed Services who live in civilian households. These individuals are not coded as employed or unemployed in the national survey, thus the figure for inactive population presented here and calculated by the OECD as the difference between the total population and the employed plus unemployed population includes the armed service members. For this reason, the figure for inactive population differs from the one produced nationally in the United States from the same survey.
<b>Partners</b>									
Argentina	Not applicable								
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	Reference week is 21 to 27 September 2014	Individuals aged 15 and over	Living Quarters	190 427	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
China	UNESCO Institute of Statistics (UIS) database		Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	
Colombia	Departamento Administrativo Nacional de Estadística - DANE	Gran Encuesta Integrada de Hogares – GEIH/ Great Integrated Household Survey	2015	Not reported	Household	382 929	1.8%	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.	
Costa Rica	Instituto Nacional de Estadística y Censos (INEC)	Encuesta Continua de Empleo (ECE)/ Continuous Employment Survey	Quarterly averages (Q1 2015 - Q4 2015)	Persons aged 15 years and over	Household	53 075	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.	The Encuesta Continua de Empleo (ECE) is a rotating sample survey and continuous (quarterly).

Country	Statistical agency	Source	Reference period	Coverage	Primary sampling unit	Size of the sample (25-64 year-olds)	Overall rate of non-response	Reliability threshold <sup>1</sup>	Remarks
India	Not applicable		Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	
Indonesia	ILO database		Not reported	Not reported	Not reported	Not reported	Not reported	Not reported	
Lithuania	Eurostat	European Labour Force Survey	Annual average of quarterly estimates	Data refer to persons aged 15 and over	Household	Not reported	18.3% of households	Data below 4 500 persons in the denominator are generally considered unreliable and have been omitted. Estimates of 4 500-8 000 persons in the denominator should be used with caution. Data below 3 respondents in the numerator have been omitted due to confidentiality reasons.	
Russian Federation	The Federal Statistics Service (Rosstat)	Labour Force Survey	2011	All regions of the Russian Federation	The census area	Over 69 000 people monthly	Not reported	Data below 30 respondents in the denominator are generally considered unreliable and have been omitted. Data below 5 respondents in the numerator have been omitted due to confidentiality reasons.	
Saudi Arabia	ILO database		Not reported	Not reported	Not reported	Not reported	Not reported	Not reported	
South Africa	ILO database		Not reported	Not reported	Not reported	Not reported	Not reported	Not reported	

1. Reliability threshold refers to sample limits to the reliability 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. Some data are omitted due to confidentiality reasons. The respective confidentiality threshold has been applied to the numerator of the indicator. The reliability thresholds or confidentiality thresholds are either applied to unweighted data (respondents) or weighted data (persons).

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

***Specific information on vocational education and training (VET) for Table A1.4***

LSO (Labour market, economic and social outcomes of learning) Network Labour Force Survey (LFS) data have been used for most countries. EULFS\_VET is the European Union LFS which contains information about the fields of education. This survey and all data related to it are provided by Eurostat. It has been used for Finland, Ireland, Latvia, Lithuania, Luxembourg and Slovenia in Table A1.4. Data for the breakdown by programme orientation in EU-LFS cover only 15-34 year-olds and 35-64 year-olds if those individuals had completed their highest level of education 15 years, at most, before the date of the interview; the category "Vocational and general" covers all adults.

Vocational or technical education (VET) is defined as: "Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programmes may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant, vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market." (ISCED 2011 paragraph 54.)

ISCED 2011 distinguishes the "orientations", vocational and general, of educational programmes. Countries have defined general or vocational orientation based on the features of the education programme and the resulting credentials and qualifications. Some countries may also use variables based on students' choice of education field and students' destinations after their studies, because such variables also reflect the distribution of students in general and vocational programmes.

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## Notes on specific countries

**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](#)

**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](#)

**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](#)

**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. European Union LFS (EU-LFS) data have been used for trends. [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/](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 were two breaks in the series: when the new standard for classification of education (SUN 2000) was applied in 2001, and in April 2005, when a new EU-harmonised questionnaire was introduced, leading, among other consequences, to a breakdown of ISCED 4 and ISCED-97 – level 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 2015

Tables showing the original estimates presented in *EAG 2015* alongside the estimated standard errors for Tables A1.1b (Web only), A1.2a, A1.2b (Web only), A1.3a and A1.3b (Web only) are available in the Excel tables of Annex 3:

StatLink: <http://dx.doi.org/10.1787/888933399521>.

Standard errors for the *EAG 2016* tables are forthcoming.

For most countries, the standard errors were computed under the assumption of a simple random sample. For Australia, Austria, Belgium, Brazil, Canada, Chile, Colombia, Germany, Ireland, Italy, Latvia, New Zealand, Slovak Republic, Spain and the United States, country representatives either provided standard errors incorporating adjustments for the complex sample designs within their countries or provided unweighted sample sizes with or without an estimate of the design effect to improve the calculations of standard errors.

Standard error estimates incorporating a simple random sample assumption were based on sample size data collected from country-level labour force surveys as well as the European Union Labour Force Survey (EU-LFS), which contains survey data from many European countries. The sample sizes of the surveys differ widely, ranging from relatively small samples in Estonia, Iceland, Luxembourg and New Zealand to relatively large surveys in France, Germany, Italy, the Netherlands, Spain and the United Kingdom. In cases where 2014 sample size information could not be obtained, estimated standard errors or unweighted sample size data from prior years were substituted. For some countries in the analysis, sample size information was estimated using the sampling rate information provided in the NEAC survey metadata. For the purpose of the estimates, the sample rate was multiplied by the various weighted population groups to compute an estimated sample size.

In order to get a sense of the impact of these standard errors on the meaning and interpretation of the values in *EAG 2015* it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the value reported in *EAG 2015* in most cases, indicating that we can be fairly confident about the statistical accuracy of the values on Tables A1.1b (Web only), A1.2a, A1.2b (Web only), A1.3a and A1.3b (Web only) 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 A1.1b (Web only), A1.2a, A1.2b (Web only), A1.3a and A1.3b (Web only) 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 2015*, 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. [Back to main table for this indicator](#)

## Tables A1.5, A1.6 [L], A1.6 [N] and A1.6 [P]: PIAAC

### Sources and Methodology

All data in Tables A1.5, A1.6 [L], A1.6 [N] and A1.6 [P] are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>. The educational attainment levels used in the Survey of Adult Skills are based on ISCED-97 classification which is different to the other tables of this indicator using ISCED 2011.

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

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

For partner countries and subnational entities the year reference is 2012 only for the Russian Federation. The year reference is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

The variables used in these tables are:

#### Table A1.5:

- Fields of education of the highest qualification: variable B\_Q01b.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education, and tertiary education: variable EDCAT3 is derived by the OECD with the following code (see the [international codebook](#) for more details on the variables “B\_Q01a” and “B\_Q01a3”):

```
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;
END;
ELSE EDCAT3=-4;
```

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Students are excluded: excluded if variable B\_Q02a=1.

#### Table A1.6 [L] (Web only):

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education, and tertiary education: variable EDCAT3.

- Literacy levels: variable LITTLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A1.6 [N] (Web only):

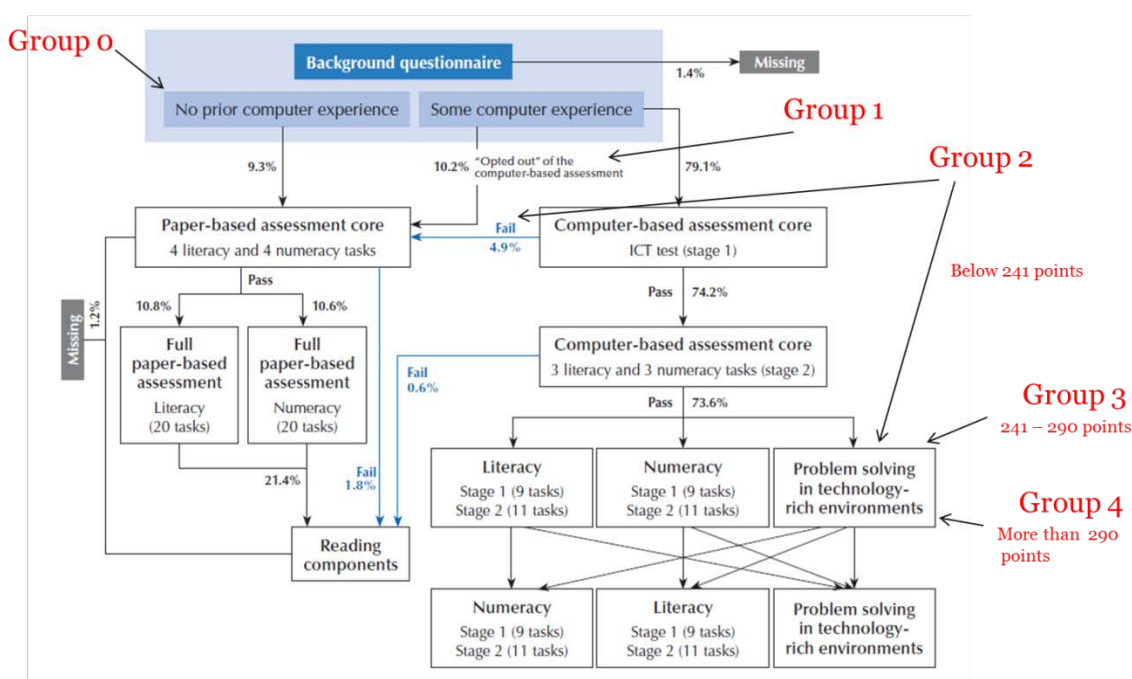
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education, and tertiary education: variable EDCAT3.
- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.
- Gender: variable GENDER\_R.
- Filters:
  - Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A1.6 [P] (Web only):

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3.

The skills groups are using a variable derived from the variable on “Paper-based routing code (derived)” (PBROUTE) and the variable “Problem-solving scale score - Plausible value” (PVPSL1-10). It consists of five skill groups defined as follow:

- Group 0 (No computer experience) corresponds to respondents who have “No computer experience” as per the information contained in the variable “PBROUTE”.
- Group 1 (Refused the computer based assessment) corresponds to respondents who “Refused the computer based assessment” as per the information contained in the variable “PBROUTE”.
- Group 2 (Failed ICT core test or minimal problem-solving skills) corresponds to respondents who “Failed ICT Core stage 1” as per the information contained in the variable “PBROUTE” or who scored below 241 in the problem-solving scale score - Plausible value (PVPSL1-10).
- Group 3 (Moderate problem-solving skills) corresponds to respondents who scored 241 to less than 291 points in the problem-solving scale score - Plausible value (PVPSL1-10).
- Group 4 (Good problem-solving skills) corresponds to respondents who scored 291 points or higher in the problem-solving scale score - Plausible value (PVPSL1-10).



The problem-solving proficiency scale is divided into four levels: Below Level 1 – scores below 241 points; Level 1 – scores from 241 point to less than 291 points; Level 2 – scores from 291 points to less than 341 points; and Level 3 – score equal or higher than 341 points.

- Gender: variable GENDER\_R

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

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### *Notes on specific countries*

**United States:** The US estimates in the PIAAC indicators are based on the original PIAAC 2012 collection. Although not reflected in EAG indicators, the weights in the U.S. PIAAC 2012/14 dataset have been revised based on the final 2010 Census results. The original weights for PIAAC 2012 were derived from projections from the 2000 Census.) As a result, the overall proficiency estimates for the nation as a whole (and for all subgroups) have been revised (upward) because the 2010 Census found there to be more college-educated adults in the United States than were projected based on the 2000 Census. The revised weights and revised data file is available from NCES. [Back to main table for this indicator](#)

## INDICATOR A2: How many students are expected to complete upper secondary education?

	<a href="#">Methodology</a>
Argentina	
Australia	<a href="#">AUS</a>
Austria	
Belgium	<a href="#">BEL</a>
Brazil	<a href="#">BRA</a>
Canada	
Chile	
China	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	<a href="#">ITA</a>
Japan	
Korea	
Latvia	
Luxembourg	<a href="#">LUX</a>
Mexico	
Netherlands	
New Zealand	<a href="#">NZL</a>
Norway	
Poland	
Portugal	
Russian	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	<a href="#">ESP</a>
Sweden	<a href="#">SWE</a>
Switzerland	
Turkey	<a href="#">TUR</a>
United Kingdom	
United States	<a href="#">USA</a>

## Methodology: graduation rates and other indicators

In order to calculate gross graduation rates, countries identified the age at which graduation typically occurs. The graduates themselves, however, could be of any age. To estimate gross graduation rates, the number of graduates is divided by the population at the typical graduation age (Annex 1).

In many countries, defining a **typical age** of graduation is difficult because the ages of graduates vary so much. The typical age refers to the age of the students at the beginning of the school year; students will generally be one year older than the age indicated when they graduate at the end of the school year. Typical ages of graduation and graduation-rate calculation methods are shown in Annex 1 of EAG 2016.

The first-time **count of all ISCED 3 and 4 graduates** gives the number of persons who graduate in the reference period from any ISCED 3 or 4 programmes **for the first time**, i.e. students who have not obtained an ISCED 3 or 4 qualification in **previous** reference periods. For example, students who graduated from ISCED 3 general programmes in the period of reference, but obtained a vocational graduation in an earlier year, should (correctly) be reported as ISCED 3 general graduates, but must be excluded from the first-time count of graduates in column 1 of Table A2.1.

Upper secondary and post-secondary non-tertiary graduation rates for general or for vocational programmes are based on all graduates, not first-time graduates.

**The average age** is calculated by multiplying the age by the number of students of this age, summing each factor, and then dividing the sum of the results by the total number of students. For age group, the median age is taken, i.e. 52 for age group 50-54. The calculation does not take into account students above 65 or students for which the age is unknown.

**The percentage of graduates by field of education** does not take into account the graduates for which the field of graduation is unknown.

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

## Notes on specific countries

**Australia:** Australia has implemented some changes to the graduation data for the 2014 data collection to remove the one year lag with Australia's data and to bring the graduation data back into line with the OECD's collection reference year. Australia has submitted graduation data for higher education and primary and secondary education for the 2013 period and the data for vocational education for the 2012 period. Australia's graduation data should be treated with the reference year of 2013. Vocational education comprises only a small portion of the total graduation data and changes little from year to year. [Back to main table for this indicator](#)

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

**Italy:** As regards indicators in A2 on graduation rates in vocational tracks in the 2012/13 school year, the effects of the 2010 Reform of Secondary Education in Italy can be seen for the first time in EAG 2015. The reform did away with the qualifications certificates and diplomas that students could obtain at the end of their 3<sup>rd</sup>/4<sup>th</sup> year at school in 5-year Vocational Institutes, and which allowed them to already leave school and enter the labour market in the previous system. These 3- or 4-year graduates had been included in the graduate figures for vocational tracks up until EAG 2014. In 2013 the reform was in its third year of implementation (it had started for ALL general and vocational tracks in the 2010/11 school year), which meant that the figures for the graduation rates and the first-time graduation rates coincide in the 2012/13 school year. *(However, the reform also made provision for young people to be able to obtain a qualification certificate or diploma (valid for compulsory-education leaving purposes) through the Regional Training Qualifications (RTQ) system, which Vocational Institutes have been allowed to implement on a basis of subsidiarity, starting from the 2011-12 school year, that is with a one-year delay. Therefore, the apparent decrease in the vocational track graduate figures in EAG 2015 is especially due to this one-year lag. Next year it will be possible to supply the figures for the young people obtaining these certificates/diplomas in the RTQ system.)* [Back to main table for this indicator](#)

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

**New Zealand:** Upper secondary-level graduate data for New Zealand relate only to initial upper secondary level education in schools. The data exclude all ISCED 3 graduates from post-secondary-school programmes.

Initial school-based upper secondary education is generally-oriented. The vast majority of post-school study at ISCED 3 is vocational, of one year or less duration. While post-school certificates are at the same level as school-



based qualifications, they are not part of the upper secondary school system in New Zealand. Students who do not graduate from initial upper secondary programmes at school may at a later stage go on to graduate from a vocational ISCED 3 post-school programme. However, these graduates are excluded from the New Zealand in these *Education at a Glance* statistics. The inclusion of these graduates leads to upper secondary graduation rates near or sometimes above 100%. While this is technically correct according to the UOE definitions, these rates have limited interpretability for measuring New Zealand upper secondary school performance in an international context.

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

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

**Sweden:** In Sweden, graduation from upper secondary education existed for many years only in the part of the school system designed for students under the age of 21. Students studying in adult education and dropouts from the upper secondary education for youth may have completed ISCED 3 and received a leaving certificate without being reported as graduates. [Back to main table for this indicator](#)

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

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

## INDICATOR A3: How many students are expected to graduate from tertiary education?

	<a href="#">A3</a>
	<a href="#">Methodology</a>
Argentina	
Australia	<a href="#">AUS</a>
Austria	<a href="#">AUT</a>
Belgium	<a href="#">BEL</a>
Brazil	
Canada	
Chile	
China	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	<a href="#">DEU</a>
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	
Japan	
Korea	<a href="#">KOR</a>
Latvia	
Luxembourg	<a href="#">LUX</a>
Mexico	
Netherlands	<a href="#">NLD</a>
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	<a href="#">RUS</a>
Saudi Arabia	<a href="#">SAU</a>
Slovak Republic	
Slovenia	
South Africa	
Spain	<a href="#">ESP</a>
Sweden	<a href="#">SWE</a>
Switzerland	<a href="#">CHE</a>
Turkey	<a href="#">TUR</a>
United Kingdom	
United States	<a href="#">USA</a>

## Methodology: see Indicator A2

Typical ages of graduation are shown in Annex 1.

First-time tertiary graduates only include those that have never graduated from programmes at the tertiary level before. Therefore, doctoral graduates are not included in this count.

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

## Notes on specific countries

**Australia:** The growth in the number of foreign students in Australia has contributed to the rise of this indicator since 2000. Also, the variable “graduates” is populated with data from 2014 for general programmes and 2013 for vocational programmes, due to availability constraints on national data. [Back to main table for this indicator](#)

**Austria:** As to the change from 2013-2014 (decrease of 30% of first-time ISCED 7), specific regulations for a number of long diploma programmes were in force only up to 2013. Therefore students had an incentive to graduate prior to the change in regulations, and we observed in 2013 (and even 2012) an unspecified share of students who expedited the completion of their studies. .

**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](#)

**Germany:** Data on graduations are not available for vocational academies (ISCED 655). [Back to main table for this indicator](#)

**Korea:** Data for graduates at ISCED 8 may be slightly overestimated as all graduates are counted as first-time graduates. This comes from the assumption that very few students graduate twice at this ISCED level. [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. [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](#)

**Russian Federation:** Data on advanced research programmes include only data on public institutions. [Back to main table for this indicator](#)

**Saudi Arabia:** The statistics department of the Ministry of Higher Education does not collect data on first-time graduates, neither on graduates by age. All graduates are reported as first-time graduates. Graduation rates may be overestimated. [Back to main table for this indicator](#)

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

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

**Switzerland:** There can be an overestimation of first-time graduation rates due to some duplicated count. [Back to main table for this indicator](#)

**Turkey:** The decrease in 2014 for ISCED level 8 seen in the trend tables is due to the change in coverage in 2014, as data on specialisation in medical programmes included in ISCED 8 for all years are not available for 2014. [Back to main table for this indicator](#)

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

# INDICATOR A4: To what extent does parents' background influence educational attainment?

[A4](#)

[Tables A4.1-A4.5](#)

[Sources and Methodology](#)

## [Tables A4.1-A4.5](#)

### *Sources and Methodology*

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

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by "c" in the tables.

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

For partner countries and subnational entities the year reference is 2012 only for the Russian Federation. The year reference is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

Intergenerational mobility in education should be understood as the intergenerational mobility in educational attainment between the children and their parents. For example, if a respondent completed a level of education that is above that completed by the parent with the highest educational attainment then it is considered as upward mobility. The mobility can also be downward, meaning that the respondent's highest level of education is inferior to the level of education of the parent with the highest educational attainment. Finally, the most frequent case is the status quo, meaning that the respondent has the same level of educational attainment as the parent with the highest educational attainment.

The migration status of parents is also analysed in this indicator through the Survey of Adult Skills derived variable IMPAR which assess the origin of parents. The variable has three categories: both foreign-born parents, both native-born parents and only one foreign-born parent. The migrant status of the respondent is also covered in the background questionnaire of the Survey of Adult Skills but is not taken into account in the analysis of this indicator.

The intergenerational mobility in education can be the result of different education pathways. The education of the respondent can be partly completed in the country of origin or and in the host country, or entirely completed in the country of origin or in the country of destination. The results analysed are therefore not necessarily reflecting the effect of the education system of the host country on the intergenerational mobility in education.

Specific educational attainment of mother and father is also analysed in Table A4.4 and for specific mobility patterns. Tertiary educational attainment of father or mother is not integrated as upward mobility is the focus of this table.

Respondents who could not provide the level of education of their parents were excluded from the analysis in all tables of this indicator. Students have also been excluded from the analysis as they are not finished with their education, the intergenerational mobility in education may therefore be underestimated as students can complete higher education than their parents once they are finished with their studies.

The level of non-response has not been analysed and may bias the results. This can be significant for respondents who do not know the educational attainment level of their parents.

The variables used in this indicator are:

Tables A4.1, A4.2 and A4.3:

- Highest of mother's or father's level of education: variable PARED.
- Parents' immigration status: variable IMPAR.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Filters:
  - Age is limited to 25-44 year-olds:  $\text{Age}_r \geq 25$  and  $\text{age}_r \leq 44$ .
  - Students are excluded: excluded if variable  $B\_Q02a=1$ .
  - Parents' educational attainment unknown is excluded: excluded if  $\text{PARED} > 0$ .

Table A4.4:

- Highest of mother's level of education: variable J\_Q06B.
- Highest of father's level of education: variable J\_Q07B.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Filters:
  - Age is limited to 25-44 year-olds:  $\text{Age}_r \geq 25$  and  $\text{age}_r \leq 44$ .
  - Students are excluded: excluded if variable  $B\_Q02a=1$ .
  - Parents' educational attainment unknown is excluded:  $\text{pared} > 0$ .
  - Specific patterns of educational attainment of mother and father are selected:  $J\_Q06B=1$  and  $J\_Q07B=1$ ,  $J\_Q06B=2$  and  $J\_Q07B=1$ ,  $J\_Q06B=1$  and  $J\_Q07B=2$ ,  $J\_Q06B=2$  and  $J\_Q07B=2$ .

Table A4.5 (Web only).

- Highest of mother's or father's level of education: variable PARED.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Filters:
  - Age is limited to 25-64 year-olds:  $\text{Age}_r \geq 25$  and  $\text{age}_r \leq 64$ .
  - Students are excluded: excluded if variable  $B\_Q02a=1$ .
  - Parents' educational attainment unknown is excluded:  $\text{pared} > 0$ .

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

### Notes on specific countries

**France:** Unexpectedly, the PARED variable on the educational attainment of parents deletes answers provided about one single parent. With 12 % of responses provided about one single parent and 7 % of actual non-responses, the share of non-responses about educational attainment of parents reach then 19 % among the 25-44 year-olds non-students in France. Persons who provide responses about one single parent are, in general, not migrant and have a low educational background. The exclusion of these excessive non-responses distorts the 25-44 year-olds (non-students) sample and increases the proportion of migrant origins among low education levels from 40 % to 48 %, which is higher than the true rate. [Back to main table for this indicator.](#)

## INDICATOR A5: How does educational attainment affect participation in the labour market?

	<a href="#">A5</a>	
	<a href="#">Tables A5.1-A5.5</a>	<a href="#">Tables A5.6-A5.10 [P]</a>
	<a href="#">Methodology</a> <a href="#">Sources</a>	<a href="#">Sources and methodology</a>
Notes on specific countries	<a href="#">Please refer to indicator A1</a>	

### [Tables A5.1 to A5.5](#)

#### Methodology

The attainment profiles are based on the percentage of the population aged 25 to 64 that has completed a specified level of education. The International Standard Classification of Education is used to define the levels of education (see [Indicator A1](#)).

The active population (labour force) is the total number of employed and unemployed persons, in accordance with the definition in the Labour Force Survey.

Employed individuals are those who, during the survey reference week: *i*) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or *ii*) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The employment rate refers to the number of persons in employment as a percentage of the working-age population (the number of employed people is divided by the number of all working-age people). Employment rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example the employment rate among women is calculated by dividing the number of employed women by the total number of women who are active in the labour force.

Inactive individuals are those who are, during the survey's reference week, neither employed nor unemployed, i.e. individuals who are not looking for a job. The number of inactive individuals is calculated by subtracting the number of active people (labour force) from the number of all working-age people. The inactive rate refers to inactive persons as a percentage of the working-age population (i.e. the number of inactive people is divided by the number of all working-age people). Inactive rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example, the inactive rate among individuals with a tertiary education degree is calculated by dividing the number of inactive individuals with tertiary education by the total number of working-age people with tertiary education.

Unemployed individuals are those who are, during the survey reference week, without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment), actively seeking employment (i.e. had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and currently available to start work (i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week). The unemployment rate refers to unemployed persons as a percentage of the labour force (i.e. the number of unemployed people is divided by the sum of employed and unemployed people). Unemployment rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example, the unemployment rate among women is calculated by dividing the number of unemployed women by the total number of women who are active in the labour force.

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

#### Sources

Data on population, educational attainment and labour market are taken from labour force surveys (LFS). The source is the LSO Network (OECD Labour Market, Economic and Social Outcomes of Learning) Labour Force Survey (LFS) for most countries; the European Union LFS (EU-LFS) provided by Eurostat Finland, Ireland, Lithuania, Luxembourg and Slovenia; and data on educational attainment and labour force status for Indonesia, Saudi Arabia and South Africa are taken from the ILO database (accessed on 07 April 2016). For tables with data from 2000, i.e. trend data, EU-LFS has also been used for Denmark and Latvia for the years 2000, 2005 and 2010. Specific reliability thresholds have been applied; see Tables 1 and 2 ([Indicator A1](#)).

Data for Finland, Ireland, Latvia, Lithuania, Luxembourg and Slovenia used for Table A5.5 have been obtained through the European Union LFS-VET, the European Union LFS which contains information about the fields of education. This survey and all data related to it are provided by Eurostat. For more information on VET see [Indicator A1](#).

For further information on sources and notes on specific countries see [Indicator A1](#). [Back to main table for this indicator](#)

## Tables A5.6 – A5.10 [P]: PIAAC

### *Sources and Methodology*

All data in Tables A5.6, A5.7, A5.8, A5.9 (Web only), A5.9 [L] (Web only), A5.10 [L] (Web only), A5.10 [N] (Web only) and A5.10 [P] (Web only) are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

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

For partner countries and subnational entities the year reference is 2012 only for the Russian Federation. The year reference is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

The variables used in these tables are:

#### Table A5.6:

- Employment status: variable C\_D05.
- Fields of education of the highest qualification: variable B\_Q01b.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Gender: variable GENDER\_R.
- Filters:
  - Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
  - Students are excluded: excluded if variable B\_Q02a=1.

Note: The Survey of Adult Skills was not specifically designed to analyse data for the tertiary-educated population, so the sample size for specific fields of education can be small and should therefore be interpreted with caution.

#### Table A5.7:

- Frequency of use of email at work: G\_Q05a.
- Frequency of use of Internet at work: G\_Q05c.
- Frequency of use of word processors at work: G\_Q05f.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Students are excluded: excluded if variable B\_Q02a=1.
- Employed adults are selected: C\_D05 = 1.

Table A5.8:

- Selected industry: variable ISIC1C (Manufacturing = “C”, Wholesale and retail trade; repair of motor vehicles and motorcycles = “G”, Education = “P”, Human health and social work activities = “Q”). These industries have been selected on the basis of the population share they represent. The largest industry is manufacturing, followed by human health and social work activities, wholesale and retail trade, repair of motor vehicles and motorcycles, and education.

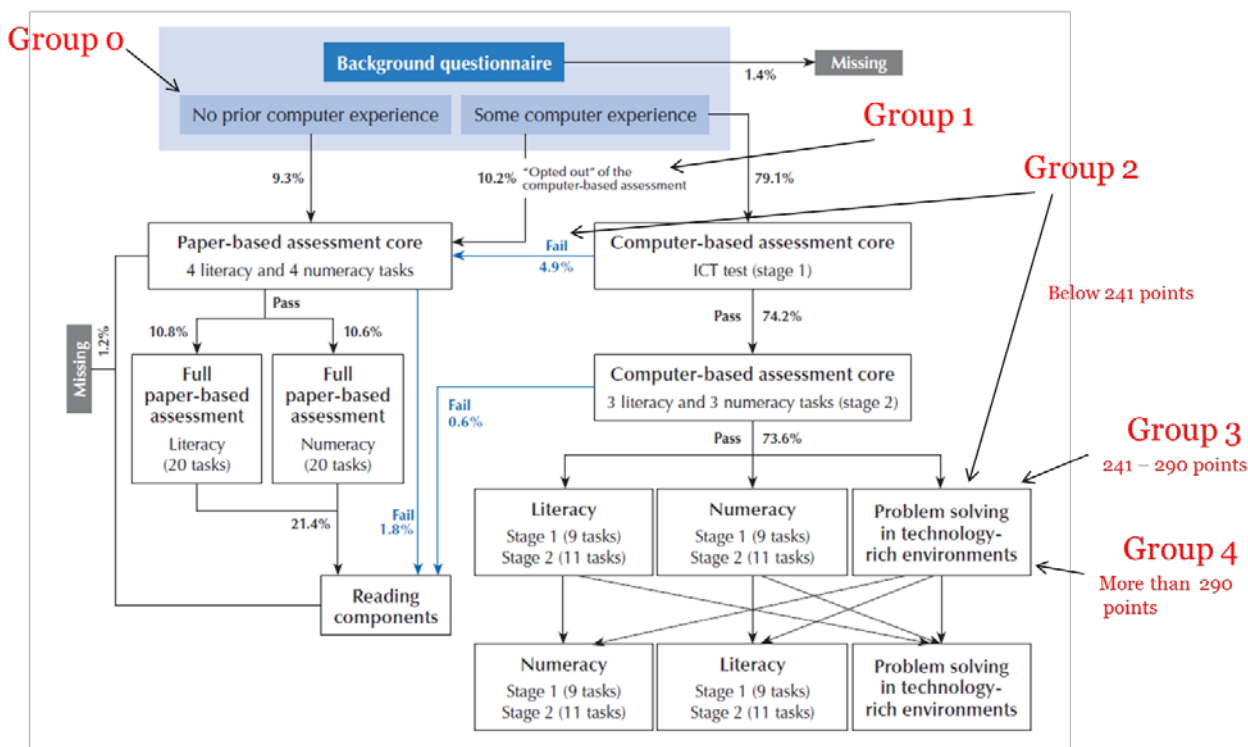
- Mean age: variable AGE\_R.

- Use of computer at work: variable G\_Q04.

- ICT skills required at work: variables G\_Q04 (Skill use work - ICT - Experience with computer in job: Yes/No) and G\_Q06 (Skill use work - ICT - Computer - Level of computer use: Straightforward/Moderate/Complex).

- Skill groups: derived from the variable on “Paper-based routing code (derived)” (PBROUTE) and the variable “Problem-solving scale score - Plausible value” (PVPSL1-10). It consists of five skill groups defined as follow:

- Group 0 (No computer experience) corresponds to respondents who have “No computer experience” as per the information contained in the variable “PBROUTE”.
- Group 1 (Refused the computer based assessment) corresponds to respondents who “Refused the computer based assessment” as per the information contained in the variable “PBROUTE”.
- Group 2 (Failed ICT core test or minimal problem-solving skills) corresponds to respondents who “Failed ICT Core stage 1” as per the information contained in the variable “PBROUTE” or who scored below 241 in the problem-solving scale score - Plausible value (PVPSL1-10).
- Group 3 (Moderate problem-solving skills) corresponds to respondents who scored 241 to less than 291 points in the problem-solving scale score - Plausible value (PVPSL1-10).
- Group 4 (Good problem-solving skills) corresponds to respondents who scored 291 points or higher in the problem-solving scale score - Plausible value (PVPSL1-10).



The problem-solving proficiency scale is divided into four levels: Below Level 1 – scores below 241 points; Level 1 – scores from 241 point to less than 291 points; Level 2 – scores from 291 points to less than 341 points; and Level 3 – score equal or higher than 341 points.



- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Students are excluded: excluded if variable B\_Q02a=1.
- Employed adults are selected: C\_D05 = 1.

#### Table A5.9 (Web only)

- Occupation classification: variable ISCOSKIL4.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Students are excluded: excluded if variable B\_Q02a=1.
- Employed adults are selected: C\_D05 = 1.

#### A5.9 [L]

- Occupation classification: variable ISCOSKIL4.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Mean literacy score: variable PVLIT.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Students are excluded: excluded if variable B\_Q02a=1.
- Employed adults are selected: C\_D05 = 1.

#### A5.10 [L] (Web only)

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Employment status: variable C\_D05.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### A5.10 [N] (Web only)

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Employment status: variable C\_D05.

- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

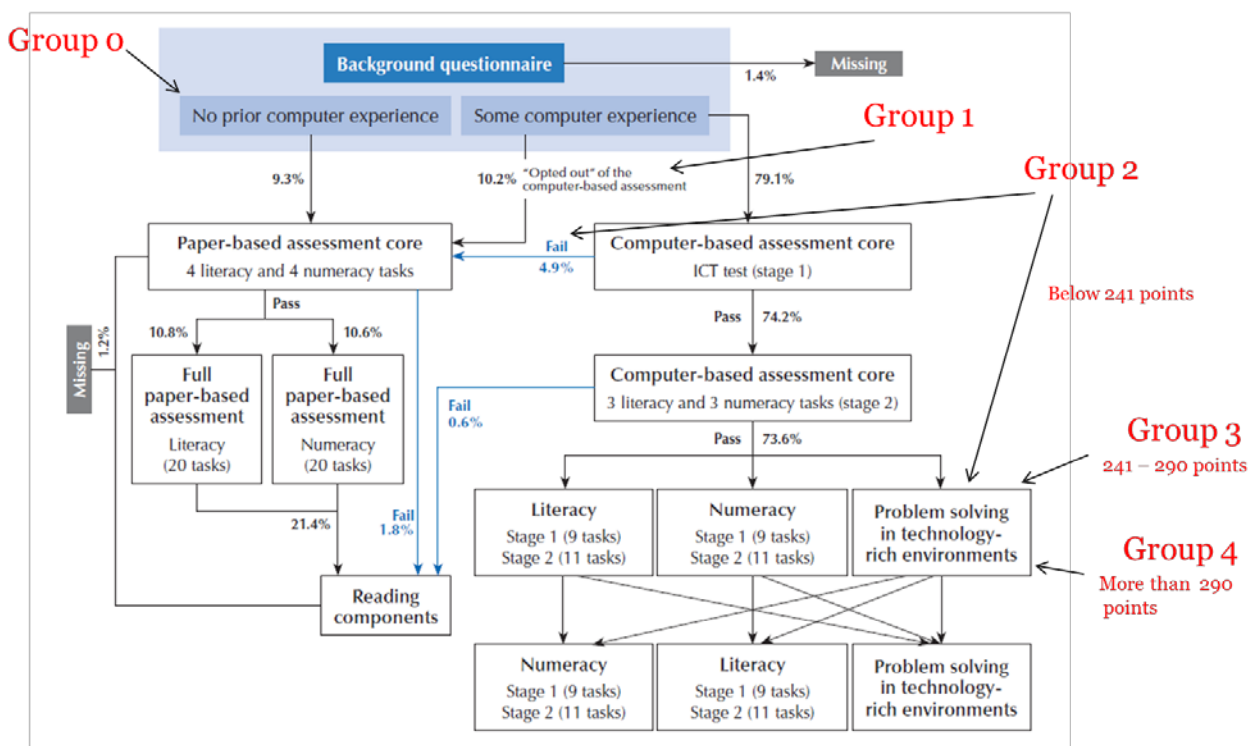
**A5.10 [P] (Web only)**

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Employment status: variable C\_D05.

- Skill groups: derived from the variable on “Paper-based routing code (derived)” (PBROUTE) and the variable “Problem-solving scale score - Plausible value” (PVPSL1-10). It consists of five skill groups defined as follow:

- Group 0 (No computer experience) corresponds to respondents who have “No computer experience” as per the information contained in the variable “PBROUTE”.
- Group 1 (Refused the computer based assessment) corresponds to respondents who “Refused the computer based assessment” as per the information contained in the variable “PBROUTE”.
- Group 2 (Failed ICT core test or minimal problem-solving skills) corresponds to respondents who “Failed ICT Core stage 1” as per the information contained in the variable “PBROUTE” or who scored below 241 in the problem-solving scale score - Plausible value (PVPSL1-10).
- Group 3 (Moderate problem-solving skills) corresponds to respondents who scored 241 to less than 291 points in the problem-solving scale score - Plausible value (PVPSL1-10).
- Group 4 (Good problem-solving skills) corresponds to respondents who scored 291 points or higher in the problem-solving scale score - Plausible value (PVPSL1-10).



The problem-solving proficiency scale is divided into four levels: Below Level 1 – scores below 241 points; Level 1 – scores from 241 point to less than 291 points; Level 2 – scores from 291 points to less than 341 points; and Level 3 – score equal or higher than 341 points.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

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## INDICATOR A6: What are the earnings advantages from education?

	A6	A6
	Tables A6.1-A6.3	Tables A6.4, A6.4 [L] and A6.4 [N]
	Methodology Sources	Methodology Sources
Argentina		
Australia		
Austria		
Belgium		
Brazil		
Canada	<a href="#">CAN</a>	
Chile		
China		
Colombia		
Czech Republic	<a href="#">CZE</a>	
Denmark		
Estonia		
Finland		
France	<a href="#">FRA</a>	
Germany		
Greece		
Hungary		
Iceland		
India		
Indonesia		
Ireland	<a href="#">IRL</a>	
Israel		
Italy		
Japan		
Korea		
Latvia		
Luxembourg		
Mexico		
Netherlands		
New Zealand	<a href="#">NZL</a>	
Norway	<a href="#">NOR</a>	
Poland		
Portugal		
Russian Federation		
Saudi Arabia		
Slovak Republic		
Slovenia		
South Africa		
Spain		
Sweden		
Switzerland		
Turkey		
United Kingdom		
United States		

## Tables A6.1-A6.3

### Methodology

The total (men plus women, i.e. M+W) average for earnings is not the simple average of the earnings figures for men and women, but the average based on earnings of the total population. This overall average weights the average earnings figure separately for men and women by the share of men and women at different levels of attainment. [Back to main table for this indicator](#)

### Sources

The indicator is based on the data collection on education and earnings by the OECD LSO (Labour Market and Social Outcomes of Learning) Network that takes account of earnings from work for individuals working full time full year as well as part time or part-year during the reference period. This database contains data on dispersion of earnings from work and on student versus non-student earnings. Data on earning levels by field of education are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

#### **Earnings data collection**

Earnings data collection (used in Tables A6.1, A6.2 and A6.3) provides information based on an annual, monthly or weekly reference period, depending on the country. The length of the reference period for earnings also differs. Australia, New Zealand and the United Kingdom reported data on weekly earnings. Belgium, Brazil, Chile, Costa Rica, Colombia, Estonia, Israel, Korea, Latvia, Poland and Portugal reported monthly data. All other countries reported annual data. Data on earnings are before income tax, except for Ireland, Latvia, Mexico and Turkey, where earnings reported are net of income tax. For Belgium, data on dispersion of earnings from work and earnings of students and non-students are net of income tax. Earnings of self-employed people are excluded for many countries and, in general, there is no simple and comparable method to separate earnings from employment and returns to capital invested in the business.

Since earnings data differ across countries in a number of ways, the results should be interpreted with caution. For example:

- In countries reporting annual earnings, differences in the incidence of seasonal work among individuals with different levels of educational attainment will have an effect on relative earnings that is not similarly reflected in the data for countries reporting weekly or monthly earnings.
- Countries may include earnings for self-employed or part-time work.
- Countries may differ in the extent to which there are employer contributions to pensions, health insurance, etc. on top of salaries.

In addition, data available concern relative earnings and should therefore be used with caution in assessing the evolution of relative earnings for different levels of education. **Full-time and full-year earnings**

For the definition of full-time earnings, countries were asked whether they had applied a self-designated full-time status or a threshold value of the typical number of hours worked per week. Belgium, France, Germany, Italy, Latvia, Lithuania, Portugal, Spain and the United Kingdom reported self-designated full-time status. The other countries defined the full-time status by the number of working hours per week. The threshold was 44/45 hours per week in Chile, 36 hours per week in Hungary, the Slovak Republic and Slovenia, 35 hours in Australia, Brazil, Canada, Costa Rica, Colombia, Estonia, Israel, Korea, Mexico, Norway and the United States, and 30 hours in the Czech Republic, Greece, Ireland, New Zealand and Turkey. Other participating countries did not report a minimum normal number of working hours for full-time work. For some countries, data on full-time, full-year earnings are based on the European Survey on Income and Living Conditions (EU-SILC), which uses a self-designated approach in establishing full-time status. Data on earning based on the Survey of Adult Skills refer to income from employment working full-time which is 30 hours or more.

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*National sources and reliability thresholds***Table 1: National data collection sources and reliability thresholds (2013)**

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
OECD											
Australia	Australian Bureau of Statistics: Survey of Disability, Ageing and Carers	2012	Week	Not reported	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.	Not reported	Household	After sample loss the household sample included – 27 400 private dwellings and 500 non-private dwellings. Resulting in 68 802 people in private and non-private dwellings. People in cared-accommodation establishments were excluded from the data provided here.	Not reported	Population estimates with a relative standard error of 25% to 50% should be used with caution. Population estimates with a relative standard error greater than 50% are considered too unreliable for general use.
Austria	Wage tax data (administrative data), micro census (LFS)	2013	Calendar year	Not reported	Administrative data source includes information about full time	Working full time during the main part of the reference period	Administrative source includes information about length of work in the reference period	Household	Not reported	5.5%	6 000 (projected)
Belgium	Labour Force Survey	2013	Month	Not reported	Not applicable	Not applicable	Not applicable	Household	40 007 households, 96 519 individuals	28.8%	5 000
Belgium (for FTFY)	European Union Statistics on Income and Living Conditions (EU-SILC)	2013	Calendar year	Not reported	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Municipalities and then households	6 021 households	0.3835%	100
Canada	Canadian Income Survey	2013	Calendar year	Not reported	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.	Source has verified that the person had been working full time the whole reference period	Household	39 744 respondents (individual level – persons aged 16 to 64)	73.4%	Unweighted count: 25 => Weighted, this corresponds to about 15 500.

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Chile	National Socio-economical Characterisation Survey (CASEN)	2013	Month	Monthly earning times 12, with adjustments for typical additional payments/reductions	44 hours for public sector employees and 45 hours for private sector employees	Working full time during a part of the reference period but there is not complete information for the whole reference period	Working full time at the time of the survey	Household	Not reported	22.5%	50
Czech Republic	Average Earnings Information System	2013	Calendar year	Not reported	30 hours per week	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Establishment	18 102 establishments, 2 114 046 employees	22.5%	31 employees in 3 establishments
Denmark	Personal Income Statistics, The attainment Register	2014	Calendar year	Not reported	37	Working full time the whole reference period	Working hours during the whole year are min. 1 724 hours	Not reported	Not reported	Not reported	Not reported
Estonia	Estonian Labour Force Survey	2014	Month	Not reported	35 hours per week	Working full time during a part of the reference period for earnings (no information for the whole reference period)	Working full time during a part of the reference period for earnings (no info for the whole reference period)	Individual	12 900 households	0.27%	1 100
Finland	Employment Statistics	2012	Calendar year	Not reported	Not reported	Not reported	Not reported	Not reported	Not reported	Not reported	Not reported
Finland (for FTFY)	Structure of Earnings Survey	2013	Not reported	Monthly earning times 12, with adjustments for typical additional payments or reductions	90% of contractual working hours	Not reported	Working full time during a part of the reference period for earnings (no info for the whole reference period)	Enterprise	1 400 000 employees	30%	30

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
France	European Union Statistics on Income and Living Conditions (EU-SILC)	2013	Calendar year	Not reported	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Household	16 298 individuals aged 16-65 year-olds at the beginning of 2013 (i.e. 16 298 aged 15-64 year-olds at the beginning of 2012).	17%	The minimum sample size (unweighted) for a numerator is 0 and for a denominator is 200 respondents.
Germany	German Socio-Economic Panel (SOEP)	2014	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Not applicable	Individual	Not reported	Not reported	30
Greece	European Union Statistics on Income and Living Conditions (EU-SILC)	2014	Calendar year	Monthly earning times 12, with adjustments for typical additional payments or reductions	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Household	Not reported	Not reported	40
Hungary	Hungarian Structure of Earnings Survey (SES)	2014	Calendar year	Monthly earning times 12, with adjustments for typical additional payments/reductions	Minimum 36 hours per week	Working full time at the time of the survey	Working full time during a part of the reference period for earnings (no complete information for the whole reference period)	Individual	680000 individuals	20%	In our publications the mean earning values are not published if the standard error is bigger than 20% of the mean, and the cell value is flagged if the standard error is between 10% and 20% of the mean.
Iceland	Not applicable	Not applicable	Not applicable	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)	2014	Other 12-month period	Not reported	Minimum of 30 hours per week.	Working full time the whole reference period	Not reported	Individual	14 078 individuals; number of responding households 5 486	46%	30

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Israel	Household Expenditure Survey	2014	Month	Monthly earnings times 12, without any adjustments	35 hours per week	Working full time the whole reference period	Working full time the whole reference period	Household	Not reported	28.6%	Not reported
Italy	European Statistics on Income and Living Conditions (EU-SILC), year 2013	2012	Calendar year	Monthly earnings times 12, without any adjustments	Working hours recognised as full time by respondent (self-designated)	Working full time for most of the reference period	The number of months of monthly earnings was the main source when available; for independent workers this number was estimated on the basis of yearly incomes	Counties (two-stage sample: Counties/Households)	18 487 households, 44 622 individuals	18.38%	0; minimum number of sample units below which data are to be published (or not): 15
Japan	Employment Status Survey	2012	Other 12-month period	Annual earnings directly from household	Has not conducted the survey	Has not conducted the survey	Not reported	Individuals	Not reported	Not reported	100
Korea	Labour Force Survey	2014	Month	Monthly earnings (August, 2013)	35 hours per week	Working full time the whole reference period	Working full time during a part of the reference period for earnings (no complete information for the whole reference period)	Household	Not reported	Not available	Not reported
Latvia	Labour Force Survey	2014	Month	Monthly earnings times 12 without any adjustments	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.		Households within stratified population census areas	29 600	35.7%	1 500
Luxembourg	European Union Statistics on Income and Living Conditions (EU-SILC)	2013	Calendar year	Monthly earnings times 12 without any adjustments	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Household	5 000 households, 11 000 individuals	44%	20



Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Mexico	National Survey of Household Income and Expenditure - Socio-economic Conditions Module	2014	Quarterly	Annual earnings are not reported	35 hours per week	Working full time during a part of the reference period for earnings (no complete information available for the whole reference period)	Not reported	Individual	Not reported	17.87%	50
Netherlands	Structure of Earnings Survey	2010	Not reported	Not reported	Not reported	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Not reported	Not reported	Not available	100
New Zealand	New Zealand Income Survey	2014	Week	No estimation is made	30 hours a week or more	Working full time at the time of the survey	Working full time at the time of the survey	Individual	29 000	Not reported	1 000 weighted people
Norway	Income Statistics for Households	2014	Calendar year	Not reported	35 hours per week	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Not reported	Not reported	Not reported	Not reported
Poland	Structure of earnings survey (SES) by occupations in October 2014	2014	Month	Information presenting gross monthly wages and salaries for October 2014	$\geq 12$ and $\leq 40$	Working full time at the time of the survey	Not reported	Individual	About 12.8%	About 35.7%	3 local units in aggregation
Portugal	Lists of personnel	2014	Month	Not reported	Working hours recognised as full time by respondent (self-designated)	Working full time at the time of the survey	Not reported	Not reported	Not reported	Not reported	Not reported

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Slovak Republic	Information System of Labour Price	2014	Calendar year	Not reported	36 hours per week	Not reported	Source has verified that the person had been working full time the whole reference period	Organisations/Enterprises	Not reported	Not reported	Minimum value is 3 companies 10 employees
Slovenia	Tax Register, Statistical Register of Employment	2014	Calendar year	Not reported	36 hours per week	Working full time for the same employer in both December of the reference year and of the previous year	Working full time for the same employer in December of the reference year and in December of the previous year	Not reported	Not reported	Not reported	10
Spain	European Union Statistics on Income and Living Conditions (EU-SILC)	2013	Calendar year	Not reported	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Source has verified that the person had been working full time the whole reference period	Household	11 965 households	26%	Not reported
Sweden	Income Register and European Union Statistics on Income and Living Conditions (EU-SILC)	2013	Calendar year	Not reported	Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period	Working full time during a part of the reference period for earnings (no complete information for the whole reference period)	Individual	Not reported	Not reported	Not reported
Switzerland	Swiss Labour Force Survey	2014	Other 12-month period	Monthly earning times 12, with adjustments for typical additional payments/reductions	30 hours per week	Working full time at the time of the survey	Not reported	Individual	Not reported	25%	Reliability rules are based on the number of observations (see sample size) : < 5: Results must not be published due to data protection. < 90 (before 2010) and < 50 (from 2010) : Results can be published but must be interpreted with great caution

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Turkey	Income and Living Conditions Survey	2014	Calendar year	Not reported	30 and upper hours per week is treated as full-time work	Working full time at the time of the survey	Not reported	Household	Household: 22 740, Total household member aged 15 and over: 60 577	9%	30
United Kingdom	Labour Force Survey	2014	Week	Not reported	Working hours recognised as full time by respondent (self-designated)	Working full time at the time of the survey	Not reported	Household	Approximately 60 00 households / 130 000 persons	Approx. 20%	18 000
United States	Annual Social and Economic Supplement (ASEC) to the Current Population Survey(CPS)- March 2015	2014	Calendar year	Not reported	35 hours per week	Working full time the whole reference period	In the survey, respondents are categorized as FTFY when working Full Year (50+ weeks), Full Time (35+ hours per week)	Household	About 73 400 households and 199 000 persons who represent the civilian non-institutional population in the United States.	25.7% of households.	Data below 75 000 are generally considered unreliable and have been omitted. Data below 100 persons have been omitted due to confidentiality reasons.
<b>Partners</b>											
Argentina	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Brazil	Household Survey	2013	Month	Monthly earnings times 12 without any adjustments	35 hours per week	Working full time at the time of the survey	At least one complete year in the main job in the reference date.	Household	Not reported	Not reported	Not reported
China	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Colombia	Great Integrated Household Survey	2014	Month	Monthly earnings times 12 without any adjustments	35 hours per week	Working full time the whole reference period	Not reported	Household	Not reported	1.8%	Not reported
Costa Rica	Continuous Employment Survey	2013 and 2014	Month								
India	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Country	Source	Reference period	Length of reference period	Earnings annual calculation method	Full-time definition	Full-time method	Full-year method	Primary Sampling Unit	Sample size	Non-response rate	Minimum cell value
Indonesia	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Lithuania	European Union Statistics on Income and Living Conditions (EU-SILC)	2013	The calendar year		Working hours recognised as full time by respondent (self-designated)	Working full time the whole reference period		Household	6 588 Households	21%	50
Russian Federation	Not applicable	Not applicable	Not applicable	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	Not applicable	Not applicable	Not applicable
South Africa	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

## Notes on specific countries

**Canada:** The data source used for collecting earnings data is new. As a result, the data from the current publication are not directly comparable with data from editions previous to *Education at a Glance 2015*. [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](#)

**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. It is estimated that there will be little or no change to the EAG indicators. [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.

Box A6.1: New Zealand: access to the anonymised data used in this publication was provided by Statistics NZ in accordance with security and confidentiality provisions of the Statistics Act 1975. Data in Box C4.1 are not official statistics, they have been created for research purposes from the Integrated Data Infrastructure (IDI) managed by Statistics New Zealand. The opinions, findings, recommendations and conclusions expressed in these boxes are those of the authors, not Statistics NZ. For full disclaimer details see: <http://www.educationcounts.govt.nz/data-services/data-collections/national/integrated-data-infrastructure>

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**Norway:** Information on those working full time full year is collected from an administrative register on employees; the Employer and Employee register (EE-register). The group is 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. 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](#)

## Tables A6.4, A6.4 [L] and A6.4 [N]: PIAAC

### Sources and Methodology

All data in Tables A6.4, A6.4 [L] (Web only) and A6.4 [N] (Web only) are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by "c" in the tables.

The average is calculated using all OECD countries and subnational entities regardless of the survey period. The year reference is 2012 for: Australia, Austria, Canada, the Czech Republic, Denmark, England (United Kingdom),

Estonia, Finland, Flanders (Belgium), France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Northern Ireland (United Kingdom), Norway, Poland, the Slovak Republic, Spain, Sweden and the United States. For Chile, Greece, Israel, New Zealand, Slovenia and Turkey the year of reference is 2015.

For partner countries and subnational entities the year reference is 2012 only for the Russian Federation. The year reference is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

Data for all countries have been converted in 2012 USD using PPPs for private consumption so that all countries have comparable data with the same year reference.

The variables used in these tables are:

Table A6.4:

- Mean monthly earnings: variable EARNMTHALL.
- Fields of education of the highest qualification: variable B\_Q01b.
- Gender: variable GENDER\_R.
- Filters:
  - Age is limited to 25-64 year-olds:  $\text{Age}_r \geq 25$  and  $\text{age}_r \leq 64$ .
  - Students are excluded: excluded if variable B\_Q02a=1.
  - Full-time workers are selected: selected if  $\text{C\_D09}=1$  and  $\text{D\_Q10} \geq 30$ . Where their work status is represented by the variable C\_D09 and the number of hours usually worked per week is represented by variable D\_Q10.

Note: The Survey of Adult Skills was not specifically designed to analyse data for the tertiary-educated population, so the sample size for specific fields of education can be small and should therefore be interpreted with caution.

Table A6.4 [L] (Web only):

- Mean monthly earnings: variable EARNMTHALL.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.
- Gender: variable GENDER\_R.
- Filters:
  - Age is limited to 25-64 year-olds:  $\text{Age}_r \geq 25$  and  $\text{age}_r \leq 64$ .
  - Full-time workers are selected: selected if  $\text{C\_D09}=1$  and  $\text{D\_Q10} \geq 30$ . Where their work status is represented by the variable C\_D09 and the number of hours usually worked per week is represented by variable D\_Q10.

Table A6.4 [N] (Web only):

- Mean monthly earnings: variable EARNMTHALL.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.
- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Full-time workers are selected: selected if C\_D09=1 and D\_Q10>=30. Where their work status is represented by the variable C\_D09 and the number of hours usually worked per week is represented by variable D\_Q10.

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## INDICATOR A7: What are the incentives to invest in education?

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Argentina	
Australia	
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Belgium	
Brazil	
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Colombia	
Czech Republic	
Denmark	<a href="#">DNK</a>
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	<a href="#">NLD</a>
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	



## Methodology

Table 1: Changes in methodology between EAG 2015 and EAG 2016

Variable	Definition	Calculations used for EAG 2015	Calculations used for EAG 2016
<b>Private direct cost</b>	Households' total expenditure on education and includes net payments to educational institutions as well as payments for educational goods and services outside of educational institutions.	UOE finance data collection (sheet FIN1-SOURCE) (data from row: H20).	UOE finance data collection (sheet FIN1-SOURCE) (data from row: H20-(G10+E10)).
<b>Gross earning benefits</b>	Gross earnings benefits are the discounted sum of earnings premiums over the course of a lifetime associated with a higher level of education provided that the individual successfully enters the labour market. (EAG 2015, definition)	$EP_{z,s} = E_{z,s} - E_{z-1,s}$ (1a)	$EP_{z,s} = E_{z,s} - E_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (E_{z,s} - E_{z-1,s})$ (1b)
<b>Income tax effect</b>	The income tax effect is the discounted sum of additional level of income tax paid by the private individual or earned by the government over the course of a lifetime and associated with a higher level of education. (EAG 2015, definition)	$TE_{z,s} = T_{z,s} - T_{z-1,s}$ (2a)	$TE_{z,s} = T_{z,s} - T_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (T_{z,s} - T_{z-1,s})$ (2b)
<b>Social contribution effect</b>	The social contribution effect is the discounted sum of additional employee social contribution paid by the private individual or received by the government over the course of a lifetime and associated with a higher level of education. (EAG 2015, definition)	$SCE_{z,s} = SC_{z,s} - SC_{z-1,s}$ (3a)	$SCE_{z,s} = SC_{z,s} - SC_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (SC_{z,s} - SC_{z-1,s})$ (3b)
<b>Social transfers effect</b>	The transfers' effect is the discounted sum of additional social transfers from the government to the private individual associated with a higher education level over the course of a lifetime. Social transfers include two types of benefits: housing benefits and social assistance. (EAG 2015, definition)	$STE_{z,s} = ST_{z,s} - ST_{z-1,s}$ (4a)	$STE_{z,s} = ST_{z,s} - ST_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (ST_{z,s} - ST_{z-1,s})$ (4b)
<b>Unemployment benefit effect</b>	The unemployment benefit effect is the discounted difference between the added earnings from unemployment (net unemployment benefit) associated with a higher level of attainment and the loss in net earnings from work when unemployed. (Preliminary definition, to be refined)	Not included in the tables but part of the total benefit calculation (see section 2.1)	<i>Private:</i> $X_{z,s} = UR_{z,s} * (UB_{z,s} - NE_{z-1,s}) - UR_{z-1,s} * (UB_{z-1,s} - NE_{z,s})$ (5b, private)  <i>Public:</i> $X_{z,s} = UR_{z,s} * (-UB_{z,s} - NT_{z-1,s}) - UR_{z-1,s} * (-UB_{z-1,s} - NT_{z,s})$ (5b, public)
<b>Total private benefits</b>	The additional net income expected from an additional level of education, given that the individual successfully enters the labour market. (EAG 2015, methodology)	$Total\ private\ benefits = EP_{z,s} - TE_{z,s} - SCE_{z,s} + STE_{z,s} + (UR_{z-1,s} - UR_{z,s}) * (EP_{z,s} - TE_{z,s} - SCE_{z,s} + STE_{z,s}) + UR_{z,s} * (UB_{z,s} - NE_{z-1,s}) - UR_{z-1,s} * (UB_{z-1,s} - NE_{z,s})$ (6a)	$Total\ private\ benefits = (6a) = (1b) - (2b) - (3b) + (4b) + (5b, private)$ (6b)
<b>Total public benefits</b>	The additional tax receipts expected by the state from an additional level of education, given that the individual successfully enters the labour market. (EAG 2015, methodology)	$Total\ public\ benefits = TE_{z,s} + SCE_{z,s} - STE_{z,s} + (UR_{z-1,s} - UR_{z,s}) * (TE_{z,s} + SCE_{z,s} - STE_{z,s}) + UR_{z,s} * (-UB_{z,s} - NT_{z-1,s}) - UR_{z-1,s} * (-UB_{z-1,s} - NT_{z,s})$ (7a)	$Total\ public\ benefits = (7a) = (1b) - (2b) - (3b) + (4b) + (5b, public)$ (7b)

**The model:**The net present value and the internal rate of return:

The net present value (NPV) of an additional level of education attained  $z$  is calculated as the discounted sum of net monetary benefits (NB) gained from an added degree over the time spent in the labour force. The model in *Education at a Glance* (equation 1) is a simple discrete time model allowing for an easy closed form solution of the internal rate of return (IRR) and no assumptions on the distribution of benefits and costs. Thus, only averages are taken into account in the model. For  $z$  the highest level of attainment,  $j$  the age ranging from 15 to 64, for  $s$  the gender and for  $i$  the discount rate, the NPV in EAG is defined as follow:

$$NPV_{z,s} = \sum_{j=15}^{64} (NB_{z,j,s} / (1+i)^{j-14}) \quad (1)$$

The net benefits are considered from both the private individual side and the government. We assume that an additional degree of education is an investment with gain and costs for both the individual who makes the decision to pursue a higher degree and for the government.

In the EAG model we look more specifically at the net benefits from an added tertiary degree compared to upper secondary and from upper secondary compared to lower secondary. The net present value is computed separately for men and women to account for differences in earnings and employment rates. We also assume that the earliest entry time in the workforce is 15 and retirement happens at 64. The government bonds are used as the benchmark or alternative asset and the OECD average long-term real interest rate on bonds is used as the discount rate  $i$ .

The IRR allows looking at the issue of return to investment in education through a different angle. The IRR is the discount rate that sets the NPV to zero. In other words, the IRR is the interest rate on the investment in education at which the added earnings from education exactly cover the cost making an individual indifferent between investing in an additional degree and entering the labour market.

The cost of investing in education

Pursuing a higher degree of education has a direct and indirect cost. The direct cost of education ( $C$ ) is considered to be the upfront payment someone makes on education. In the case of an individual seeking a higher level of attainment the direct cost of education includes tuition fees as well as any form of direct payment such as on education material or student housing. The government's direct cost of education at a higher degree of education is the share of the public budget spent on the education of a student at that level.

In addition to the direct cost, the cost of education also includes indirect costs in the form of foregone earnings (FE) for the private individual and foregone tax receipts (FT) for the government. Foregone earnings or taxes are the earnings/tax receipts lost during the years spent in school weighted by the probability of being employed ( $1-UR$ ) at level of attainment  $z-1$ . For an individual, FEs are earnings one would have made if one entered the labour force instead of pursued a higher degree of education (see equation 2). From the government perspective, FT are the foregone taxes the government is not collecting while the individual is studying instead of working (see equation 3). We assume that students do not pay taxes during the period of studies.

To compute FE and FT, the indicator assumes that the earnings in the labour market that are lost are equal to the minimum wage ( $E_{\min}$ ) in countries for which part-time earnings are included in the earning data. This simplification is used to allow a better comparability of the data across countries. The indicator also assumes for simplification purposes that while in school, students do not have any income. We define  $T_{\min}$  as the level of taxes required from an individual earning  $E_{\min}$ .

$$FE_{z,j,s} = (1 - UR_{z,j,s}) * E_{\min} \quad (2)$$

$$FT_{z,j,s} = (1 - UR_{z,j,s}) * T_{\min} \quad (3)$$

The benefits of investing in education

As seen for the cost, Indicator A7 in EAG 2015 only takes into account monetary benefits gained from an added level of education  $z$ . The private benefits from education are the additional earnings net of taxes from the added degree received over the time spent in the labour market as well as any additional transfer from the government. The government benefits are the other side of the coin and include the additional tax receipts received from an individual with  $z$  level of attainment compared to someone with  $z-1$ . We assume that students do not have any income during their studies and that they do not pay taxes.

The private benefits of education:

The private benefits equation for level of attainment  $z$ , age  $j$  and gender  $s$  and  $UB$  the average unemployment benefit:

$$\begin{aligned} & \text{Total private benefits}_{z,j,s} \\ & = ((1 - UR_{z,j,s}) * (E_{z,j,s} - T_{z,j,s} - SC_{z,j,s} + ST_{z,j,s}) + UR_{z,j,s} * UB) - ((1 - UR_{z-1,j,s}) \\ & * (E_{z-1,j,s} - T_{z-1,j,s} - SC_{z-1,j,s} + ST_{z-1,j,s}) + UR_{z-1,j,s} * UB) \quad (4) \end{aligned}$$

The yearly gross earning benefit (EP) is the difference in yearly gross earning level (E) between an individual who has attained z and one who has attained z-1 such that:

$$EP_{z,s} = E_{z,s} - E_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (E_{z,s} - E_{z-1,s}) \quad (5)$$

While an individual with a higher level of education has on average higher earnings, he or she will also have higher level of taxes and social contributions to pay to the government. In fact, in all OECD countries taxes are progressive and contingent on the level of earnings. Hence, tax progressivity could play an important role in an individual's decision to enter the labour market. Three types of taxes and social transfers are taken into account in Indicator A7. The income tax T, the employee's social contribution SC and social transfers ST. All three types are contingent on the level of earnings. The difference between the level of taxes paid by an individual with attainment level z and one with attainment level z-1 are called the tax effect (respectively the income tax effect TE, the social contribution effect SCE and the social transfer effect STE) and are computed as follow:

$$TE_{z,s} = T_{z,s} - T_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (T_{z,s} - T_{z-1,s}) \quad (6)$$

$$SCE_{z,s} = SC_{z,s} - SC_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (SC_{z,s} - SC_{z-1,s}) \quad (7)$$

$$STE_{z,s} = ST_{z,s} - ST_{z-1,s} - (UR_{z-1} + UR_{z,s}) * (ST_{z,s} - ST_{z-1,s}) \quad (8)$$

The *unemployment benefit effect* on earnings or tax receipts captures the gains associated with higher levels of education in the case of unemployment. The *unemployment benefit effect on earnings* can be written as follow:

$$UBE_{z,j,s} = UR_{z,j,s} * (UB_{z,j,s} - NE_{z-1,j,s}) - UR_{z-1,j,s} * (UB_{z-1,j,s} - NE_{z,j,s}) \quad (9)$$

#### The public benefits of education:

The public benefits of education are constructed in such a way to mirror the private benefits. If the tax effects are a cost for the private individuals they are considered as a benefit for the government.

$$\begin{aligned} & \text{Total state benefits}_{z,j,s} \\ & = ((1 - UR_{z,j,s}) * (T_{z,j,s} \mp SC_{z,j,s} - ST_{z,j,s}) - UR_{z,j,s} * UB_z) - ((1 - UR_{z-1,j,s}) \\ & * (T_{z-1,j,s} \mp SC_{z-1,j,s} - ST_{z-1,j,s}) - UR_{z-1,j,s} * UB_{z-1}) \quad (4) \end{aligned}$$

#### The net benefits of investing in education:

The net benefits from investing in education or the net returns to education are the difference between the benefits (private or government) and the cost (private or government). However, for each age the net benefit could only equal the benefit or the cost. In fact the timing of the cost and the benefits of education are not the same. The costs of education are paid during the years spent in school and the forgone earnings are relative to these same years. The added earnings from the additional level of education only start once the individual has successfully entered the labour force. A dummy  $\theta$  is used therefor to account for this time discrepancy such that  $\theta$  is equal to 1 if in school and 0 if out of school. The net benefits are then written as follow:

$$NB_{private,z,j,s} = (1 - \theta_{z,j,s}) * (\text{Total private benefits}_{z,j,s}) - \theta_{z,j,s} (C_{z,j,s} + FE_{z,j,s}) \quad (12)$$

$$NB_{public,z,j,s} = (1 - \theta_{z,j,s}) * (\text{Total public benefits}_{z,j,s}) - \theta_{z,j,s} (C_{z,j,s} + FT_{z,j,s}) \quad (13)$$

with  $0 < \theta_{z,j,s} < 1$  if in school and  $\theta_{z,j,s} = 0$  otherwise

Once the net benefits by age calculated, the NPV can be easily computed as the discounted sum of all these cash flows as shown in equation 1. A summary of the variables used in the computations above is provided in Annex 2.

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***The assumptions of the model:***

- For calculating the investments in education, foregone earnings have been standardised at the level of the legal minimum wage or the equivalent in countries in which earnings data include part-time work. When no national minimum wage was available, the wage was selected from wages set in collective agreements. This assumption aims to counterbalance the very low earnings recorded for 15-24 year-olds that led to excessively high estimates in earlier editions of *Education at a Glance*.
- Students are also assumed to be full-time students and to have no earnings while studying. While student earnings are not associated with the higher degree of education pursued, they could mitigate the opportunity cost of education. Hence, not including student earnings can lead to overestimating the cost of education in some countries.
- To calculate returns over the lifetime, 64 are used as the upper age limit in all countries. However, the age of eligibility for pensions varies widely between countries. A few years more or less in the labour market can make a substantial difference in the returns to education for an individual and the public. Thus, it is likely that in countries where the retirement age deviates significantly from 64, return rates are over- or underestimated.
- The model only consider taxes and benefits directly linked to earning level and disregard other types of taxes and benefits. For instance, as earnings generally increase with educational attainment, individuals with higher levels of education typically consume more goods and services, and thus pay additional value-added taxes (VAT) on their consumption. Public returns are thus underestimated in this indicator.
- Individuals with higher earnings also tend to pay more into their pensions and, after leaving the labour force, will have a further income advantage that is not taken into account in the calculations here. Better-educated individuals also tend to live longer, entailing additional public costs that are also not taken into account here. In addition, in countries where a substantial part of the pension system is financed by employers through employer contributions added to salaries, the returns to higher education are typically underestimated compared to countries where pensions are paid by the individual.
- Many governments have programmes that provide loans to students at low interest rates. Loans can provide a strong incentive for individuals to pursue their studies and reduce the costs of attaining higher education. Yet, as loans have to be repaid later, they also reduce the financial benefits of education. These subsidies can often make a substantial difference in the returns to education for the individual, but they are not included here due to data limitation.

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Sources

Data	Source	Useful references
Earnings by age, gender and highest attainment level	The OECD LSO Earnings data collection	For further details on earning, please see Indicator A6 in EAG 2016.
Unemployment rate by age, gender and highest attainment level	The OECD LSO NEAC data collection	For further details on unemployment rate data, please see Indicator A5 in EAG 2016.
Direct cost per student (public and private)	The UNESCO-OECD-EUROSTAT data collection (Finance questionnaire)	For further details on expenditure per student, please refer to chapter B in EAG 2016.
Income tax level by level of earning	The OECD Taxing Wages model.	OECD 2016, <i>Taxing Wages 2016</i> , OECD Publishing, Paris <a href="http://dx.doi.org/10.1787/tax_wages-2016-en">http://dx.doi.org/10.1787/tax_wages-2016-en</a>
Social contribution level by level of earning	The OECD Taxing Wages model.	OECD 2016, <i>Taxing Wages 2016</i> , OECD Publishing, Paris <a href="http://dx.doi.org/10.1787/tax_wages-2016-en">http://dx.doi.org/10.1787/tax_wages-2016-en</a>
Housing benefits (as part of social transfers) by level of earning	The OECD Benefits and Taxes model.	OECD 2016, Tax and Benefit Systems: OECD indicators, website: <a href="http://www.oecd.org/els/soc/benefits-and-wages.htm">http://www.oecd.org/els/soc/benefits-and-wages.htm</a> OECD 2016, Benefits and Wages: Country specific information, website: <a href="http://www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm">http://www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm</a>
Social assistance (as part of social transfers) by level of earning	The OECD Benefits and Taxes model.	OECD 2016, Tax and Benefit Systems: OECD indicators, website: <a href="http://www.oecd.org/els/soc/benefits-and-wages.htm">http://www.oecd.org/els/soc/benefits-and-wages.htm</a> OECD 2016, Benefits and Wages: Country specific information, website: <a href="http://www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm">http://www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm</a>
Unemployment benefits by level of earning	The OECD Benefits and Taxes model.	OECD 2016, Tax and Benefit Systems: OECD indicators, website: <a href="http://www.oecd.org/els/soc/benefits-and-wages.htm">http://www.oecd.org/els/soc/benefits-and-wages.htm</a> OECD 2016, Benefits and Wages: Country specific information, website: <a href="http://www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm">http://www.oecd.org/els/soc/benefits-and-wages-country-specific-information.htm</a>
Duration of studies	Tables B1.3 and C1.6 in <i>Education at a Glance 2014</i>	

### Notes on specific countries

**Chile:** Earning data for Chile do not come from the LSO data collection on earning. Earning data for Chile have been provided direct by the Chilean Ministry of Education for the purpose of the calculation of the Indicator A7 in EAG 2016. The Chilean Ministry of Education also provided direct data on taxes and benefits. [Back to main table for this indicator](#)

**Denmark:** Most tertiary students (about 70%) work while studying and hence pay taxes on their wages.

For compliance with the ESA 2010 norms, Denmark changed methodology of reporting unemployment and retirement social contributions. They are not anymore reported as social contribution in the Danish National Accounts. Thus, the important change in social contribution effect between the current edition of EAG and former editions.

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**Netherlands:** The earning distribution of full-time full-year earners is used for the Netherlands. [Back to main table for this indicator](#)

# INDICATOR A8: How are social outcomes related to education?

A8		
Tables A8.1 [L] -A8.1 [N], A8.4 [L] - A8.6 [N] (PIAAC)	Tables A8.2a. -A8.2c. (EU-SILC and national surveys)	Tables A8.3a. -A8.3b. (Gallup World Poll)
<a href="#">Sources and Methodology</a>	<a href="#">Sources and Methodology</a>	<a href="#">Sources and Methodology</a>

## Tables A8.1 [L] -A8.1 [N], A8.4 [L] -A8.6 [N]: PIAAC

### Sources and Methodology

Data for Tables A8.1 [L], A8.1 [N] and A8.4 [L] to A8.6 [N] are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

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

For partner countries and subnational entities the reference year is 2012 only for the Russian Federation. The reference year is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

The variables used in these tables are:

#### Table A8.1 [L]:

- Self-reported health: variable I\_Q08. “Good health” includes “excellent”, “very good” or “good” self-reported health.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.
- Gender: variable GENDER\_R.
- Filters:
  - Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### Table A8.1 [N]:

- Reporting to be in good health: variable I\_Q08. “Good health” includes “excellent”, “very good” or “good” self-reported health.
- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.
- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and

numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A8.4 [L] (Web only):

- Reporting to be in good health: variable I\_Q05F. Includes adults who reported that they volunteer “less than once a week but at least once a month”, “at least once a week but not every day” or “every day”.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A8.4 [N] (Web only):

- Reporting to volunteer: variable I\_Q05F. Includes adults who reported that they volunteer “less than once a week but at least once a month”, “at least once a week but not every day” or “every day”.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A8.5 [L] (Web only):

- Reporting to trust others: variable I\_Q07A. Includes adults who strongly disagreed or disagreed that there are only a few people you can trust completely.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.



- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A8.5 [N] (Web only):

- Reporting to trust others: variable I\_Q07A. Includes adults who strongly disagreed or disagreed that there are only a few people you can trust completely.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A8.6 [L] (Web only):

- Reporting to believe they have a say in government: variable I\_Q06A. Includes adults who strongly disagreed or disagreed with the statement: “People like me don’t have any say about what the government does”.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table A8.6 [N] (Web only):

- Reporting to believe they have a say in government: variable I\_Q06A. Includes adults who strongly disagreed or disagreed with the statement: “People like me don’t have any say about what the government does”.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to [Indicator A1](#) to see how this variable is derived.

- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

## Tables A8.2a -A8.2c: EU-SILC and national surveys

### *Sources and Methodology*

Data for Tables A8.2a, A8.2b and A8.2c are based on the European Union Statistics on Income and Living Conditions (EU-SILC) for European countries and on other national surveys for non-European countries.

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

Data from EU-SILC and from other national surveys have been published in a distinct table because of differences in the reference year and in the way the question on activity limitation due to health problem is asked. The reference year for EU-SILC is 2014 for all countries whereas the reference year for non-European countries varies between 2012 and 2014.

Question in EU-SILC on activity limitation due to health problem: “For at least the past six months, to what extent have you been limited because of a health problem in activities people usually do? Would you say you have been: Severely limited? Limited but not severely? Not limited at all?”

The metadata on national surveys for non-European countries are summarised in the table below:

<b>Australia</b>	
1. What is the name of the data source you have used? (both in national language and in English)	Survey of Disability, Ageing and Carers - 2012 (SDAC 2012)
2. Is there a weblink(s) that provides further information on this data source?	<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4430.0Explanatory%20Notes5002012?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4430.0Explanatory%20Notes5002012?OpenDocument</a>
3. What is the population covered?	Sample survey of the Australian Population.
4. In what year or years were the data collected?	2012
5. What is the total sample size for all individuals included in the table on next sheet?	79 164 persons
6. What are the specific survey questions you used to determine whether an individual had disability/health limitations?	<p>This is determined through an extensive series of questions relating to whether someone requires assistance with and/or experiences:</p> <ul style="list-style-type: none"> <li>■ loss of sight (not corrected by glasses or contact lenses)</li> <li>■ loss of hearing where communication is restricted, or an aid to assist with, or substitute for, hearing is used</li> <li>■ speech difficulties</li> <li>■ shortness of breath or breathing difficulties causing restriction</li> <li>■ chronic or recurrent pain or discomfort causing restriction</li> <li>■ blackouts, seizures, or loss of consciousness</li> <li>■ difficulty learning or understanding</li> <li>■ incomplete use of arms or fingers</li> <li>■ difficulty gripping or holding things</li> <li>■ incomplete use of feet or legs</li> <li>■ nervous or emotional condition causing restriction</li> <li>■ restriction in physical activities or in doing physical work</li> <li>■ disfigurement or deformity</li> <li>■ mental illness or condition requiring help or supervision</li> <li>■ long-term effects of head injury, stroke or other brain damage causing restriction</li> <li>■ receiving treatment or medication for any other long-term conditions or ailments and still being restricted</li> <li>■ any other long-term conditions resulting in a restriction.</li> </ul> <p>These questions are contained in 'Module 2' of the survey, which can be found here: <a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4430.02012?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4430.02012?OpenDocument</a>            Note - SDAC definition of disability aligns with the International Classification of Functioning, Health and Disability (ICD)</p>
7. How did you specifically define whether an individual had a disability or health limitation, based on the questions you used?	In this survey, a person has a disability if they report they have a limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities.

### Canada

1. What is the name of the data source you have used? (both in national language and in English)	Canadian Survey on Disability (CSD)
2. Is there a weblink(s) that provides further information on this data source?	<a href="http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3251&amp;lang=en&amp;db=i mdb&amp;adm=8&amp;dis=2">http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&amp;SDDS=3251&amp;lang=en&amp;db=i mdb&amp;adm=8&amp;dis=2</a>
3. What is the population covered?	<p>The population covered by the CSD includes all adults aged 15 and over (as of Census/NHS day, May 10, 2011) who had an activity limitation or a participation restriction associated with a physical or mental condition or health problem and were living in Canada at the time of the Census/NHS. This includes persons living in private dwellings in the ten provinces and three territories. The population living on First Nations reserves is excluded, as are people living in collective dwellings. Since the population living in collective dwellings is excluded, the data, particularly for the older age groups, should be interpreted accordingly.</p> <p>The target population of the CSD is a subset of the covered population, which consists of persons who were identified as a person with a disability (based on the social model of disability) during the CSD interview.</p>
4. In what year or years were the data collected?	24 September 2012 to 13 January 2013
5. What is the total sample size for all individuals included in the table on next sheet?	27 516 200 Weighted frequencies for Tables 1 and 2 23 053 350 Weighted frequencies for Table 3, aged 25 and older
6. What are the specific survey questions you used to determine whether an individual had disability/health limitations?	<p>Disability screening questions (DSQ)</p> <p>The social model of disability implies that the presence of a difficulty alone is not sufficient for the identification of a disability - a limitation in daily activities must also be declared. Therefore, the DSQ measure the type and severity of disabilities of Canadian adults by asking questions about how often respondents' daily activities are limited by long-term conditions, health problems and task-based difficulties. Screener questions on the DSQ evaluate the presence and severity of ten distinct types of disabilities related to a health problem or condition that has lasted or is expected to last for six months or more. Screening questions emphasize consistency of measurement across disability types. The questions address the following disability types: Seeing, hearing, mobility, flexibility, dexterity, pain, learning, developmental, mental/psychological, memory and "other".</p>
7. How did you specifically define whether an individual had a disability or health limitation, based on the questions you used?	CSD disability screening questions (DSQ). Based on their responses to the DSQ, respondents are identified as having a disability only if their daily activities are limited as a result of an impairment or difficulty with particular tasks. The only exception to this is for developmental disabilities where a person is considered to be disabled if the respondent has been diagnosed with this condition.

### Israel

1. What is the name of the data source you have used? (both in national language and in English)	Social Survey (Seker Chevrat)
2. Is there a weblink(s) that provides further information on this data source?	<a href="http://surveys.cbs.gov.il/Survey/surveyE.htm">http://surveys.cbs.gov.il/Survey/surveyE.htm</a>
3. What is the population covered?	Permanent non-institutional population of Israel aged 20 and older
4. In what year or years were the data collected?	2014
5. What is the total sample size for all individuals included in the table on next sheet?	9 222
6. What are the specific survey questions you used to determine whether an individual had disability/health limitations?	<p>4.30. Do you have any health or physical problem, that last six months or more? 1. Yes, 2. No</p> <p>4.40. Does this problem affect your daily activities? (for those who has an extended health or physical problem)</p> <p>1. Greatly bothered</p> <p>2. Bothered</p> <p>3. Not very bothered</p> <p>4. Not bothered at all</p>

7. How did you specifically define whether an individual had a disability or health limitation, based on the questions you used?	Only those who had answered 1 (Yes) to question 4.30 were asked question 4.40. Those who had answered 1 (Greatly bothered) to question 4.40 were defined as people with severe disability. Those who had answered 2 (Bothered) were defined as people with mild disability. Those who had answered 1 or 2 were defined as people with some disability
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### New Zealand

1. What is the name of the data source you have used? (both in national language and in English)	2013 Disability Survey (specifically the Household Disability Survey (HDS))
2. Is there a weblink(s) that provides further information on this data source?	<a href="http://www.stats.govt.nz/browse_for_stats/health/disabilities/disability-survey-2013-additional-tables.aspx">http://www.stats.govt.nz/browse_for_stats/health/disabilities/disability-survey-2013-additional-tables.aspx</a>
3. What is the population covered?	The survey population for the HDS is the usually resident population of New Zealand, staying in occupied private dwellings and group homes (with fewer than five people) on the main islands of New Zealand (North, South, and Waiheke) on the night of the 2013 Census (5 March 2013).
4. In what year or years were the data collected?	24 July - 7 October 2013
5. What is the total sample size for all individuals included in the table on next sheet?	23 000 (14 900 adults, and 8 100 children). The sample for the disability survey was drawn from a sample of the 2013 Census. The sample of 23 ,000 people aimed to have at least 4 ,000 respondents who were disabled.
6. What are the specific survey questions you used to determine whether an individual had disability/health limitations?	This is based on a derived variable, constructed from multiple questions indicating disability lasting at least six months. The survey has the following definition for disability: "An impairment which has a long-term limiting effect on a person's ability to carry out day-to-day activities. Long-term means six months or longer and limiting effect means a restriction or lack of ability to perform." Two questions from the 2013 Census were used to identify the sample for the disability survey: <b>Q16:</b> Does a health problem or a condition you have (lasting at least six months or more) cause you difficulty with, or stop you from: Seeing, even when wearing glasses or contact lenses Hearing, even when using a hearing aid Walking lifting or bending Using your hands to hold, grasp, or use objects Learning, concentrating, or remembering Communicating, mixing with others, or socialising Or no difficulty with any of these. <b>Q17:</b> Do you have a long-term disability (lasting six months or more) that stops you from doing everyday things other people can do? Yes No. All respondents are coded as either disabled or non-disabled, so the columns including and excluding non-response are identical
7. How did you specifically define whether an individual had a disability or health limitation, based on the questions you used?	Whether the above derived variable is determined to be: Disabled or Non-disabled.

### United States

1. What is the name of the data source you have used? (both in national language and in English)	Current Population Survey 2014
2. Is there a weblink(s) that provides further information on this data source?	<a href="http://www.bls.gov/news.release/pdf/disabl.pdf">http://www.bls.gov/news.release/pdf/disabl.pdf</a>
3. What is the population covered?	Monthly survey of about 60 000 eligible households. Covers civilian, non-institutional population
4. In what year or years were the data collected?	The data in this table are the annual average for 2015
5. What is the total sample size for all individuals included in the table on next sheet?	

<p>6. What are the specific survey questions you used to determine whether an individual had disability/health limitations?</p>	<p>Disability questions and concepts</p> <p>The CPS uses a set of six questions to identify persons with disabilities. In the CPS, persons are classified as having a disability if there is a response of "yes" to any of these questions. The disability questions appear in the CPS in the following format:</p> <p>"This month we want to learn about people who have physical, mental, or emotional conditions that cause serious difficulty with their daily activities. Please answer for household members who are 15 years and older.</p> <ul style="list-style-type: none"> <li>• Is anyone deaf or does anyone have serious difficulty hearing?</li> <li>• Is anyone blind or does anyone have serious difficulty seeing even when wearing glasses?</li> <li>• Because of a physical, mental, or emotional condition, does anyone have serious difficulty concentrating, remembering, or making decisions?</li> <li>• Does anyone have serious difficulty walking or climbing stairs?</li> <li>• Does anyone have difficulty dressing or bathing?</li> <li>• Because of a physical, mental, or emotional condition, does anyone have difficulty doing errands alone such as visiting a doctor's office or shopping?"</li> </ul> <p>The CPS questions for identifying individuals with disabilities are only asked of household members who are age 15 and older. Each of the questions ask the respondent whether anyone in the household has the condition described, and if the respondent replies "yes" they are then asked to identify everyone in the household who has the condition. Labour force measures from the CPS are tabulated for persons aged 16 and older. More information on the disability questions and the limitations of the CPS disability data are available on the BLS website at <a href="http://www.bls.gov/cps/cpsdisability_faq.htm">www.bls.gov/cps/cpsdisability_faq.htm</a></p>
<p>7. How did you specifically define whether an individual had a disability or health limitation, based on the questions you used?</p>	<p>See above.</p>

## Tables A8.3a - A8.3: Gallup World Poll

### Sources and Methodology

Data for Tables A8.3a and A8.3b are based on Gallup World Poll data. The observations based on a numerator with less than 3 observations or a denominator with less than 100 observations have been replaced by "c" in the tables.

The educational attainment categories in the Gallup World Poll may differ from those in the labour force surveys (used as a source for Indicator A1). In order to ensure international comparability, the Gallup World Poll's educational attainment variable was remapped to ISCED-A 2011 to the closest possible match. The results of this remapping are summarised in the table below.

**Table 1: Classification of Gallup World Poll educational attainment categories aligned with ISCED-A 2011 for the three broad attainment levels.**

	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary
<b>Argentina</b>	(No formal education)	Complete secondary school	Complete tertiary school
	Incomplete primary school	Incomplete tertiary school	Complete university
	Complete primary school	Incomplete university	Postgraduate
	Incomplete secondary school		
<b>Australia</b>	(No formal education)	Year 12 (Higher School Certificate HSC or equivalent)	Advanced diploma or diploma (1 year or 2 year diploma from TAFE or equivalent)
	Year 8 or below (or equivalent)	Certificate (less than 1 year in TAFE or equivalent)	Bachelor degree (university graduate)
	Year 9 (or equivalent)		Graduate diploma or graduate certificate
	Year 10 (School Certificate SC or equivalent)		Postgraduate degree (master's or Ph.D.)
	Year 11 (or equivalent)		
<b>Austria</b>	(No formal education)	Main general secondary school	Advanced-level specialised courses
	Incomplete primary school	Secondary academic schools or apprenticeship	University education, university (first degree)
	Primary school		Doctorate
<b>Belgium</b>	(No formal education)	Secondary general higher	Higher education (bachelor's degree)
	Preschool	Professional	Higher education/university (master's degree)
	Incomplete primary school	Technical	Doctorate/post-university
	Primary		
	Secondary general lower		
<b>Brazil</b>	Illiterate/no formal education	High school complete/media education complete	Superior studies complete
	1 to 5 years incomplete/elementary incomplete	Superior studies incomplete	
	Elementary complete/secondary incomplete		
	Secondary complete/high school incomplete		
<b>Canada</b>	(No formal education)	High school	Community college/CEGEP
	Grade school/elementary school		University
<b>Chile</b>	(No formal education)	Common middle/humanistic	Professional institute
	Pre-elementary/ pre-basic school	Middle commercial/middle industry/middle agricultural/middle maritime	University
	Special/differential	Technical studies	Magister, post grade
	Basic/primary		
<b>China</b>	(No formal education)	Senior high school	Two-year college study
	Under elementary		University study and above
	Elementary		
	Junior high school		

<b>Colombia</b>	(No formal education)	Secondary school	University
	Primary school	Some superior studies	Master, postgraduate
<b>Costa Rica</b>	(No formal education)	Complete secondary school	Superior studies
	Incomplete primary school		Technical studies
	Complete primary school		
	Incomplete secondary school		
<b>Czech Republic</b>	(No formal education)	Secondary without A-level (apprentice, vocational school)	College (lower tertiary) with DiS. Dipl.um etc. diploma
	Primary incomplete	Secondary complete (with A-level)	College (lower tertiary) with bachelor's degree (Bc., BcA., BA)
	Primary complete		University with bachelor's degree (Bc., BcA., BA)
			University with master's degree (Mgr., Ing., MgA, MA)
			Doctoral program (Ph.D., Th.D., CSc., DrSc.)
<b>Denmark</b>	No formal education	General upper secondary school	Short-cycle higher education
	Incomplete primary school	Vocational upper secondary school	Medium-cycle higher education
	Basic school, 7 years or less	Vocational education and training	Bachelor
	Basic school, 8 <sup>th</sup> to 9 <sup>th</sup> grade		Long-cycle higher education
	Basic school, 10 <sup>th</sup> grade		Very long-cycle higher education
<b>Finland</b>	(No formal education)	Upper secondary education (upper secondary vocational programme)	First stage of tertiary education (vocational colleges)
	Incomplete primary school	Upper secondary education (upper secondary general school)	First stage of tertiary education (lower university programme or polytechnics)
	Primary education	Post-secondary non-tertiary education (specialist vocational qualification)	First stage of tertiary education (higher university programme)
	Lower secondary education		Second stage of tertiary education (licentiate's degree, doctoral programme)
<b>France</b>	(No formal education)	College	Some university/polytechnic (two years after A-level)
	Incomplete primary school	Technical college	Some university/polytechnic (three years after A-level)
	Primary school		Some university/polytechnic (four years after A-level)
	Secondary school incomplete		Postgraduate studies (5+ years after A-level)
	Secondary school/High school		

<b>Greece</b>	(No formal education)	Have completed secondary education	With certificate of Intermediate Technological Educational Institute
	Attended some years of primary education	With certificate of vocational training	With diploma of higher education
	Have completed primary school	Attended some years of higher education (at least 1 year) but not holding a diploma	Postgraduate diploma holder
	Have completed 3rd grade of secondary education		PhD holder
<b>Hungary</b>	(No formal education)	Certificate of trade school	Diploma in college
	Primary school (1-4 classes) or equivalent	High school as equivalent of Intermediate Technological Educational Institute	Diploma in university
	Primary school (5-7 classes) or equivalent	With certificate of Intermediate Technological Educational Institute or equivalent	Postgraduate diploma holder
	Completed primary school or equivalent	Attended some years of higher education (at least 1 year) but not holding a diploma	PhD holder
	Incomplete secondary school		
<b>Iceland</b>	No formal education	Secondary school	University level: diploma/certificate/bachelor's degree
	Primary school	Technical/upper secondary school	University level: postgraduate diploma/master's degree
		Non-university technical higher education	University level: doctorate degree
		Vocational qualification	
		University level: no degree	
<b>India</b>	Illiterate	SSC/HSC	Graduate/postgraduate - general
	Below SSC	Some college but not graduate	Graduate/postgraduate - professional
<b>Indonesia</b>	(No formal education)	Senior school	University
	Primary school	Diploma	
	Junior high school		
	Did not attend/complete primary school		
<b>Ireland</b>	(No formal education)	Secondary/ vocational/ comprehensive school, diploma/ certificate earned	Undergraduate degree/bachelor's degree
	Incomplete primary school	Technical college	Postgraduate degree/higher degree (master's, PhD, etc.)
	Primary school	Some college/university, no degree	
	Some secondary/ vocational/ comprehensive school, no diploma/certificate		
<b>Israel</b>	(No formal education)	11-12 years	13-14 years (non-academic, like technician, practical engineer, nurse)
			15-16 years (first degree, such as BA, BSC)
	Up to 8 years		17+ years
	9-10 years		Ph.D.



<b>Italy</b>	No formal education	Upper secondary level of education (not designed to lead directly to ISCED 5A or 5B)	First stage of tertiary education, high artistic education (Fine Arts Academy, Dramatic Arts Ac., Music Conservatory, Dance Ac., high school interpreters)
	Incomplete primary school	Upper secondary level of education (designed to provide direct access to ISCED 5A or 5B)	University degree – first level (2-3 years)
	Primary level of education		University degree – second level (5-6 years)
	Lower secondary level of education		Post-university specialisation
			Ph.D. – doctorate
<b>Japan</b>	No education	Middle or senior high	Higher prof or junior college
	Elementary or junior high		College or university
			Graduate course
<b>Korea</b>	None	High school	Community college
	Grade school / elementary		University
<b>Latvia</b>	(No formal education)	Secondary vocational	Basic higher complete (bachelor's complete)
	Primary incomplete	Secondary complete	Higher complete
	Primary complete		Ph.D.
	Vocational (no secondary)		
	Secondary incomplete/Some secondary		
<b>Lithuania</b>	(No formal education)	Secondary	Higher non-university (college)
	Incomplete elementary	Vocational school	Higher university (university/academy)
	Elementary	Incomplete higher	Postgraduate studies (doctoral studies/ internship/ etc.)
	Basic		
	Incomplete secondary		
<b>Luxembourg</b>	(No formal education)	Secondary school	Non-university technical higher education (Brevet de Technicien supérieur)
	Incomplete primary school	Technical secondary school	University level bachelor's degree
	Primary school	Vocational qualification (including certificat d'aptitude technique et professionnelle, certificat d'initiation technique et professionnelle, certificat de capacité manuelle, and brevet de maîtrise)	University level master's degree
			Doctorate degree
<b>Mexico</b>	(No formal education)	High school/technical career	University
	Primary school		Postgraduate
	Secondary school		

<b>Netherlands</b>	(No formal education)	Intermediate vocational education (MBO, MTS, MEAO, MHNO, INAS, nursing, KMS, intermediate agricultural school, MBA, SPD1, police school, etc.)	Higher vocational education (HBO, HTS, HEAO, SPD 2/3, higher agricultural school, MO-A, police academy / social / pedagogic academy, etc.)
	Incomplete primary school	Higher secondary education (HAVO, VWO, MMS, HBS, grammar school)	Higher education doctoral (MA, Dr, Ir, Mr, MSc)
	Primary education (LAVO and VGLO)		
	Lower vocational education (LBO, LTS, LEAO, LHNO, Domestic Science School, Lower Agricultural College)		
	Lower secondary education (MAVO, IVO, (M)ULO), 3 years of higher secondary education (HBS / VWO / Grammar School and Comprehensive School)		
<b>New Zealand</b>	(No formal education)	Sixth form certificate or NCEA level 2	National diploma
	Less than school certificate or less than 80 credits for NCEA Level 1	University entrance from bursary exam/NCEA Level 3	University degree
	School certificate or NCEA Level 1	University scholarship or NCEA Level 4	Postgraduate degree
		Apprentice/ trade/ technical/ business qualifications	
<b>Norway</b>	Kindergarten/preschool	Upper secondary school/ gymnasium	University low degree
	Primary school	Technical college	University middle degree
	Comprehensive school/Lower secondary school	Preparatory courses (exam philosophicum and exam facultatum)	University upper degree
<b>Poland</b>	(No formal education)	Vocational	High diploma (university) with BA, MA, engineer, or other equivalent title
	Less than 4 classes elementary education	Secondary 2 degree, Liceum Technikum	Doctoral degree or higher
	At least 4 classes elementary education	Post-secondary	
	Completed elementary school, 6 or 8 classes		
	Secondary 1 degree, Gimnazium		
<b>Portugal</b>	None	Secondary education (10th, 11th and 12th year)	Higher education
	Incomplete 1st Cycle of primary education (up to 4th year, primary education)		Master's degree/ postgraduation; doctoral thesis
	Basic education 1st Cycle (4th year, complete primary education)		
	Basic education 2nd Cycle (preparatory / 5th and 6th year / technical, commercial or industrial education)		
	Basic education 3rd Cycle (7th, 8th and 9th year / 5th year high school)		

<b>Russian Federation</b>	(No formal education)	Secondary	Higher
	Incomplete primary	Secondary vocational	Postgraduate
	Primary	Incomplete higher	
	Incomplete secondary		
<b>Saudi Arabia</b>	(No formal education)	Completed secondary	Completed university
	Did not complete primary	College / did not complete university	Higher education (master's degree, Ph.D., etc.)
	Completed primary		
	Did not complete intermediate		
	Completed intermediate		
	Did not complete secondary		
<b>Slovak Republic</b>	(No formal education)	Complete general secondary education, (Secondary School Leaving certificate/diploma awarded) (4 years of Gymnazium)	Complete bachelor's degree (Bakalar)
	Basic school first stage (4 years or less of basic education)	Some specialised/ vocational secondary, school/ apprenticeship, no certificate/ diploma awarded (technical, economic, agricultural, health care, arts) (less than 4 years of specialised/ vocational, secondary school)	Some advanced university (master's level, postgraduate) courses
	Basic second stage (Zakladna skola) (5-9 years of basic education)	Complete specialised/ vocational secondary school/ apprenticeship, (School Leaving certificate, absolutorium or certificate of Apprenticeship awarded) (technical, economic, agricultural, health care, arts) (3-8 years of specialised/ vocational secondary school)	Complete advanced university degree (master's, PhD, RNDr, PharmDr, JUDr, PhDr, PaedDr, ThDr, etc.)
	Some general secondary education (Gymnazium) (less than 4 years of Gymnazium)	Some higher education courses (college or university), no degree	
<b>Slovenia</b>	(No formal education)	Upper secondary – 4 year program (technical/gymnasium)	Short-cycle tertiary – 2 year program
	Unfinished basic school ( <a href="#">osnovna šola</a> )		Tertiary – 3 year program
	Basic school ( <a href="#">osnovna šola</a> )		Tertiary – 4 year program
	Some vocational upper secondary – 2 or 3 year program		Postgraduation – "Magisterij" of science or specialisation (former)
			Postgraduation – doctor of science
<b>South Africa</b>	(No formal education)	Third year of secondary education (Grade 10)	Completed tertiary education (college, university complete)
	First year of primary education	Fourth year of secondary education (Grade 11)	Post-university education
	Second year of primary education	Fifth year of secondary education (Grade 12)	
	Third year of primary education	Some tertiary education (college, university)	
	Fourth year of primary education		
	Fifth year of primary education		
	Sixth year of primary education		
	Seventh year of primary education		
	First year of secondary education (Grade 8)		
	Second year of secondary education (Grade 9)		

<b>Spain</b>	(No formal education)	Secondary school certificate, FP1 (vocational training I)	Secondary school graduate LOGSE, COU, pre-university, FP2 (vocational training II)
	Primary incomplete (less than 5 years)		First stage of university degree (university diploma course or 3 complete years of university)
	Primary complete, first level of EGB		University or Engineering degree or High Level Technician
	Secondary school incomplete		Doctorate
	Second level of EGB, secondary school graduate or ESO complete (Certificate of success in EGB course)		
<b>Sweden</b>	No formal education	Upper secondary education (ISCED 3)	Tertiary education – first level (ISCED 5)
	Incomplete primary school	Post-secondary including pre-vocational or vocational education but not tertiary (ISCED 4)	Tertiary education – advanced level (ISCED 6)
	Primary education (ISCED 1)		
	Lower secondary education (ISCED 2)		
<b>Switzerland</b>	No formal education	Upper secondary specialised or vocational school (2 to 3 years of education: Diplommittelschule DMS, Fachmittelschule FMS, Verkehrsschule or similar)	Higher specialist and professional training (higher professional training with eidg. Fachausweis (Federal PET Diploma) / höhere Fachprüfung (Advanced Federal PET Diploma Examination) with eidg. Diplom (Federal Diploma), Meisterdiplom or equivalent training)
	No education completed (No educational attainment / primary education, up to 7 years of compulsory education)	Vocational training, full-time vocational school (2 to 4 years of education: vocational training, vocational and educational programme with eidg. Fähigkeitszeugnis [Federal VET Diploma] or Berufsattest [Federal VET Certificate] or equivalent and apprenticeship)	Professional and educational training college (Höhere Fachschule (HF) für Technik (or Technikerschule TS) / HF für Wirtschaft (or HKG) or similar higher technical college (2 years of full-time or 3 years of part-time study)
	Compulsory education (8 or 9 years of compulsory education / Realschule, Sekundarschule, Bezirksschule, Orientierungsschule, Progymnasium/Untergymnasium, special needs school)	Matura (baccalaureate-level) school (Matura / federal vocational Matura or specialised Matura)	University of applied sciences (Fachhochschule)
		Teacher training college (preparatory training for kindergarten, primary school, handicraft and home economics teachers)	University (Bachelor degree: ETH (federal institutes of technology), university-level teacher training colleges / university, ETH, university of applied sciences, university-level teacher training)
<b>Turkey</b>	(No formal education)	High school / vocational school at high school level	Universities
	Literate without any diploma	Training schools	Master's degree
	Primary school		Ph.D.
	Primary education		
	Junior high school / vocational school at junior high school level		

<b>United Kingdom</b>	(No formal education)	Higher education access courses	Undergraduate degree
	Nursery school		Master's degree
	Infant/ junior school/ basic adult literacy		HND/HNC/nursing degree, PG diplomas, NVQ/SVQ Levels 4/5
	Lower secondary school (age less than 14)		Doctorate
	Upper secondary school (GCSE/SCE, youth training/NTMA, A-level, Highers, NVQ/SVQ Level 3)		
<b>United States</b>	Less than a high school diploma (Grades 1 through 11 or no schooling)	High school graduate (Grade 12 with diploma or GED certificate)	Two-year associate degree from a college, university, or community college
		Technical, trade, vocational, or business school or program after high school	Four-year bachelor's degree from a college or university (e.g., BS, BA, AB)
		Some college - college, university, or community college - but no degree	Some postgraduate or professional schooling after graduating college, but no postgraduate degree (e.g., some graduate school)
			Postgraduate or professional degree, including master's, doctorate, medical, or law degree (e.g. MA, MS, PhD, MD, JD)

### Notes on specific countries

**France:** The questionnaire on educational attainment used by Gallup World Poll for France does not adequately reflect its education system.

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

## INDICATOR A9: How many students complete tertiary education?

	A9
	<a href="#">Methodology</a>
Australia	<a href="#">AUS</a>
Austria	<a href="#">AUT</a>
Belgium	<a href="#">BEL</a>
Brazil	
Czech Republic	
Denmark	<a href="#">DNK</a>
Estonia	
Finland	<a href="#">FIN</a>
France	
Ireland	<a href="#">IRL</a>
Israel	
Japan	
Korea	
Netherlands	<a href="#">NLD</a>
New Zealand	
Norway	
Portugal	<a href="#">PRT</a>
Slovenia	
Spain	
Sweden	<a href="#">SWE</a>
Turkey	
United Kingdom	<a href="#">UKM</a>
United States	<a href="#">USA</a>

### Sources and Methodology

#### **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 three years ( $N+3$ ). 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.

### **Countries that offer programmes of different durations within the same ISCED level**

Some countries offer programmes of different theoretical durations within a same ISCED level. Because the programmes have different durations, different years for new entrants are used for each program. As a result, the completion rate for the ISCED level as a whole cannot be calculated by summing up the raw data for new entrants and graduates and dividing one by the other.

In order to calculate the completion of the ISCED level in these cases, the OECD Secretariat proposes to calculate the completion rate of each programme separately and then weight each by the number of new entrants to each program. In other words, the calculation for completion rate of all programmes in a given ISCED level would be as follows:

$$CR_t = CR_1 * \frac{NewEntrants_1}{\sum_{i=1}^3 NewEntrants_i} + CR_2 * \frac{NewEntrants_2}{\sum_{i=1}^3 NewEntrants_i} + CR_3 * \frac{NewEntrants_3}{\sum_{i=1}^3 NewEntrants_i}$$

where  $CR_i$  is the completion rate of program  $i$ , where  $i = \{1, 2, 3\}$

The subscript  $t$  represents the total completion rate for the ISCED level.

This calculation can be done for the theoretical duration  $N$  for both cross-cohort and true-cohort methodologies, and for the timeframe  $N+3$  for true-cohort data.

### **Additional calculations for true cohort data**

The completion rate for countries that submit true-cohort data can go further and include more detailed information. In addition to calculating the completion rate of students that graduate at the same ISCED level (which is the only calculation possible for cross-cohort data), it is possible to take into account the successful reorientation of students into different ISCED levels. Thus, the completion rate of students who entered a given ISCED level can include students who transferred to a different level and graduated from it either within the original  $N$ , or the original  $N+3$ . This would be the case, for example, of a student who enters an ISCED 5 programme with a theoretical duration of 2 years ( $N = 2$ ), transfers to an ISCED 6 programme after the first year, and graduates from that ISCED 6 programme after three more years of studying. In this example, the student would be considered as “still in education” at  $N$ , and as graduated ISCED 6 by  $N+3$ .

Taking into account these transfers avoids underestimating the completion rate if there is a high rate of reorientation of students between different ISCED levels. It also provides interesting information in and of itself, as it sheds light on a country’s tertiary educational system, and can be of great importance to policymakers. The calculation of completion rate for entrants at a given ISCED level  $i$  taking into account reorientation between ISCED levels is as follows:

$$CR_i = \frac{Graduates_i + Graduates_{i-1} + Graduates_{i+1}}{Entrants_i}$$

where  $i$  corresponds to the ISCED level of entrance,  $i - 1$  to the previous ISCED level

and  $i + 1$  to the following ISCED level.

Once again, this calculation can be done at durations  $N$  and  $N+3$ .

For countries that submit true-cohort data it is also possible to calculate the share of students still in education and the share of students who have neither graduated nor are still enrolled – all of which is calculated within the timeframes of  $N$  and  $N+3$ . Both shares are calculated by dividing the number of students in the given situation by the number of new entrants.

Finally, countries were also asked to provide data on completion rate of part-time students. Given the difficulty in determining the theoretical duration of part-time studies, this information is gathered based on the timeframe deemed most relevant by the country for each ISCED level. The completion rate is then calculated as the number of part-time graduates divided by the number of part-time new entrants.

**Theoretical duration of each educational level and programme used for the calculation of tertiary completion rates**

	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent (long first degree)
Australia		3 years	
Austria	2 years	3 years	6 years
Belgium (Flemish Community)		3 years	
Brazil	2 years	Programmes of 4, 5 and 6 years	
Czech Republic	2 years	3 years	5 years
Denmark	2 years	3 years	5 years
Estonia		Programmes of 3 and 4 years	Programmes of 4 and 6 years
Finland		4 years	5 years
France	2 years	3 years	5 years
Ireland	1 year	Programmes of 3 and 4 years	
Israel		Programmes of 3 and 4 years	
Japan	2 years	4 years	6 years
Korea	2 years	4 years	
Netherlands		Programmes of 3 and 4 years	
New Zealand	2 years	3 years	
Norway	2 years	3 years	5 years
Portugal		3 years	Programmes of 4 and 5 years
Slovenia	3 years	4 years	6 years
Spain	2 years		
Sweden	2 years	3 years	Programmes of 4 and 5 years
Turkey	2 years	4 years	5 years
United Kingdom	Programmes of 2 and 3 years	Programmes of 3 and 4 years	4 years
United States	2 years	4 years	

**Completion rate for part-time students**

Given the difficulty in determining the theoretical duration of part-time studies, the information on part-time completion is gathered based on the time frame deemed most relevant by each country for each ISCED level. This time frame is chosen by countries based on the shortest time frame after which most part-time students have graduated or the number of part-time students completing their studies drops significantly. The completion rate is then calculated as the number of part-time graduates divided by the number of part-time new entrants N years before, where N is the duration chosen by each country.



## Notes on specific countries

**Australia:** The theoretical duration of three years for Australian bachelor degrees is the closest integer to the average duration of full-time bachelor degrees in Australia. However, the theoretical duration of Australian bachelor degrees varies between one and five years (or more) depending on the field of education and the prior study of a student. This means a proportion of students study longer programs that could not have been completed within three years. In addition, the completion rate data includes students who take time away from study and students who change courses and extend their study. Full-time study is defined in Australia as studying at least 0.75 of a full-time equivalent participation. Hence the completion rate at the theoretical duration should be used with caution for Australia, and the completion rate at theoretical duration plus three years is more representative of the proportion of students who complete a bachelor degree.

For more details on higher education completion rates in Australia please see Completion rates of domestic bachelor students 2005-2014: A cohort analysis (<https://www.education.gov.au/completion-rates-cohort-analyses>).

Completion rate data for short-cycle tertiary programmes are missing and for long first degrees (master's or equivalent) it is not applicable. [Back to main table for this indicator](#)

**Austria:** Completion rate of ISCED level 5 prog.05.04, that is insufficient for level completion, was excluded from the calculations. [Back to main table for this indicator](#)

**Belgium:** The definition of a part-time student in the Flemish Community is enrolment of less than 54 ECTS (full-time enrolment = 60 ECTS). This may be different in other countries. For full-time students, since a program is not divided into years but into a total amount of credits the person must obtain (e.g. 180 credits for a bachelor), we have defined full time as a student which is enrolled for more than 53 credits the year when he is a new entrant. [Back to main table for this indicator](#)

**Denmark:** Students in university programs (academic bachelor and master programs) may have jobs beside their study and in reality be part-time students. We have no information about this kind of part-time students. All students in the table are theoretically full-time students. [Back to main table for this indicator](#)

**Finland:** In data for completion rates by immigrant background the data on first generation immigrant background exclude international students, defined as those who have foreign citizenship. [Back to main table for this indicator](#)

**Ireland:** Included in ISCED 6 are Honours Bachelor medicine degrees which some of which are 5- or 6-year degrees. As they are not easily separated from the main data set they are included in ISCED 6, with a theoretical duration of 4 years. [Back to main table for this indicator](#)

**Netherlands:** So far the Netherlands has only been following one true cohort, which started in 2008/09, with all first-time entrants to tertiary education. So even though we have programmes of different durations in ISCED6 (3 and 4 years), we have to use the same entry cohort for both types of programmes. [Back to main table for this indicator](#)

**Portugal:** Definition of the international student is "Country of upper secondary diploma" from 2013/2014. Until 2013/2014 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). [Back to main table for this indicator](#)

**Sweden:** Since there is a delay between completing a programme and receiving the degree, we have added a year for completion rate so that there will not be an underestimation of the number of students who have completed their studies within the theoretical duration. This means we have a slight overestimation instead, but this is a smaller error. The data for N is therefore really for N+1 in this version of our survey. [Back to main table for this indicator](#)

**United Kingdom:** Universities report duration of programme individually for each programme; these range from less than one to over six years. Part-time students studying at less than 30% intensity are excluded from all data. Students on modules are excluded from all data. Students studying on 1, 4, 5 or 6 year courses have been omitted from the completion rates due to low numbers. Where the total number of students within a category was below 25, these have been suppressed. [Back to main table for this indicator](#)

**United States:** In prior edition of *Education at a Glance* (EAG), the United States used cross section data for the duration component of the survey. Starting with EAG 2016, the United States used a true-cohort method. For EAG 2016, the data source is the Beginning Post-secondary Students Longitudinal Study (BPS). The BPS surveys cohorts of first-time, beginning students at three points in time: at the end of their first year, and then 3 and 6 years after first starting in post-secondary education. It collects data on a variety of topics, including student demographic characteristics, school and work experiences, persistence, transfer, and degree attainment. Cohort

members of the most recent completed BPS study, BPS:04/09, were initially surveyed at the end of their first academic year (2003-04) and then received invitations to participate in follow-up surveys at the end of their third (2005-06) and sixth (2008-09) years after entry in to post-secondary education. The theoretical duration of studies at both ISCED 5 and ISCED 6 was determined (for the purposes of this data collection) by the duration theoretical duration of the level if a student participated full time. [Back to main table for this indicator](#)

## **CHAPTER B: FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION**

[Indicator B1: How much is spent per student?](#)

[Indicator B2: What proportion of national wealth is spent on education?](#)

[Indicator B3: How much public and private investment in education is there?](#)

[Indicator B4: What is the total public spending on education?](#)

[Indicator B5: How much do tertiary students pay and what public support do they receive?](#)

[Indicator B6: On what services and resources is education funding spent?](#)

[Indicator B7: What factors influence the level of expenditure on education?](#)

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

**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

	<a href="#">B1</a>	<a href="#">B2</a>	<a href="#">B3</a>	<a href="#">B5</a>	<a href="#">B6</a>	<a href="#">B7</a>
Australia		<a href="#">AUS</a>				
Austria						
Belgium	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BFL</a>		
Brazil						
Canada						
Chile						
Czech Republic	<a href="#">CZE</a>	<a href="#">CZE</a>				
Denmark		<a href="#">DNK</a>				
Estonia						
Finland		<a href="#">FIN</a>				
France	<a href="#">FRA</a>	<a href="#">FRA</a>	<a href="#">FRA</a>	<a href="#">FRA</a>		
Germany	<a href="#">DEU</a>	<a href="#">DEU</a>				
Greece						
Hungary		<a href="#">HUN</a>		<a href="#">HUN</a>	<a href="#">HUN</a>	
Iceland						
Ireland				<a href="#">IRL</a>	<a href="#">IRL</a>	
Israel		<a href="#">ISR</a>			<a href="#">ISR.ISR</a>	
Italy	<a href="#">ITA</a>					
Japan		<a href="#">JPN</a>	<a href="#">JPN</a>	<a href="#">JPN</a>		
Korea	<a href="#">KOR</a>			<a href="#">KOR</a>		
Luxembourg		<a href="#">LUX</a>				
Mexico	<a href="#">MEX</a>					
Netherlands						
New Zealand	<a href="#">NZL</a>	<a href="#">NZL</a>				<a href="#">NZL</a>
Norway	<a href="#">NOR</a>			<a href="#">NOR</a>	<a href="#">NOR</a>	
Poland	<a href="#">POL</a>					
Portugal						
Russian Federation						
Slovak Republic				<a href="#">SVK</a>		
Slovenia						
Spain	<a href="#">ESP</a>					
Sweden	<a href="#">SWE</a>			<a href="#">SWE</a>	<a href="#">SWE</a>	
Switzerland	<a href="#">CHE</a>	<a href="#">CHE</a>	<a href="#">CHE</a>	<a href="#">CHE</a>		
Turkey				<a href="#">TUR</a>		
United Kingdom				<a href="#">UKM</a>		
United States				<a href="#">USA</a>		

## Changes in the coverage of all indicators introduced in Education at a Glance 2016

Data published in the 2016 edition are based on ISCED 2011 and not on ISCED 97 as in editions before 2014. For more information on the change in the classification see “About the new ISCED 2011 classification”. Indicators B1, B2, B3, B4 and B6 cover all ISCED levels except ISCED 0. In these indicators, only total for ISCED 1 to 8 is included. Programmes not distributed by ISCED level were excluded from the calculation of totals this year. Data on ISCED 0 have been included in Chapter C, Indicator C2 (notes related to data on expenditure on ISCED 0 are included in this annex).

**Norway:** Due to the high impact of oil prices on the GDP, the figures published in the publication can be significantly different if the Mainland GDP or GDP deflator are used in Indicators B1, B2, B3 and B4 (and for trend indicators shown in these indicators). The tables published in Education at a Glance **are based on** Mainland GDP and GDP deflator to better describe real changes in expenditure. [Back to main table for this Indicator](#)

**United States:** Data for ISCED levels 5-8 include some ISCED 4 level education that occurs at institutions offering programs at ISCED level 5 or higher. Distributions of funds among ISCED levels 0, 1, 2, and 3 are estimated. [Back to main table for this Indicator](#)

**France:** Expenditure on education is estimated every year with methods, concepts and a coverage which evolve periodically. For 2013 data, a correction has been made on local government expenditure that consists in excluding double counting concerning some expenditure for ancillary services. As a result, the expenditure on education published in the 2016 edition is a little smaller than in the previous editions. Trends data from 1995 to 2011 have been reviewed including this revision, 2012 data will be updated for *Education at a Glance* (EAG) 2017. [Back to main table for this Indicator](#)

**Estonia:** Expenditure data for the year 2013 are derived from the Public Sector financial Statements System. Previous data are derived from to the Survey Educational expenditure and State Accounting System. Due to the different data sources used in chapter B, comparison between years should be done with caution.

### General notes

Expenditure reported in *Education at a Glance* are collected by source of funds, type of transaction, and level of education (Indicators B2, B3, and B4) or by type of institutions, nature of expenditure, and level of education (Indicators B1, B2, and B6).

# INDICATOR B1: How much is spent per student?

See also notes on [Indicator B2](#). [Back to main table for this Indicator](#)

## Methodology

### **Reference period**

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 in order to compute expenditure per student.

In order to match the enrolment data with the financial year 2013, a weighted average of the enrolment data for the academic years 2012/13 and 2013/14 was calculated. The data were weighted in accordance with the proportion of each school year that fell within the financial year 2013 (see Annex 2). [Back to main table for this Indicator](#)

The number of students is adjusted to the financial year in the methodology to calculate expenditure per student.

### **Research & Development (R&D) data:**

Within the OECD Secretariat, two data collections include expenditure on Research and Development in tertiary institutions: the UOE data collection used for the preparation of indicators published in *Education at a Glance* and the data collected by the National Experts on Science and Technology Indicators (NESTI).

Since 2004, work towards better convergence of R&D expenditure data from both sources led to progress in the comparability of R&D expenditure from these two sources, even if some differences can exist between the two data collections as a result of the different scope of data collections.

To improve the understanding of data on R&D expenditure, the table below show expenditure on Research and Development collected in these two data collections and explain, when there are significant differences between both values, the reasons for these differences.

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

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

**United States:** Funds for major federal R&D centres administered by universities are excluded. [Back to main table for this Indicator](#)

### **Trend data collection (financial years 1995, 2000, 2005, 2008, 2009, 2010, 2011 and 2012)**

The trend data on expenditure were reviewed and updated during the UOE 2015 data collection consistently with 2013 data.

All expenditure data, as well as the GDP for 1995, 2000, 2005, 2008, 2009, 2010, 2011 and 2012 are adjusted to 2013 prices using the GDP price deflator. [Back to main table for this Indicator](#)

## Notes on specific countries

See also notes on [Indicator B2](#).

**Belgium:** Data on the German-speaking Community are not included in the indicator. Data on independent private institutions are not integrated in the UOE data collection for both the Flemish Community and the French Community. [Back to main table for this Indicator](#)

**Czech Republic:** Level 5 in ISCED 2011 includes only students of conservatoires. [Back to main table for this Indicator](#)

**Italy:** Short-cycle tertiary education is practically negligible compared to total tertiary level. Therefore, values for total tertiary level are not substantially affected by missing values for short-cycle programmes. [Back to main table for this Indicator](#)

**France:** For 2013 data, a correction has been made on local government expenditure that consists in excluding double counting concerning some expenditure for ancillary services. Trends data from 1995 to 2011 have been reviewed including this revision, 2012 data will be updated next year. [Back to main table for this Indicator](#)

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

**Korea:** Expenditure on some educational programmes provided by ministries other than the Ministry of Education is excluded (police college, polytechnic college, military academy, etc.). Since fiscal year 2010, “Edufine System”, which is the revised Korean financial data collection system, has been applied to elementary and secondary education. Therefore, the UOE financial data collection survey method has been modified. [Back to main table for this Indicator](#)

**Luxembourg:** The small difference between general and vocational programmes (see also Indicator C1) 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.

Expenditure of central level of government (*i.e.* for development of curricula, psychological aid or academic/professional guidance, or part of transport services); have 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. [Back to main table for this Indicator](#)

**Mexico:** Only public expenditure on separately funded or separately budgeted research is included. [Back to main table for this Indicator](#)

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

**Norway:** Public spending on educational core services is included for all ISCED levels as well as public spending on university research. Public spending on ancillary services is partly covered in tertiary education only. Public spending on private enterprises to cover the cost of apprenticeship training in upper secondary level (ISCED3) is included (as public expenditures). Private spending covers tuition fees in short-cycle tertiary programmes (ISCED 5) only. [Back to main table for this Indicator](#)

**Poland:** Expenditure, particularly private expenditure, is underestimated. [Back to main table for this Indicator](#)

**Spain:** Expenditure for retirement of personnel other than teachers in public institutions is not included.

Expenditure on ancillary services at the tertiary level are 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. [Back to main table for this Indicator](#)

**Switzerland:** Private expenditure for dual-track VET programmes undertaken by enterprises at the upper secondary level is included. [Back to main table for this Indicator](#)

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

# INDICATOR B2: What proportion of national wealth is spent on education?

## Methodology

The “domestic” approach (reference to GDP) is preferred to the “national” one (reference to GNP) in the calculation of Indicator B2 because it is consistent with other concepts used in education statistics and in the UOE data collection. Thus, educational programmes and providers and student mobility are considered in the UOE data collection from the domestic point of view. For example, funds from international agencies and other foreign sources are included in the educational expenditure requested; the coverage of the statistics on enrolments or on the activities of education institutions is made on a domestic basis, *i.e.* the host country must report enrolments of foreign students and the educational activities of foreign institutions.

The figures reported in Table B2.3 should not be compared with Education at a Glance 2015 because the data used to calculate the public and private expenditure has changed.

## GDP data

The theoretical framework underpinning the calculation of GDP has been provided for many years by the United Nations’ publication, *A System of National Accounts*, which was released in 1968. Updated versions were released in 1993 and 2008 (commonly referred to as SNA93 and SNA2008).

Statistics on educational expenditure relate to the financial year 2013. 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**, **Japan**, the **United Kingdom** and the **United States** (see Annex 2). [Back to main table for this Indicator](#)

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

## Notes on specific countries

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

Expenditure on vocational programs (ISCED 2 to 4) and short-cycle tertiary programs (ISCED 5) is under estimated since expenditure data for independent private vocational institutions is not available. [Back to main table for this Indicator](#)

**Belgium:** Data on the German-speaking Community are not integrated into the data for Belgium in the 2015 UOE data collection.

In Table B2.3 private expenditure is underestimated since payments to independent private institutions are not integrated. [Back to main table for this Indicator](#)

**Czech Republic:** Data from the Ministries of Justice, Defence and Internal Affairs are not included. [Back to main table for this Indicator](#)

**Denmark:** The allocation of expenditure on primary and lower secondary education is estimated on the basis of the corresponding enrolments. [Back to main table for this Indicator](#)

**Finland:** Government transfers and payments to private entities, except financial aid to students, are excluded. [Back to main table for this Indicator](#)

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

Private expenditure on education is not fully covered. For example, expenditure on the cost of in-house training in enterprises is not covered. [Back to main table for this Indicator](#)



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

**Hungary:** Up to 2011 data do not include the private expenditure of private educational institutions. [Back to main table for this Indicator](#)

**Israel:** Scholarships and other grants to students include the gross amount of student loans. Expenditure by non-profit institutions of own sources is not included. [Back to main table for this Indicator](#)

**Japan:** Expenditure on specialised training colleges, “miscellaneous schools” and educational administration are not allocated by level. Free Tuition Fee at Public High Schools / High School Enrolment Support Fund have commenced in April 2010. Under these systems, tuition is not charged at public high schools. In private high schools, students receive the same amount of financial support as public high school tuition, depending on their financial situation. In addition, private high school students with lower household income can receive extra financial support. [Back to main table for this Indicator](#)

**Luxembourg:** At the tertiary level, Luxembourg spends about half of public budget to fund Luxembourgish students studying abroad. As public funds devoted to students abroad is not taken into account in Chapter B, expenditure on tertiary education as a percentage of GDP and of total public expenditure is largely underestimated. [Back to main table for this Indicator](#)

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

**Switzerland:** Private expenditure for dual-track VET programmes undertaken by enterprises at the upper secondary level is included. [Back to main table for this Indicator](#)

## INDICATOR B3: How much public and private investment in education is there?

### *Methodology*

#### **Calculation of the index in Indicator B3**

All expenditure reported was expressed in 2008 constant USD, adjusted to the 2008 price level using the GDP deflator (see Annex 2). The data on expenditure for 2000 to 2012 were obtained by a survey updated in 2016. [Back to main table for this Indicator](#)

### *Notes on specific countries*

See notes on Indicators [B1](#) and [B2](#). [Back to main table for this Indicator](#)

**Belgium:** Private expenditure is underestimated since data on payments to independent private institutions are not collected/not available.

In the Flemish Community the distinction between private expenditure imposed by institutions and not imposed by institutions can be made. For Flanders the data are fully integrated. [Back to main table for this Indicator](#)

**France:** Private expenditure on education is not fully covered. For example, expenditure on the cost of in-house training in enterprises is not covered. In France, scholarships are allocated to general purposes; we cannot distinguish the part attributable to educational institutions from the part that is not attributable to educational institutions. Therefore, the proportion of scholarships used for tuition and other fees to educational institutions is estimated by using the proportion of households payments dedicated to ancillary services (as in France, students receiving scholarships do not pay tuition fees). [Back to main table for this Indicator](#)

**Japan:** Free Tuition Fee at Public High Schools / High School Enrolment Support Fund have commenced in April 2010. Under these systems, tuition is not charged at public high schools. In private high schools, students receive the same amount of financial support as public high school tuition, depending on their financial situation. In addition, private high school students with lower household income can receive extra financial support. [Back to main table for this Indicator](#)

**Switzerland:** Private expenditure for dual-track VET programmes undertaken by enterprises at the upper secondary level is included. [Back to main table for this Indicator](#)

## INDICATOR B4: What is the total public spending on education?

### Data on total public expenditure

The theoretical framework underpinning the calculation of total public expenditure has been provided for many years by the United Nations' publication *A System of National Accounts*, which was released in 1968. Updated versions were released in 1993 and 2008 (commonly referred to as SNA93 and SNA2008).

Total public expenditure on all services, excluding education, includes the expenditure on debt servicing (*i.e.* interest payments) that is not included in public expenditure on education. The reason for this exclusion is that some countries cannot separate interest payment outlays for education from those for other services. This means that public expenditure on education as a percentage of total public expenditure may be underestimated in countries in which interest payments represent a large proportion of total public expenditure on all services.

See notes on [Indicator B2](#) for more information on GDP. [Back to main table for this Indicator](#)

# INDICATOR B5: How much do tertiary students pay and what public support do they receive?

## Methodology and general notes

Data on tuition fees charged by educational institutions were collected through a survey in 2015 and refer to the academic year 2013/14. The figures represent the weighted average of the main tertiary programmes and do not cover all educational institutions. The figures reported can be considered as good proxies and show the difference among countries in terms of tuition fees charged by the main educational institutions and for the majority of students. The data have been sent by countries in national currencies and they have been converted to USD using purchasing power parities.

Tuition and fees are only a part of the cost of attendance to tertiary studies (for example, they represent about half of the total cost of attendance in the United States). Living costs are another major factor. Books and supplies are significant as well. Living costs and costs related to books and supplies can also affect decisions to enrol in tertiary programmes.

## Notes on specific countries

See notes on [Indicator B2](#).

**Australia:** The data for Indicator B5 is for the 2013 calendar year except for the following: in Table B5.2 the index of change is between 2003 and 2013 (columns 2 and 3); and in Table B5.4 the number of students who benefit from a student loan refers to calendar years 2005 (for columns 6 and 9) and 2013 (for columns 7 and 10). [Back to main table for this Indicator](#)

**Flemish Community of Belgium:** In adult education, some students pay a lower fee (for example unemployed students who do follow a training not recognized 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 recognized by the Flemish Employment and Vocational Training Service,...). For the students in associate degree - nursing programmes there is no tuition fee charged by the institutions. [Back to main table for this Indicator](#)

**France:** Registration fees: There is no registration fee for some training (public STS or CPGE). In public universities, the registration fees are defined by a ministerial decree. Thus, for educational institutions depending from the Ministry of Higher Education, fees amount to USD 216 for a bachelor's, USD 300 for a master's, USD 458 for a doctorate and USD 715 for an engineer diploma. In the other public educational institutions, registration fees greatly vary from one institution to the other and they are usually much higher than those set for universities (public institutions) and can reach up to USD 11 800. In any case, the average fees reported in the tables do not take account of the registration fees exemption or adjustments awarded to students who are granted scholarships or to students based on their socio-economic background. [Back to main table for this Indicator](#)

Regarding private educational institutions, there are no official sources on the amounts of the registration fees; the fees shown are rough estimates with no statistical or regulatory nature. Scholarships holders: Only scholarships based on socio-economic conditions and granted to students in educational institutions depending from the Ministry of Higher Education are taken into account. [Back to main table for this Indicator](#)

**Hungary:** Student loan data come from the Student Loan Centre Ltd. In Hungary, students are either fully financed through a state scholarship; partially financed through a state scholarship (50% of the cost of studies), or pay the full cost of studies. The financial contribution of students can be called "cost-refunding" or "tuition fee" which is charged by the institutions and is different by institutions and by fields of training. [Back to main table for this Indicator](#)

In Hungary, the student loan scheme is considered to be private because the funds are raised on the money market and there are no direct subsidies, although it has characteristics of a public scheme as well (universal access, state regulation, state-owned company, relatively preferential rate). In Table B5.4, the average annual gross amount of loan available to each student refers to the maximum available amount for every student eligible for the loan every semester. The interest rate is variable with a half-yearly interest rate period. This rate is not subsidised by the state budget and has three elements: cost of funding, risk premium and operation premium, but no profit margin. The loan scheme was launched in 2001, the repayments started in 2003, and thus as a

result of the lack of historic data, only expectations on the duration of typical amortisation period can be indicated. A tied-use loan (“Diákhitel2”) has been available to eligible students for study-related expenses since academic year 2012/2013, in addition of the existing free-use loan (“Diákhitel1”). [Back to main table for this Indicator](#)

**Ireland:** Students in tertiary education benefit from subsidised bus and rail travel (systems owned and funded by the state). The expenditure involved in this subsidy is currently unknown. Students in tertiary colleges and universities can make use of limited on-campus medical facilities funded both from central (exchequer) grants and from the registration fees paid by students. The level of government funding in this area is not known. [Back to main table for this Indicator](#)

**Japan:** The Japan’s data refers to only public loan of student support system subsidised by the central government through scholarship loans implemented by Japan Student Services Organisation. [Back to main table for this Indicator](#)

**Korea:** Students in bachelor’s, master’s, doctoral or equivalent programme can benefit either from an Income Contingent Student Loans (covering fully the tuition fees – no maximum limit for the loan – with a stipend of 3 million won a year); or a General Instalment Student Loans (varying between 40 and 60 million won for undergraduates, between 60 and 90 million won for graduates; with a stipend of 2 million won a year). [Back to main table for this Indicator](#)

Eligibility rules for student loans (Undergraduate students whose universities or colleges have signed to a convention with the secretary of Ministry of Education or the head director of Korea Student Aid Foundation) vary according to the type of loans. For an Income Contingent Student Loan, they include: 35 years old or younger people, within the 7th income decile or below, and who took 12 credits or more and gained 70 points or higher (maximum 100 points). For a General Instalment Student Loan they include: 55 years old or younger people, within the 8th income decile or above, who took 12 credits or more, and gained 70 points or higher (maximum 100 points). Income level condition is not applied to graduate students. In table B5.5: conditions for remission also include an interest relief of stipend loan of Income Contingent Student Loans until the debtor reaches a certain income threshold. [Back to main table for this Indicator](#)

**Norway:** Students who do not benefit from either loans or grants include both students that do not apply for support and those who no longer are entitled to student support due to academic delay, etc. Students who just benefit from grants are those who choose to apply for grants only. [Back to main table for this Indicator](#)

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

**Sweden:** All national students are entitled to government grants and loans to finance their studies. The continued entitlement is conditional upon their pass in their previous studies. There is also an income threshold. [Back to main table for this Indicator](#)

**Switzerland:** Fees for health insurance are publicly subsidised for students from low-income backgrounds. These subsidies amount to several tens of millions of CHF but are excluded. [Back to main table for this Indicator](#)

**Turkey:** Data on students receiving scholarships/grants include only those receiving scholarships/grants from public institutions. Since scholarships provided by private institutions are not included in the figures, the percentage of students that receive scholarships/grants is underestimated. [Back to main table for this Indicator](#)

**United Kingdom:** Data on tuition fees in refer to England only. [Back to main table for this Indicator](#)

**United States:** Differences in tuition fees by field of education are a result of differences in tuition charged at different institutions, not differences in tuition fees charged within an institution for different fields of education. Generally, within an institution the charge for tuition fees is the same for all fields of education at an ISCED level.

**Tuition fees:** If tuition is charged on a per-credit-hour basis, the average full-time credit hour load for an entire academic year is used to estimate average tuition. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception. Tuition data are from a 2011-12 national survey - these are the most recent survey data the U.S. is able to provide.

**Student loans:** The United States has several models for loan repayment, one of which allows students whose loans represent a significant portion of or exceeds their annual income to switch from a standard repayment plan (10 years) to an income-based repayment plan. [Back to main table for this Indicator](#)

# INDICATOR B6: On what services and resources is education funding spent?

See also notes on Indicators [B1](#) and [B2](#).

## Sources

[See Indicator B1](#)

## Notes on specific countries

### **Coverage of ancillary services**

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

**Hungary:** The expenditure on primary to upper secondary levels (ISCED levels 1 to 3) is estimated on the basis of the number of students at each level. [Back to main table for this Indicator](#)

**Ireland:** Ancillary services at the primary to post-secondary non-tertiary level include only school transport. [Back to main table for this Indicator](#)

**Israel:** Ancillary services are included in total expenditure on educational institutions. [Back to main table for this Indicator](#)

**Norway:** Expenditure on ancillary services includes welfare services, preparation of studies abroad and contributions to housing on campus in tertiary education. No ancillary services are estimated for primary, secondary and post-secondary non-tertiary levels (ISCED 1-4). [Back to main table for this Indicator](#)

### **R&D coverage (see Indicator B1)**

### **Notes on distribution of current and capital expenditure**

**Israel:** Total personnel compensation includes taxes on employment. Current expenditure other than compensation of personnel includes other expenditures and consumption of fixed capital. [Back to main table for this Indicator](#)

**Sweden:** School and university buildings are rented. Rent payments are included in current expenditure. [Back to main table for this Indicator](#)

# INDICATOR B7: What factors influence the level of expenditure on education?

## Methodology

Contribution of various factors to salary cost per student

Method: This table shows the salary cost per student at the upper secondary level of education, as a percentage of GDP per capita, the difference from the OECD average and the contribution of various factors to the difference from the OECD average. The salary cost per student is calculated as the teacher's salary multiplied by annual instruction time for the student, divided by the annual amount of teaching time of teachers and the average class size.

$$CCS = SAL \times instT \times \frac{1}{teachT} \times \frac{1}{ClassSize} = \frac{SAL}{Ratio_{stud / teacher}}$$

Data used refer to *Education at a Glance*: salaries (SAL) refer to statutory salaries of teachers with 15 years of experience and minimum training (Indicator D3); instruction time (instT) refers intended instruction time for 15-year-olds (Indicator D1); teaching time (teachT) refers to net teaching time (Indicator D4); and class size (ClassSize) has been estimated based on the ratio of students to teaching staff, teaching time and instruction time (see Box D2.1 in Indicator D2). Some estimation has been made for missing data.

For explanation of the method used, see Bulletins 29 and 31 available in "statistics" section on <http://www.meq.gouv.qc.ca>. [Back to main table for this Indicator](#)

### Contribution of various factors to explain the difference between two variables

The analysis of the contribution of various factors to a difference between two variables is assessed, based on an assumption relating to the mathematical relationship between these variables and the explanatory factors (based on method shown in Education Statistics Bulletin (n°29 and 31 and further explanations from Marius Demers (Ministère de l'Éducation, du Loisir et du Sport, Québec, Canada).

For example, for two countries (Country 1 and Country 2):

$$X_1 \equiv Q_1 \times R_1 \times S_1 \times T_1$$

$$X_2 \equiv Q_2 \times R_2 \times S_2 \times T_2$$

then:

$$\frac{X_2}{X_1} = \frac{Q_2 \times R_2 \times S_2 \times T_2}{Q_1 \times R_1 \times S_1 \times T_1}$$

and,

$$1 + \frac{X_2 - X_1}{X_1} = \left(1 + \frac{Q_2 - Q_1}{Q_1}\right) \times \left(1 + \frac{R_2 - R_1}{R_1}\right) \times \left(1 + \frac{S_2 - S_1}{S_1}\right) \times \left(1 + \frac{T_2 - T_1}{T_1}\right)$$

Which can also be written as:

$$1 + V = (1 + U) \times (1 + W) \times (1 + Y) \times (1 + Z)$$

where:

$$V = \frac{X_2 - X_1}{X_1}, \quad U = \frac{Q_2 - Q_1}{Q_1}, \quad W = \frac{R_2 - R_1}{R_1}, \quad Y = \frac{S_2 - S_1}{S_1}, \quad Z = \frac{T_2 - T_1}{T_1}$$

The right part of the equation can also be written as:

$$V = U + W + Y + Z + UW + UY + UZ + WY + WZ + YZ + UWY + UWZ + UYZ + WYZ + UWYZ$$

where, « V » is the relative variation between X<sub>2</sub> and X<sub>1</sub> (V = (X<sub>2</sub> - X<sub>1</sub>)/X<sub>1</sub>).

Then, the contribution of the different explanatory factors to the relative variation between  $X_2$  and  $X_1$  is:

i) for factor « Q »:

$$U + \frac{UW}{2} + \frac{UY}{2} + \frac{UZ}{2} + \frac{UWY}{3} + \frac{UWZ}{3} + \frac{UYZ}{3} + \frac{UWYZ}{4} = A$$

ii) for factor « R »:

$$W + \frac{UW}{2} + \frac{WY}{2} + \frac{WZ}{2} + \frac{UWY}{3} + \frac{UWZ}{3} + \frac{WYZ}{3} + \frac{UWYZ}{4} = B$$

iii) for factor « S »:

$$Y + \frac{UY}{2} + \frac{WY}{2} + \frac{YZ}{2} + \frac{UWY}{3} + \frac{UYZ}{3} + \frac{WYZ}{3} + \frac{UWYZ}{4} = C$$

iv) for factor « T »:

$$Z + \frac{UZ}{2} + \frac{WZ}{2} + \frac{YZ}{2} + \frac{UWZ}{3} + \frac{UYZ}{3} + \frac{WYZ}{3} + \frac{UWYZ}{4} = D$$

where:  $A + B + C + D = V$

With this method, we measure the direct and indirect contribution of each factor to the variation of the variable between the two countries. For example, if a worker receives a 10% increase of the hourly wage and increases the number of hours of work from 20%, his earnings will increase from 32%, resulting from the direct contribution of each of these variations (0.1 + 0.2) and the indirect contribution of these variations due to the combination for these two factors (0.1\*0.2).

The contribution of explanatory factors to the absolute difference between the two variables ( $X_2 - X_1$ ) is:

i) factor « U »:

$$\frac{A}{V} \times (X_2 - X_1) = AX_1 = a$$

ii) factor « R »:

$$\frac{B}{V} \times (X_2 - X_1) = BX_1 = b$$

iii) factor « S »:

$$\frac{C}{V} \times (X_2 - X_1) = CX_1 = c$$

iv) factor « T »:

$$\frac{D}{V} \times (X_2 - X_1) = DX_1 = d$$

with

$$a + b + c + d = X_2 - X_1$$

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

### Notes on specific countries

**New Zealand:** The salary cost of teachers per student at upper secondary level (ISCED 3) is computed based on salaries and teaching time data relating to general upper secondary programmes. However, the ratio of student to teaching staff used for the computation refers to all programmes at upper secondary level. This may lead to some bias in the computation, especially for countries with large differences in the ratio of student to teaching staff between general and vocational programmes. [Back to main table for this Indicator](#)



## **CHAPTER C: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION**

[Indicator C1: Who participates in education?](#)

[Indicator C2: How do early childhood education systems differ around the world?](#)

[Indicator C3: How many students are expected to enter tertiary education?](#)

[Indicator C4: Who studies abroad and where?](#)

[Indicator C5: Transition from school to work: Where are the 15-29 year-olds?](#)

[Indicator C6: How many adults participate 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.

**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.

## INDICATOR C1: Who participates in education?

C1	
Australia	
Austria	AUT
Belgium	BEL
Brazil	BRA
Canada	CAN
Chile	
Czech Republic	
Denmark	
Estonia	EST
Finland	
France	
Germany	DEU
Greece	
Hungary	HUN
Iceland	
Ireland	
Israel	ISR
Italy	ITA
Japan	
Korea	
Luxembourg	LUX
Mexico	
Netherlands	NLD
New Zealand	
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	
Spain	ESP
Sweden	SWE
Switzerland	CHE
Turkey	
United Kingdom	UKM
United States	USA

## Methodology

### *Reference dates*

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

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

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%.

## Classification

Educational institutions are classified as either public or private according to whether a public agency or a private entity ultimately has the power to make decisions concerning the institution's affairs. The extent to which an institution receives its funding from public or private sources does not determine the classification of the institution. An institution is classified as private if it is controlled and managed by a non-governmental organisation (e.g. a church, a trade union or a business enterprise), or if its governing board consists mostly of members not selected by a public agency. The terms "government-dependent" and "independent" refer only to a private institution's degree of dependence on funding from government sources; they do not refer to the degree of government direction or regulation. A government-dependent private institution is one that receives more than 50% of its core funding from government agencies. An independent private institution is one that receives less than 50% of its core funding from government agencies.

*Sources:* For OECD countries, see Annex: UOE data collection sources. [Back to main table for this indicator](#)

## Notes on specific countries

**Austria:** Data excludes participants in short courses for sports instructors. [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. [Back to main table for this indicator](#)

**Brazil:** People in military career are excluded. Special education programmes are included in Table C1.3. [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. [Back to main table for this indicator](#)

**Estonia:** Only children 3 years old and older in kindergarten groups and mixed groups are counted under ISCED 0. [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. Also, the reference year for table C1.5 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. [Back to main table for this indicator](#)

**Hungary:** Compulsory education starts in the calendar year when the child turns 6 until 31 August, but not more than one year later, and ends when the student turns 16. As regards students that began their studies in 9th grade in the 2011/2012 school year or earlier, their compulsory education shall terminate at the end of the school year in which they turn 18. [Back to main table for this indicator](#)

**Israel:** Israel has mandatory military service from ages 18 to 21 for men and 18 to 20 for women. This postpones the age of enrolment in post-secondary and tertiary education. [Back to main table for this indicator](#)

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

**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](#)

**The 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).

**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 2004/2005 one year of obligatory pre-school education for 6-year-olds was introduced by the Ministry of National Education and Sport. Since September 2011 the start of compulsory education was extended to the final stage of pre-primary education, and further lowered to age 5. Since September 2015, ECEC places are to become a legal entitlement for four-year-olds, which will be extended to three-year-olds from September 2017. [Back to main table for this indicator](#)

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

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

**Sweden:** A short post-secondary education program for adults has been discontinued. Even if the programme was small it was a significant part of the general education at ISCED level 4. This was already reflected in the UOE data collection 2012. [Back to main table for this indicator](#)

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

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

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

## INDICATOR C2: How do early childhood education systems differ around the world?

<u>C2</u>	
Australia	
Austria	
Belgium	<a href="#">BEL</a>
Brazil	
Canada	
Chile	
Czech	
Denmark	
England	
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Luxembourg	<a href="#">LUX</a>
Mexico	
Netherlands	
New Zealand	<a href="#">NZL</a>
Norway	
Poland	
Portugal	
Russian	
Saudi Arabia	
Slovak	
Slovenia	
Spain	
Sweden	
Switzerland	<a href="#">CHE</a>
Turkey	
United	
United	

## General notes

In ISCED 2011, level 0 covers early childhood education for all ages, including very young children. Programmes are sub-classified into two categories depending on age and the level of complexity of the educational content: early childhood educational development (code 0.1) and pre-primary education (code 0.2).

Early childhood educational development programmes (code 0.1) are generally designed for children younger than 3. Data from age-integrated programmes designed to include children both younger and older than 3 should be allocated to 0.1 and 0.2, according to the age of the children, as indicated above. This may involve estimation of expenditures and personnel at levels 0.1 and 0.2, respectively.

However, some countries internally define early childhood education more broadly than others. Thus, the comparability of international statistics on programmes at ISCED level 0 depends on each country's willingness and ability to report data for this level according to a standard international definition, even if that definition diverges from the one that the country uses in compiling its own national statistics. In this regard, the data reported in *Education at a Glance* (EAG) as ISCED level 0 programmes may differ from national reporting of early childhood education.

To ensure international comparability of data, several criteria need to be met to determine whether or not a programme should be classified as ISCED level 0 and included in reporting. For a programme to be reported as ISCED level 0 it must:

- Have adequate intentional educational properties.
- Be institutionalised.
- Be targeted at children within the age range starting from age 0 up to the age of entry into ISCED level 1 education.
- Meet the minimum intensity/duration (intensity of at least 2 hours per day; and duration of at least 100 days a year).

Programmes should wherever possible also:

- Have a regulatory framework recognised by the relevant national authorities.
- Have trained or accredited staff as per the appropriate regulatory framework. Programmes that provide childcare only (i.e. supervision, nutrition and health) are excluded from this indicator. Where both educational and non-educational programmes exist and it is possible to enrol in each independently, only the educational programmes are reported in Indicator C2. For example, in an institution that offers a daytime educational programme as well as extended afternoon or evening childcare programmes, and where parents may choose to enrol their child in either or both programmes, only the daytime educational programme is reported in Indicator C2. Integrated programmes in which the non-educational portion is greater than the educational portion may be included as long as the educational portion meets certain criteria.

ISCED level 0 also excludes purely family-based arrangements that may be purposeful but do not meet the UOE definition of a "programme" (e.g. informal learning by children from their parents, other relatives or friends is not included under ISCED level 0). Also excluded are learning activities delivered from private homes or other institutionalised centres that are outside the jurisdiction of an appropriate national early childhood education authority or regulatory body, regardless of whether the activities are organised in the style of an approved early childhood education programme. An example of this would be a private citizen who, of his or her own volition, provides learning opportunities for young children that nominally meet the ISCED level criteria around intentional education, intensity/duration and staff qualification requirements, but who is not recognised by an authorising body.

Examples of programmes to be excluded from reporting include:

- Programmes where attendance can be ad-hoc or of a drop-in style where individual children will not experience a continuity of structured learning opportunities.
- Short-duration programmes, such as vacation care, which may have an educational curriculum but not a sustained period of instruction or learning opportunities.
- Programmes with intentional educational properties but with no minimum level of attendance, such as when parents are free to choose an intensity and duration of their child's attendance that does not meet the ISCED level 0 criteria.
- Early childhood services that are open for extended hours and provide intentional educational activities during these hours, but do not require a minimum intensity/duration of attendance or enrolment. [Back to main table for this indicator](#)

## Methodology

### Reference dates

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

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

### Notes on specific countries

**Belgium:** Data on ISCED 01 are currently not available from the Flemish Community. ISCED 01 programmes are not implemented in the French Community. [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](#)

**New Zealand:** In previous editions of *Education at a Glance*, New Zealand has reported overestimated rates of participation in ECE. This occurred because children who have enrolled in multiple services during a year could not be identified as the same child and therefore were included more than once. In EAG 2016, using 2014 data, the multiple enrolment issue has been addressed by removing an estimate of the number of children who are enrolled in more than one ECE service in a particular year. This change means that ECE participation rates in EAG 2016 cannot be compared with previous editions. [Back to main table for this indicator](#)

## INDICATOR C3: How many students are expected to enter tertiary education?

	<b>C3</b>
	<u>Methodology</u>
Australia	<a href="#">AUS</a>
Austria	
Belgium	<a href="#">BEL</a>
Brazil	
Canada	
Chile	<a href="#">CHL</a>
Czech Republic	
Denmark	
England	
Estonia	
Finland	
France	
Germany	<a href="#">DEU</a>
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Luxembourg	<a href="#">LUX</a>
Mexico	
Netherlands	<a href="#">NLD</a>
New Zealand	<a href="#">NZL</a>
Norway	<a href="#">NOR</a>
Poland	
Portugal	
Russian Federation	<a href="#">RUS</a>
Saudi Arabia	<a href="#">SAU</a>
Scotland	
Slovak Republic	
Slovenia	
Spain	<a href="#">ESP</a>
Sweden	<a href="#">SWE</a>
Switzerland	<a href="#">CHE</a>
Turkey	<a href="#">TUR</a>
United Kingdom	
United States	<a href="#">USA</a>



## Entry rates to tertiary education

### Methodology

#### **Calculation of net entry rates**

The net entry rates represent the proportion of persons of a synthetic age cohort who enter a certain level of tertiary education at one point during their lives. The net entry rate is defined as the sum of net entry rates for single ages. The total net entry rate is therefore the sum of the proportions of new entrants to ISCED 5, 6, 7 or 8 aged  $i$  to the total population aged  $i$ , at all ages. Since data by single year are only available for ages 15 to 49, the net entry rates for older students are estimated from data for five-year age bands. [Back to main table for this indicator](#)

#### **Calculation of gross entry rates**

When no data on new entrants by age were provided, gross entry rates are calculated. Gross entry rates are the ratio of all entrants, regardless of their age, to the size of the population at the typical age of entry. Gross entry rates are more easily influenced by differences in the size of population by single year of age. Taking into account the effect of changing cohort sizes, all gross rates presented here were tested for possible error. The error is well below five percentage points. Typical ages of entry are included in the table X1.1d of the publication. [Back to main table for this indicator](#)

### Notes on specific countries

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

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

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

**Germany:** The reference year for table C3.4 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. [Back to main table for this indicator](#)

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

**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. [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](#)

**Norway:** Data for Entrants 2013 for Norway as removed as a result of an error in the questionnaire that would not allow for precise estimations. [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 specially the amount of ISCED 7 new entrants until their total implementation. [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 others levels the values were estimated. [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](#)

**Turkey:** The decrease in 2014 for ISCED level 8 seen in the trend tables is due to the change in coverage in 2014, as data on specialization in medical programmes included in ISCED 8 for all years is not available for 2014. [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. [Back to main table for this indicator](#)

## Classification

The 25 fields of education used in the UOE data collection instruments follow the revised ISCED Classification by field of education. The same classification by field of education is used for all levels of education. For definitions and instructions refer to the ISCED Classification (UNESCO, 1997). The classification is in accordance with the fields of training defined in the Fields of Training – Manual (EUROSTAT, 1999). [Back to main table for this indicator](#)

## INDICATOR C4: Who studies abroad and where?

C4	
<a href="#">Methodology</a> <a href="#">Sources</a> <a href="#">Definition</a> <a href="#">Coverage</a>	
Australia	
Austria	
Belgium	<a href="#">BEL</a>
Brazil	
Canada	
Chile	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Luxembourg	
Mexico	
Netherlands	<a href="#">NLD</a>
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	<a href="#">RUS</a>
Slovak Republic	
Slovenia	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	

## General notes

### *Methodology*

The term “international students” refers to students who have crossed borders expressly in order to study. The measurement of student mobility depends to a large extent on country-specific immigration legislation and data availability constraints. Hence countries are free to define international students as those who are not residents of their country of study or alternatively as students who received their prior education in another country, depending on which operational definition is most appropriate in their national context. Some countries, for which information on international students is not available, submitted data on foreign students. Foreign students are those who are not citizens of the country in which the data are collected. Data on foreign students overestimate the number of tertiary students who go to a particular country for the purpose of study

The number of students studying abroad (Table C4.6, available online, and all the other tables and charts derived from these data) is obtained from the report of the countries of destination. Students studying in countries which did not report to the OECD or the UNESCO Institute for Statistics are not included in this indicator.

### *Sources*

Data on international or foreign enrolment worldwide in 2013 comes from both the OECD and the UNESCO Institute for Statistics (UIS). Both sources use similar definitions, thus making their combination possible. [Back to main table for this indicator](#)

### *Notes on specific countries*

### *Definition*

**Table C4.A1 Criteria used for defining international students (countries reporting foreign students are excluded as they used the criterion of citizenship)**

Country	Criterion	Additional Notes
(1)	(2)	(3)
Australia	Residence	
Austria	Upper secondary diploma	Foreign address, when this information is not available
Belgium	Upper secondary diploma	Citizenship is used when the information on the upper secondary diploma is not available. This is the case for ISCED 5 - associate degree - higher vocational adult education.
Canada	Residence	Non-Canadian citizens excluding landed immigrants (permanent residents)
Chile	Residence	Mobile students are those who are classified by the educational institutions as foreign non-residents. Nevertheless, if it is determined that student has had previous studies in Chile, the student is considered as national.
Czech Republic	Residence	
Denmark	Prior education	Students who have completed a bachelor's degree as international students and subsequently enrol in a second programme (e.g. master's programme) are not counted as international students. This underestimates the number of tertiary students who come to Denmark for the purpose of study
Estonia	Residence	
Finland	Prior education	
France	Upper secondary diploma	Citizenship is used to determine the country of origin
Germany	Prior education	
Hungary	Residence	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	
Japan	Residence	
Luxembourg	Citizenship	
The Netherlands	Upper secondary diploma	Citizenship is used to determine the country of origin
New Zealand	Residence	Citizenship is used to determine the country of origin
Norway	Residence	The number of international students is underestimated as some international students are granted residency during their studies
Poland	Prior education	Country of upper secondary diploma for ISCED 7 and ISCED 6, not post-graduate

Portugal	Prior education	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)
Slovak Republic	Residence	Citizenship is used to determine the country of origin
Slovenia	Residence	
Spain	Residence	Citizenship for ISCED 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 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 are not included in the definition above.
Switzerland	Prior education	
United Kingdom	Residence	Students reporting a foreign home address
United States	Residence	Students who are not citizens of the United States and who are in this country on a temporary basis and do not have the right to remain indefinitely

## Coverage

**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 only includes data from the Flemish Community. ISCED 5 does not exist in the French Community. [Back to main table for this indicator](#)

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

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

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

**New Zealand:** [C4 box](#): access to the anonymised data used in this publication was provided by Statistics NZ in accordance with security and confidentiality provisions of the Statistics Act 1975. Data in box C4.1 are not official statistics; they have been created for research purposes from the Integrated Data Infrastructure (IDI) managed by Statistics New Zealand. The opinions, findings, recommendations and conclusions expressed in these boxes are those of the authors, not Statistics NZ. For full disclaimer details see: <http://www.educationcounts.govt.nz/data-services/data-collections/national/integrated-data-infrastructure>

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

## Table C4.3 Mobility patterns of foreign and international students (2014)

### Definition

Students coming from neighbouring countries are calculated using the list displayed below and are based on the UOE data collection and UNESCO data for countries that are not members of the OECD and Brazil and the Russian Federation. [Back to main table for this indicator](#)

**Table C4.A2 Lists of bordering countries**

Country	Neighbouring countries
<b>Australia</b>	Indonesia (M), New Zealand (M), Papua New Guinea (M), Solomon Islands (M), Timor-Leste (M)
<b>Austria</b>	Czech Republic, Germany, Hungary, Italy, Liechtenstein, Slovakia, Slovenia, Switzerland
<b>Belgium</b>	France, Germany, Luxembourg, Netherlands, United Kingdom (M)
<b>Brazil</b>	Argentina, Bolivia, Colombia, France, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
<b>Canada</b>	United States
<b>Chile</b>	Argentina, Bolivia, Peru
<b>Czech Republic</b>	Austria, Germany, Poland, Slovakia
<b>Denmark</b>	Iceland (M), Germany, Netherlands (M), Norway (M), Poland (M), Sweden, United Kingdom (M)
<b>Estonia</b>	Finland, Latvia, Russian Federation, Sweden
<b>Finland</b>	Estonia, Norway, Russian Federation, Sweden
<b>France</b>	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)
<b>Germany</b>	Austria, Belgium, Czech Republic, Denmark, France, Luxembourg, Netherlands, Poland, Sweden (M), Switzerland, United Kingdom (M)
<b>Greece</b>	Albania, Bulgaria, Cyprus <sup>1,2</sup> (M), Egypt (M), Italy (M), Libya (M), TFYR of Macedonia, Turkey
<b>Hungary</b>	Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, Ukraine
<b>Iceland</b>	Denmark (M), Norway (M)
<b>Ireland</b>	United Kingdom
<b>Israel</b>	Cyprus <sup>1,2</sup> (M), Egypt, Jordan, Lebanon, Syria, Palestinian Autonomous Territories
<b>Italy</b>	Albania (M), Algeria (M), Austria, Croatia (M), France, Greece (M), Libya (M), Malta (M), Montenegro (M), San Marino, Slovenia, Spain (M), Switzerland, Tunisia (M)
<b>Japan</b>	China (M), North Korea (M), South Korea (M), Philippines (M), Russia (M)

<b>Korea</b>	China (M), Japan (M), North Korea
<b>Luxembourg</b>	Belgium, France, Germany
<b>Netherlands</b>	Belgium, Denmark (M), Germany, United Kingdom (M)
<b>New Zealand</b>	Australia (M), Fiji (M), Tonga (M), Kiribati (M), Samoa (M)
<b>Norway</b>	Denmark (M), Finland, Iceland (M), Russia, Sweden, United Kingdom (M)
<b>Poland</b>	Belarus, Czech Republic, Denmark (M), Germany, Lithuania, Russia, Slovakia, Sweden (M), Ukraine
<b>Portugal</b>	Morocco (M), Spain
<b>Russian Federation</b>	Azerbaijan, Belarus, China, Estonia, Finland, Georgia, Japan (M), Kazakhstan, Latvia, Lithuania, Mongolia, North Korea, Norway, Poland, Sweden (M), Turkey (M), Ukraine, United States (M)
<b>Slovak Republic</b>	Austria, Czech Republic, Hungary, Poland, Ukraine
<b>Slovenia</b>	Austria, Croatia, Italy, Hungary
<b>Spain</b>	Algeria (M), Andorra, France, Italy (M), Morocco, Portugal, Gibraltar
<b>Sweden</b>	Denmark (M), Estonia (M), Finland, Germany (M), Latvia (M), Lithuania (M), Norway, Poland (M), Russia (M)
<b>Switzerland</b>	Austria, France, Germany, Italy, Liechtenstein
<b>Turkey</b>	Armenia, Azerbaijan, Bulgaria, Cyprus <sup>1,2</sup> (M), Egypt (M), Georgia, Greece, Iran, Iraq, Romania (M), Russia (M), Syria, Ukraine (M)
<b>United Kingdom</b>	Belgium (M), Denmark (M), France (M), Germany (M), Ireland, Netherlands (M), Norway (M)
<b>United States</b>	Bahamas (M), Canada, Cuba (M), Kiribati (M), Mexico, Russia (M)
<b>Argentina</b>	Bolivia, Brazil, Chile, Paraguay, Uruguay
<b>Indonesia</b>	Australia (M), Timor-Leste, India (M), Malaysia, Palau (M), Papua New Guinea, Philippines (M), Singapore (M), Thailand (M), Vietnam (M)
<b>South Africa</b>	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe
<b>Saudi Arabia</b>	Bahrain (M), Egypt (M), Eritrea (M), Iran (M), Iraq, Jordan, Kuwait, Oman, Qatar, Sudan (M), United Arab Emirates, Yemen

Notes: (M) Maritime border

1. Footnote 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”.

2. Footnote 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.

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

## INDICATOR C5: Transition from school to work: Where are the 15-29 year-olds?

	C5		
	<a href="#">Tables C5.1-C5.2</a>	<a href="#">EAG 2015</a>	<a href="#">Tables C5.3 [L] and C5.3a [L]</a>
	<a href="#">Methodology</a> <a href="#">Sources</a>	<a href="#">Standard errors</a>	<a href="#">Methodology</a> <a href="#">Sources</a>
Australia	<a href="#">AUS</a>		
Austria			
Belgium			
Brazil			
Canada	<a href="#">CAN</a>		
Chile			
Czech Republic			
Denmark			
Estonia			
Finland			
France	<a href="#">FRA</a>		
Germany			
Greece			
Hungary			
Iceland	<a href="#">ISL</a>		
Ireland	<a href="#">IRL</a>		
Israel	<a href="#">ISR</a>		
Italy	<a href="#">IRL</a>		
Japan	<a href="#">JPN</a>		
Korea	<a href="#">KOR</a>		
Latvia			
Luxembourg			
Mexico			
Netherlands			
New Zealand			
Norway			
Poland			
Portugal			
Russian			
Scotland			
Slovak Republic			
Slovenia			
Spain	<a href="#">ESP</a>		
Sweden	<a href="#">SWE</a>		
Switzerland			
Turkey	<a href="#">TUR</a>		
United Kingdom	<a href="#">UKM</a>		
United States			



## Methods and definitions

This request for data expands the request on labour force status by completed level of education and aims at describing the transition process of 15-29 year-olds from school to work.

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.

The work status refers to the International Labour Organisation definition of employment, unemployment and not in the labour force. The type of employment refers to full-time or part-time employment based on a threshold definition of 30-usual-hours cut-off on the main job. Full-time workers are those who usually work 30 hours or more on their main job.

The school status is understood in terms of education and/or training currently being received in the regular educational system, which can be during the previous four weeks (including the survey reference week) or a shorter period. If such a question does not exist in the national labour force survey, the “Main activity question” has been used to fill the schooling status.

Work-study programmes are formal education/training programmes combining interrelated study and work periods for which the student/trainee receives earnings. Work-study programmes are considered “in education” and “in employment”.

The ISCED level refers to the ISCED mapping used to code the LFS. For those “in education”, as well as for those “not in education”, this refers to the completed level of education. This difference has led to a change in the calculation of disaggregated data by educational attainment, since EAG 2008 and year of reference 2006, as this indicator is derived for the second year from the transition questionnaire. People with no information on the level of educational attainment level are excluded in all data disaggregated by educational attainment.

Sources of transition data are the same as in Table A1.1 except for France where the source is the European Union LFS (EU-LFS) provided by Eurostat and for the United States where the source is the October Current Population Survey (CPS). No data are available for Argentina, China, India, Indonesia, Saudi Arabia and South Africa.

The reference period is generally the first quarter of the year except for Greece and Switzerland (second quarter for years prior to 2010) and Japan and Korea (annual average). [Back to main table for this indicator](#)

## Sources

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.

Some discrepancies may exist in the data collected. Some countries may refer to all jobs instead of main job, or part time may refer to less than 35 hours per week instead of 30 hours. Details regarding coverage of involuntary part-time work per country please have look at the notes on specific countries below. [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](#)

**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 previous estimates, and reach comparability with the Eurostat data collection (used from data on year 2009). Age is measured at survey time every year and education is restricted to formal education. Up to 2002, formal education is measured by participation in regular education, including formal apprenticeship. From 2003 to 2012, formal education is estimated by participation in education without any year-break (called “initial training”). From 2013, the survey defines participation “in education” by a participation in a “programme leading to a recognised qualification”. The changes in time of the participation rates are not strictly parallel to those of the enrolment rates (more accurate). From 2014, the EU-LFS covers overseas departments; this change in the scope causes an increase in the share of unemployed and of NEET among the 15-29 year-olds. [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 the previous year, 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 (as Japan changed the methodology of Special Survey of the LFS in 2003). Source of data for reference years from 2005 to 2014: OECD (forthcoming), Investing in Youth: Japan, OECD Publishing. [Back to main table for this indicator](#)

**Korea:** Data on the category ISCED 4 are not available, and the NEET population include some people who are not classified as being in formal education, but who are in training (or education) for employment or for tertiary entrance examinations. [Back to main table for this indicator](#)

**New Zealand:** New Zealand data in box C5.1 are not official statistics, they have been created for research purposes from the Integrated Data Infrastructure (IDI) managed by Statistics New Zealand. The opinions, findings, recommendations and conclusions expressed in these boxes are those of the authors not Statistics NZ.

Access to the anonymised data used in this study was provided by Statistics NZ in accordance with security and confidentiality provisions of the Statistics Act 1975. Only people authorised by the Statistics Act 1975 are allowed to see data about a particular person, household, business or organisation and the results in this report have been made confidential to protect these groups from identification.

Careful consideration has been given to the privacy, security and confidentiality issues associated with using administrative and survey data in the IDI. Further detail can be found in the Privacy impact assessment for the Integrated Data Infrastructure available from [www.stats.govt.nz](http://www.stats.govt.nz).

The results are based in part on tax data supplied by Inland Revenue to Statistics NZ under the Tax Administration Act 1994. This tax data must be used only for statistical purposes, and no individual information may be published or disclosed in any other form, or provided to Inland Revenue for administrative or regulatory purposes.

Any person who has had access to the unit-record data has certified that they have been shown, have read, and have understood section 81 of the Tax Administration Act 1994, which relates to secrecy. Any discussion of data limitations or weaknesses is in the context of using the IDI for statistical purposes, and is not related to the data's ability to support Inland Revenue's core operational requirements.

**C5 box:** New Zealand: access to the anonymised data used in this publication was provided by Statistics NZ in accordance with security and confidentiality provisions of the Statistics Act 1975. Data in box C4.1 are not official statistics; they have been created for research purposes from the Integrated Data Infrastructure (IDI) managed by Statistics New Zealand. The opinions, findings, recommendations and conclusions expressed in these boxes are those of the authors, not Statistics NZ. For full disclaimer details see: <http://www.educationcounts.govt.nz/data-services/data-collections/national/integrated-data-infrastructure>

[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 2015

Tables showing the original estimates presented in *EAG 2015* alongside the estimated standard errors for Table C5.2a are available in the Excel tables of Annex 3:

StatLink: <http://dx.doi.org/10.1787/888933399521>.

Standard errors for the *EAG 2016* tables are forthcoming.

For most countries, the standard errors were computed under the assumption of a simple random sample. For Australia, Austria, Belgium, Brazil, Canada, Chile, Colombia, Germany, Ireland, Italy, Latvia, New Zealand, Slovak Republic, Spain and the United States, country representatives either provided standard errors incorporating adjustments for the complex sample designs within their countries or provided unweighted sample sizes with or without an estimate of the design effect to improve the calculations of standard errors.

Standard error estimates incorporating a simple random sample assumption were based on sample size data collected from country-level labour force surveys as well as the European Union Labour Force Survey (EU-LFS), which contains survey data from many European countries. The sample sizes of the surveys differ widely, ranging from relatively small samples in Estonia, Iceland, Luxembourg, and New Zealand to relatively large surveys in France, Germany, Italy, the Netherlands, Spain, and the United Kingdom. In cases where 2014 sample size information could not be obtained, estimated standard errors or unweighted sample size data from prior years were substituted. For some countries in the analysis, sample size information was estimated using the sampling rate information provided in the NEAC survey metadata. For the purpose of the estimates, the sample rate was multiplied by the various weighted population groups to compute an estimated sample size.

In order to get a sense of the impact of these standard errors on the meaning and interpretation of the values in the *EAG 2015* it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the values reported in the *EAG 2015* in most cases, indicating that we can be fairly confident about the statistical accuracy of the values on Table C5.2a 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 changes 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, country's labour force surveys use complex sample designs; the standard errors would generally be larger if the sample design information was used. The generally small standard errors in Table C5.2a 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 the *EAG 2015*, 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.

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

## Tables C5.3 [L] and C5.3a [L]: PIAAC

### Sources and Methodology

All data in Tables C5.3[L], C5.3a[L] (Web only) are based on the Survey of Adult Skills (PIAAC). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

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

For partner countries and subnational entities the year reference is 2012 only for the Russian Federation. The year reference is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

The variables used in these tables are:

#### Table C5.3 [L]:

- Young people neither in employment nor in education or training (NEET): this variable is different to the variable included in the Survey of Adult Skills database. The NEET variable included in the Survey of Adult Skills database is based on a 12 months period and is relatively restrictive, as some respondents may have participated in training in the 12 months prior to the survey but have been inactive for a number of months before the survey. The NEET variable used in this table is therefore computed with variables that allow a closer comparison with the NEET variable used in tables that are not based on data from the Survey of Adult Skills. The variable is computed using the following restrictions: B\_Q02a=2 and C\_Q01a=2 and C\_Q01b=2. Where B\_Q02a=2 corresponds to respondents who are not in education or training at the moment of the survey, C\_Q01a=2 corresponds to respondents who did not work in the week preceding the survey and C\_Q01b=2 corresponds to respondents who were not on work holidays at the moment of the survey.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to Indicator A1 to see how this variable is derived.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points, Level 2 - scores from 226 points to less than 276 points, Level 3 - scores from 276 points to less than 326 points, Level 4 or 5 - scores from 326 points and higher.

- Filters:

- Age is limited to 16-29 year-olds: Age\_r>=16 and age\_r<=29.

#### Table C5.3a [L] (Web only):

- Young people neither in employment nor in education or training (NEET): this variable is different to the variable included in the Survey of Adult Skills database. The NEET variable included in the Survey of Adult Skills database is based on a 12 months period and is relatively restrictive, as some respondents may have participated in training in the 12 months prior to the survey but have been inactive for a number of months before the survey. The NEET variable used in this table is therefore computed with variables that allow a closer comparison with the NEET variable used in tables that are not based on data from the Survey of Adult Skills. The variable is computed using the following restrictions: B\_Q02a=2 and C\_Q01a=2 and C\_Q01b=2. Where B\_Q02a=2 corresponds to respondents who are not in education or training at the moment of the survey, C\_Q01a=2 corresponds to respondents who did not work in the week preceding the survey and C\_Q01b=2 corresponds to respondents who were not on work holidays at the moment of the survey.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to Indicator A1 to see how this variable is derived.

- Mean literacy score: variable PVLIT.

- Filters:

- Age is limited to 16-29 year-olds: Age\_r>=16 and age\_r<=29.

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

# INDICATOR C6: How many adults participate in education and learning?

<u>C6</u>	
<a href="#">Tables C6.1 to C6.4: PIAAC</a>	<a href="#">Tables C6.5 to C6.8: Adult Education Survey and national surveys</a>
<a href="#">Sources and Methodology</a>	<a href="#">Sources</a>

## Tables C6.1 to C6.4: PIAAC

### Sources and methodology

Data for Tables C6.1, C6.1 [L] (Web only), C6.1 [N] (Web only), C6.1 [P] (Web only), C6.2, C6.3 (Web only) and C6.4 are based on the Survey of Adult Skills (PIAAC). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. For more information on PIAAC please consult <http://www.oecd.org/site/piaac/>

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by “c” in the tables.

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

For partner countries and subnational entities the year reference is 2012 only for the Russian Federation. The year reference is 2015 for Jakarta (Indonesia), Lithuania and Singapore.

The variables used in these tables are:

#### Table C6.1.

- Participation in formal and/or non-formal education in the 12 months prior to the survey: variable FNFAET12.
- Index of use of reading skills in everyday life: variable READHOME\_WLE\_CA.
- Filters:
  - Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### Table C6.1 (L) (Web only).

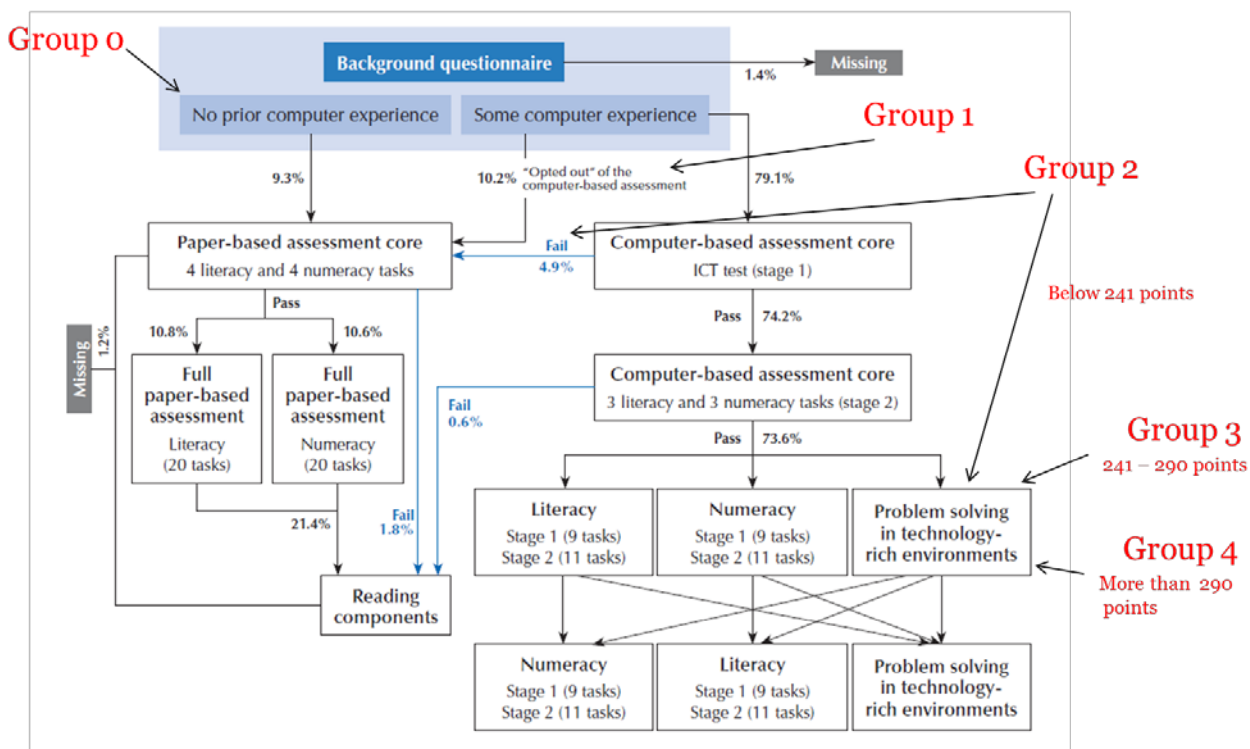
- Participation in formal and/or non-formal education in the 12 months prior to the survey: variable FNFAET12.
- Index of use of reading skills in everyday life: variable READHOME\_WLE\_CA.
- Literacy levels: variable LITTLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.
- Filters:
  - Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### Table C6.1 (N) (Web only).

- Participation in formal and/or non-formal education in the 12 months prior to the survey: variable FNFAET12.
- Index of use of numeracy skills in everyday life: variable NUMHOME\_WLE\_CA.
- Numeracy levels: variable NUMLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.
- Filters:
  - Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

Table C6.1 (P) (Web only).

- Participation in formal and/or non-formal education in the 12 months prior to the survey: variable FNFAET12.
- Index of use of ICT skills in everyday life: variable ICTHOME\_WLE\_CA.
- Skill groups: derived from the variable on “Paper-based routing code (derived)” (PBROUTE) and the variable “Problem-solving scale score - Plausible value” (PVPSL1-10). It consists of five skill groups defined as follow:
  - “Group 0 (No computer experience)” corresponds to respondents who have “No computer experience” as per the information contained in the variable “PBROUTE”.
  - “Group 1 (Refused the computer based assessment)” corresponds to respondents who “Refused the computer based assessment” as per the information contained in the variable “PBROUTE”.
  - “Group 2 (Failed ICT core test or minimal problem-solving skills)” corresponds to respondents who “Failed ICT Core stage 1” as per the information contained in the variable “PBROUTE” or who scored below 241 in the problem-solving scale score - Plausible value (PVPSL1-10).
  - “Group 3 (Moderate problem-solving skills)” corresponds to respondents who scored 241 to less than 291 points in the problem-solving scale score - Plausible value (PVPSL1-10).
  - “Group 4 (Good problem-solving skills)” corresponds to respondents who scored 291 points or higher in the problem-solving scale score - Plausible value (PVPSL1-10).



The problem-solving proficiency scale is divided into four levels: Below Level 1 – scores below 241 points; Level 1 – scores from 241 point to less than 291 points; Level 2 – scores from 291 points to less than 341 points; and Level 3 – score equal or higher than 341 points.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### Table C6.2.

- Participation in formal and/or non-formal education in the 12 months prior to the survey: variable FNFAET12.

- Index of readiness to learn: variable READYTOLEARN\_WLE\_CA.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Gender: variable GENDER\_R.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### Table C6.3 (Web only)

- Participation in formal and/or non-formal education in the 12 months prior to the survey: variable FNFAET12.

- Educational attainment divided in three groups: below upper secondary education, upper secondary or post-secondary non-tertiary education and tertiary education: variable EDCAT3 – refer to Indicator A1 to see how this variable is derived.

- Literacy levels: variable LITLEVb. The literacy and numeracy proficiency levels are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (below Level 1, and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below - all scores below 226 points; Level 2 - scores from 226 points to less than 276 points; Level 3 - scores from 276 points to less than 326 points; Level 4 or 5 - scores from 326 points and higher.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.

#### Table C6.4.

- Number of hours spent in non-formal education in the 12 months prior to the survey: variable NFEHRS.

- Participation rate in non-formal education in the 12 months prior to the survey: NFE12.

- Filters:

- Age is limited to 25-64 year-olds: Age\_r>=25 and age\_r<=64.
- Participated in non-formal education in 12 months preceding survey (applied only on the column "per participant": NFE12=1.

## [Tables C6.5 to C6.8: Adult Education Survey and national surveys](#)

### Sources

All data in Table C6.5 (Web only), C6.6 (Web only), C6.7 (Web only) and C6.8 (Web only) are from the European Union Adult Education Survey (AES), except for Canada where data come from a national survey.

Data from the AES have been extracted on 4 April 2016 from Eurostat.

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



## **Chapter D: The learning environment and organisation of schools**

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

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

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

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

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

[Indicator D6: Who are our school leaders and what do they do?](#)

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

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

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

## General notes

The indicator draws on data from the 2015 Joint Eurydice-OECD Instruction Time data collection.

### Methodology

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

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

The joint data collection on instruction time focuses on **compulsory primary and full-time (lower and upper) secondary general education** as defined in the national education systems. The levels of education are defined with reference to the 2011 International Standard Classification of Education (*ISCED*). Pre-primary education programmes, even if compulsory, are not within the scope of the present data collection.

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.

### **List of study areas (subjects) used in the questionnaire:**

Term	Definition
Reading, writing and literature (L1)	Covers skills such as spelling, reading, and writing in the language of instruction and includes subjects such as grammar, language of instruction and literature. It can be considered as the first language taught to students. If there are two languages of instruction in almost every public school, then hours allocated to reading, writing and literature in both languages of instruction should be reported.
Mathematics	Covers all numeracy skills and subjects such as arithmetic, algebra, geometry, statistics, etc.
Natural Sciences	Includes subjects such as science, physics, chemistry, biology, environmental sciences and ecology.
Social Sciences	Includes subjects such as history, geography and all related studies. May also include community studies, social and political instruction, philosophy or civics education.
Languages (2-5)	Includes subjects that develop students' knowledge of a language viewed in the curriculum as "foreign" (or modern) languages, other national languages and/or regional and minority languages. This definition of languages in the curriculum is educationally based and unrelated to the political status of languages.
Physical Education and Health	Includes subjects such as education in sports and health enhancing physical activities, as well as time devoted to instruction in competitive and traditional games, gymnastics, swimming, athletics, dance or other activities that develop pupils' physical and social competences (including knowledge, skills, psychomotor co-ordination, co-operation and leadership) and an active healthy lifestyle.
Arts Education	Includes subjects such as arts, history of arts, music, visual arts, drama, music and dance performance, photography, and creative handicraft.
Religion/Ethics /Moral education	Includes subjects whose aim it is to teach the principles and history of one or more religions and subjects such as ethics whose aim it is to determine how to live and behave in accordance with human and social principles.
Information and Communication Technologies (ICT)	Includes subjects such as informatics, information and communication technologies or computer science. These subjects include a wide range of topics concerned with the new technologies used for the processing and transmission of digital information, including computers, computerised networks (including the Internet), microelectronics, multimedia, software and programming, etc.

Term	Definition
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 are 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	Includes the total amount of instruction time to which students are entitled beyond the compulsory hours of instruction and that almost every public school is expected to provide. Subjects can vary from school to school or from region to region and take the form of elective subjects. For example, students may have the possibility to take an enriched maths course or to study an additional foreign language, above the compulsory hours of instruction. Students are not required to choose one of these elective subjects, but all public schools are expected to offer this possibility. Please note that additional activities before/after classes offered by the school are not <i>per se</i> part of non-compulsory curriculum if they can be considered as non-formal instruction. For example, non-compulsory education excludes additional activities such as morning care classes or after-school care classes, even if they are officially regulated.

## Sources and references

Country	Sources	Reference period
Australia	Data for hours of instruction time have been sourced from publicly available information from the Australian Curriculum, Assessment and Reporting Authority. Estimates based on data sourced from state and territory government documents and observations have been used for the number of instruction days.	2016
Austria	Timetables in the curricula of <i>Volkschule</i> [primary school], <i>Neue Mittelschule</i> [new secondary school] and AHS ( <i>Allgemeinbildende höhere Schule</i> ) [academic secondary school] Please see: <a href="https://www.bmb.gv.at/schulen/unterricht/lp/lp_abs.html">https://www.bmb.gv.at/schulen/unterricht/lp/lp_abs.html</a>	2015/16
Belgium (Fl.)	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> ).	2015/16
Belgium (Fr.)	Directives officielles sur l'organisation de l'année scolaire: Circulaire n°5331 du 30 juin 2015 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2015-2016. Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement. Circulaire générale n°5352 du 23 juillet 2015 relative à l'organisation de l'enseignement secondaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2015-2016 – Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire 2015-2016. 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, et calendrier scolaire 2015-2016 : <a href="http://www.enseignement.be/index.php?page=23953">http://www.enseignement.be/index.php?page=23953</a>	2015/16
Brazil	National Education Law 9.394/1996, Art 24	2015/16
Canada	Estimates based on provinces/territories government policy documents and observations.	2015/16
Chile	Official curriculum and study programs.	2016
Colombia		2015/16
Czech Republic	Framework Curriculum Timetable set by the Framework Educational Programme for Basic Education (FEP BE).	2014/15
Denmark	Act on the "Folkeskole": <i>Bekendtgørelse af lov om folkeskolen, Lovbekendtgørelse no. 665, 20. Juni 2014</i> , <a href="https://www.retsinformation.dk/Forms/r0710.aspx?id=163970">https://www.retsinformation.dk/Forms/r0710.aspx?id=163970</a> .	2015/16
England	Department for Education: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_attendance_sept_2014.pdf</a> .	2015/16
Estonia	Basic schools and Upper Secondary Schools Act; The national curriculum for basic schools.	2015/16
Finland	Basic Education Act (628/1998), Decree (852/1998), Government Decree on the General National Objectives and Distribution of Lesson Hours in Basic Education Referred to in Basic Education Act (1435/2001), Finnish National Board of Education: National Core Curriculum for Basic Education 2004/Regulation 3/011/2004.	2015/16

Country	Sources	Reference period
France	<p><i>Temps scolaire (pour les jours fériés) :</i>  <a href="http://eduscol.education.fr/cid48401/questions-generales-ecoles-colleges-lycees.html">http://eduscol.education.fr/cid48401/questions-generales-ecoles-colleges-lycees.html</a>.</p> <p>Grade 1-5 : Décret n° 2013-77 du 24 janvier 2013 relatif à l'organisation du temps scolaire dans les écoles maternelles et élémentaires  : <a href="http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000026979035&amp;categorieLien=id">http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000026979035&amp;categorieLien=id</a>; Arrêté du 9 juin 2008 relatif aux horaires des écoles maternelles et élémentaires  : <a href="http://www.education.gouv.fr/bo/2008/hs3/MENE0813208A.htm">http://www.education.gouv.fr/bo/2008/hs3/MENE0813208A.htm</a>.</p> <p>Grades 6-9 : Arrêté du 14 janvier 2002 fixant l'organisation des enseignements dans les classes de 6e des collèges  : <a href="http://www.education.gouv.fr/botexte/bo020221/MENE0200055A.htm">http://www.education.gouv.fr/botexte/bo020221/MENE0200055A.htm</a>;  Arrêté du 14 janvier 2002 fixant l'organisation des enseignements du cycle central de collège  : <a href="http://www.education.gouv.fr/botexte/bo020221/MENE0200056A.htm">http://www.education.gouv.fr/botexte/bo020221/MENE0200056A.htm</a>;  Arrêté du 6 avril 2006 relatif à l'organisation des enseignements du cycle central  : <a href="http://www.education.gouv.fr/bo/2006/18/MENE0601016A.htm">http://www.education.gouv.fr/bo/2006/18/MENE0601016A.htm</a>;  Arrêté du 2 juillet 2004 fixant la nouvelle organisation de la classe de troisième  : <a href="http://www.education.gouv.fr/bo/2004/28/MENE0401438A.htm">http://www.education.gouv.fr/bo/2004/28/MENE0401438A.htm</a>;  Accompagnement personnalisé en classe de 6e :  <a href="http://eduscol.education.fr/pid24224-cid46791/accueil-et-integration-des-eleves-de-sixieme.html">http://eduscol.education.fr/pid24224-cid46791/accueil-et-integration-des-eleves-de-sixieme.html</a>.</p> <p>Grade 10 : Accompagnement personnalisé au lycée :  <a href="http://eduscol.education.fr/cid54928/accompagnement-personnalise.html">http://eduscol.education.fr/cid54928/accompagnement-personnalise.html</a>  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  : <a href="http://www.education.gouv.fr/cid50479/mene0929855a.html">http://www.education.gouv.fr/cid50479/mene0929855a.html</a></p>	2015/16
Germany	Information provided by the Ministries of Education and Cultural Affairs of the Länder.	2014/15
Greece	<p>Circular of the Ministry of Education and Religious Affairs Φ.3/583/122484/Γ1/05-09-2013: "Guidelines and Instructions for the Operation of Primary Education Schools 2013-14".</p> <p>Ministerial Decision Φ.12/620/61531/Γ1/31-5-2010 (Government Gazette 804/issue B'/09-6-2010): "Timetable of Primary Schools with Unified Revised Curriculum".</p> <p>Ministerial Decision Φ.12/520/61575/Γ1/30-5-2011 (Government Gazette 1327/issue B'/16-6-2011): "Amendment of No. Φ.12/773/77094/Γ1/28-7-2006 (Government Gazette 1139, issue B') and of No. Φ.12/620/61531/Γ1/31-5-2010 (Government Gazette 804, issue B') Timetable of Primary Schools with Unified Revised Curriculum-EAEP".</p> <p>Ministerial Decision 115475/Γ2/21-8-2013 (Government Gazette 2121/issue B'/28-8-2013): "Subject Timetable of Grades A', B', C' of <i>Immersion Gymnasia</i> (day lower secondary school)".</p> <p>Ministerial Decision 105954/Γ2/3-9-2008 (Government Gazette 1890/issue B'/4-9-2009): "Amendment of No. 54530/Γ2/2-6-2005 Ministerial Decision concerning the introduction of the Spanish Language in the Timetable of <i>Immersion Gymnasia</i> (day lower secondary school)".</p>	2015/16
Hungary	<p>Grades 1, 2, 3, 5, 6, 7, 9, and 10: New compulsory framework curricula (issued in the annexes of the Ministerial- EMMI- decree Number 51/2012. (XII. 21)</p> <p>Grades 4 and 8 the previous framework curricula (issued in the annexes of the Ministerial decree Number 17/2004. (V.20.)</p> <p>Number of school days: Ministerial Decree-EMMI-Number 47/2013 (VII.4.)/EMMI rendered a 2013/14.</p>	2015/16
Iceland	National Curriculum Guidelines for Compulsory School 2011. Compulsory School Act nr. 91/2008. Statistics Office of Iceland.	2015/16

Country	Sources	Reference period
Ireland	Primary level: Circular 11/95, Sections 2 and 3, available at <a href="http://www.education.ie">www.education.ie</a> . 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 <a href="http://www.ncca.ie">www.ncca.ie</a> . Post-primary level: Circular M29/95, Sections 2 and 3, available at <a href="http://www.education.ie">www.education.ie</a> .	2015/16
Israel	Professional units of the Ministry of Education and Guidelines General Manager Publications curriculum in schools and for the hour's allocations.	2015/16
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>Lice</i> (general upper secondary level): DPR 89/2010.	2015/16
Japan	The Course of Study for Elementary Schools. The Course of Study for Lower Secondary Schools. Number of instruction days per school year and Compulsory subjects with flexible timetable: The curriculum adjustment and implementation survey for public primary and lower secondary schools (2013).	2014 (partially including data of 2012)
Korea	Ministry of Education (2009). Primary and Secondary School Curriculum Overview (2009 Revision).	2015/16
Latvia	National Standard for Basic Education and Standards for Basic Education Subjects, and Basic Education Sample Plans (2014, available at <a href="http://likumi.lv/doc.php?id=268342">http://likumi.lv/doc.php?id=268342</a> ) The Cabinet of Ministers Regulations on the Beginning and End of the School Year 2015/2016 (2015, available at <a href="http://likumi.lv/ta/id/271409-noteikumi-par-2015-2016-macibu-gada-un-macibu-semestru-sakuma-un-beigu-laiku">http://likumi.lv/ta/id/271409-noteikumi-par-2015-2016-macibu-gada-un-macibu-semestru-sakuma-un-beigu-laiku</a> ) The General Education Law (available at <a href="http://www.vvc.gov.lv/export/sites/default/docs/LRTA/Likumi/General_Education_Law.doc">http://www.vvc.gov.lv/export/sites/default/docs/LRTA/Likumi/General_Education_Law.doc</a> )	2015/16
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse. Plan d'études de l'enseignement fondamental: grades 1-6. Grille horaire de l'enseignement secondaire/secondaire technique: grades 7-10.</i>	2015/16
Mexico	Secretaría de Educación Pública (SEP), "Plan de estudios 2011, Educación básica", 2011, México <a href="http://basica.sep.gob.mx/reformaintegral/sitio/pdf/secundaria/plan/PlanEstudios11.pdf">http://basica.sep.gob.mx/reformaintegral/sitio/pdf/secundaria/plan/PlanEstudios11.pdf</a> Upper secondary education (National School System): "Mapa Curricular con Enfoque Educativo en Competencias" <a href="http://www.dgb.sep.gob.mx/02-m1/03-iacademica/mapas_curriculares.php">http://www.dgb.sep.gob.mx/02-m1/03-iacademica/mapas_curriculares.php</a>	2015/16
Netherlands	Law on Primary Education (WPO) and Law on Secondary education (WVO).	2015/16
New Zealand	Education Act 1989 Teachers' Collective Agreements	2016
Norway	Law and policy document based on law - subject syllabuses: Circular Udir-01-2015.	2015/16
Poland	Regulation by the Minister of National Education of 7 February 2012 on outline timetables in public schools. Regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year.	2015/16
Portugal	Decree-law n° 139/2012.	2015/16
Russian Federation		2015/16

Country	Sources	Reference period
Scotland	Scottish Curriculum for Excellence Education (Scotland) Act 1980	2015/16
Slovak Republic	State educational programme for the first stage of primary school of the SR - <i>ISCED level 1</i> , National Institute for Education, Bratislava 2015. State educational programme for the second stage of primary school in the SR - <i>ISCED level 24</i> - lower secondary education, National Institute for Education, Bratislava 2015. State educational programme for Gymnasium of the <i>ISCED level 34</i> - upper secondary education, National Institute for Education, Bratislava 2015.	2015/16
Slovenia	Basic School Act: <a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448">http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO448</a> Rules on the School Calendar for Basic Schools <a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11347">http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV11347</a> Syllabus for Basic School Programme: <a href="http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/predmetniki/Pred_14_OS_4_12.pdf">http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/predmetniki/Pred_14_OS_4_12.pdf</a>	2015/16
Spain	National and regional regulations on curriculum and school calendars.	2015/16
Sweden	Teaching time and distribution on subjects is taken from the Education Act (SFS 2010:800) and the Compulsory School Ordinance (SFS 2011:185): <a href="http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800">http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800</a> <a href="http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skolforordning-2011185_sfs-2011-185">http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skolforordning-2011185_sfs-2011-185</a> Information on percentage of students following reported curriculum is taken from: Statistics Sweden ( <i>Statistiska centralbyrån</i> , SCB).	2015/16
Switzerland	The reported instruction time is based on the 26 cantonal timetables for <i>ISCED</i> levels 1 and 24 in 2015/2016.	2015/16
Turkey	Regulation on Pre-Primary and Primary Education Institutions. Regulation on Secondary Education Institutions. Primary and Lower Secondary School Weekly Lesson Table, Decision dated 28.05.2013 and numbered 69 of <i>MoNE</i> Board of Education. Upper Secondary School Weekly Lesson Table, Decision dated 27.01.2014 and numbered 6 of <i>MoNE</i> Board of Education. Working Calendar for school year 2014-2015.	2015/16
United States	Number of Instruction Days/Hours in the School Year. 2014. Education Commission of the States (ECS): <a href="http://www.ecs.org/clearinghouse/01/15/05/11505.pdf">http://www.ecs.org/clearinghouse/01/15/05/11505.pdf</a> Digest of Education Statistics 2015. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. <a href="http://nces.ed.gov/programs/digest/2014menu_tables.asp">http://nces.ed.gov/programs/digest/2014menu_tables.asp</a>	2012, 2013, 2014

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## Notes on specific countries

### **Methodology**

In each country, the percentage of students following the reported curriculum is 100%. If this is not the case, a specific comment is included.

#### **Australia:**

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

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

#### **Austria:**

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 2013/14. Source: Statistics Austria; Calculations: Federal Ministry for Education). [Back to the main table for this indicator](#)

#### **Belgium (Flemish Community):**

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

Calculation of the number of days of instruction for primary education 2015/16:

- + 52 weeks (The school year starts on 1 September and ends on 31 August.)
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week autumn holiday
- 1 week Carnival holiday
- 
- + 37.0 weeks
- 1.6 week for the number of days per school year the school is closed for festivities
- 
- + 35.4 weeks = 177 days

Calculation of the festivities:

- ½ contact with parents
- 1 ½ educational seminar (BVL 17-04-1991; BS 11-07-1991; art 3 §5 en art 3 §3)
- 11 November
- Ascension and the next day
- 1 May (Sunday)
- Whit Monday
- 2 days to choose free
- Easter Monday (in Easter Holidays)
- = 8 days = 1.6 week

Calculation of the number of days of instruction for secondary education 2015/16:

- + 52 weeks
- 9 weeks summer holiday
- 2 weeks Christmas holiday
- 2 weeks Easter holiday
- 1 week autumn holiday
- 1 week Carnival holiday
- 
- + 37.0 weeks
- 1.3 weeks for the number of days per school year the school is closed for festivities
- 
- 35.7 weeks = 178.5 days

Calculation of the festivities:

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

=6.5 days = 1.3 weeks

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### Belgium (French Community):

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

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

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

*Percentage of students following the reported curriculum:*

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

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### Canada:

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

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

### Chile:

Weighted average of the official programmes for the two main paths: with and without JEC (*Jornada Escolar Completa*), weighted by the proportion of students enrolled in institutions with and without JEC for each grade. Available for 2013. [Back to the main table for this indicator](#)

### Czech Republic:

The presented instruction time is in accordance to the 2014/15 Framework Educational Programme for Basic Education (FEP BE).

At *ISCED level 1*, all pupils fulfil compulsory school attendance at "základní škola" (ZŠ); at *ISCED level 24* pupil can fulfil compulsory school attendance at a "základní škola" (ZŠ), in lower grades of a six-year or eight-year "gymnázium" (G) (*ISCED level 24*) or in the relevant stage of an eight-year dance conservatoire. At both types of educational institutions, ZŠ and G (lower grades of multi-year *gymnázium*), compulsory education is provided according to the Framework Educational Programme for Basic Education (FEP BE) since 2007/08 school year. On the basis of the FEP BE, schools create their own school educational programmes (SEPs). The instruction in conservatoires is provided according to the framework educational programme for Dance Conservatoires, but the school educational programmes must respect also the FEP BE. There are only around 0.07% of pupils between 11 and 15 fulfilling their compulsory school attendance at eight-year dance conservatoires. Therefore, further details concerning this small group of pupils are neglected. A very small group of pupils attends the six-year bilingual *gymnázium* (first two grades of which correspond to last two years of compulsory education – *ISCED level 24*), the framework educational programme for this field has been approved and would be valid for the first grade from the school year 2016/17. The education of pupils with a mild intellectual disability (i.e. for pupils with an IQ less than 70 according to the WHO classification), is carried out according to the supplement of the FEB BE altered for pupils with a mild intellectual disability. This is applicable for those students who attend a separate class/school that is solely established for pupils with a mild intellectual disability and for those integrated individually or as a group into a mainstream school. A special framework educational programme intended for pupils with moderate and severe intellectual disabilities exists. Both documents for pupils with intellectual disability (the supplement as well as the special programme) are not included in the given figures.

*Percentage of students following the reported curriculum:*

- primary education: 98.2%
- lower secondary education: 96.9 %.

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#### **Denmark:**

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

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

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#### **England:**

The Department for Education no longer provides guidance on minimum weekly lesson time. However, the requirement remains for schools to allow sufficient instruction time to deliver a broad and balanced curriculum that includes all statutory requirements.

*Percentage of students following the reported curriculum:*

- primary education: 94.6%
- lower secondary education: 92%
- upper secondary education: 91.2%

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#### **Estonia:**

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

*Percentage of students following the reported curriculum:* The percentage of students following the reported curriculum, i.e. the National Curriculum of Basic Schools is 97.3%. About 3% of all students follow some type of simplified curriculum (only public schools are under observation). [Back to the main table for this indicator](#)

#### **France:**

The source for data is official documents from the central government. [Back to the main table for this indicator](#)

#### **Germany:**

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

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

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

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

#### **Greece:**

At the primary level, weighted averages of the Unified Revised Curriculum (EAEP) and the regular timetable were calculated based on the number of students enrolled in each programme.

*Percentage of students following the reported curriculum:* For primary education it is 96% (for the Unified Revised Curriculum – EAEP – it is 53%, for the regular timetable, as well as “All-Day primary schools”, it is 43%). For lower secondary education it is 96%. [Back to the main table for this indicator](#)

### **Hungary:**

The "new" legislation concerning grades 1, 2, 3, 5, 6, 7 and 9, stipulates the weekly number of classes while the "older" regulation for grades 4 and 8 recommended an annual number of classes. This year, the weekly number of classes was multiplied by 36.2 because 181 days are stipulated for the reference year in grades 1, 2, 3, 5, 6 and 7. In grades 9 and 10 the number of days is 180, so the number of classes was multiplied by 36. Last year, the calculation considered all the related values with 36 theoretical weeks, but this new methodology offers more accurate values and better reflects the regulatory background and reality in Hungary.

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 subjects (Level 2), which are compulsory in grades 1, 5 and 9 but for grades 2-4, 6-8, 10-12 there are framework curricula that are only recommendations for schools. 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.

The recommended framework curricula – issued in 2004 – specify the yearly number of classes. The new compulsory curricula issued in 2012 specify the weekly number of classes. That is why in grades 1, 2, 5, 6, 9 and 10 the weekly number of classes has been multiplied by 36 (the number of weeks). In case the yearly number of classes is not a whole number (in the recommended framework curricula), the numbers were rounded up (e.g. 18.5~19) for the categories.

From school year 2013/14 a new Core Curricula and new framework curricula have been introduced. In the present data, grades 1 (~age 6), 2 (~age 7), 5 (~age 10), 6 (~age 11), 9 (~age 14) and 10 (~age 15) reflect these changes.

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 and implementation started in school year 2013/14) in Grades 1, 2, 5, 6, 7 and 9, 10: New compulsory framework curricula (issued in the annexes of the Ministerial-EMMI-decree Number 51/2012. (XII. 21) have to be followed by schools. Accordingly, changes in grades 3 and 7 are due to these regulations gradually phasing in and that started in the school year 2013/14.

In grades 4 and 8 the previous framework curricula (issued in the annexes of the Ministerial decree Number 17/2004. (V.20.) are recommended to be followed. Data for mainstream single structure education programme and for general upper secondary "*Gimnázium*" programme were provided. [Back to the main table for this indicator](#)

### **Iceland:**

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

### **Ireland:**

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

Actual instruction time data are reported for lower and upper secondary education. Ireland's system at *ISCED level 24* offers considerable flexibility to schools, so that there are only a small number of compulsory subjects which could be identified under intended instruction time data. These subjects include English and Irish, which are interchangeable as Language 1 and Language 2 of schools, depending on the language of instruction used, and Mathematics, along with some subjects in the civic, social and personal development areas. Apart from that, schools have the flexibility to offer a range of other subjects so that the actual instruction time data provided is based on prevalent subject options rather than compulsory ones in general. Every school will differ somewhat from any perceived norm, and further curricular changes beginning in September 2014 at *ISCED level 24* will extend this flexibility further.

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

- *ISCED level 1* includes six years of compulsory schooling (i.e. grades 1-6 providing for 6 to 12 year old pupils). However, although compulsory education does not begin until age 6, *ISCED level 1* also includes two years (called junior and senior infant classes) that provide for 4-5 year old pupils, where schooling is not compulsory. Approximately half of all four-year and almost all five-year-olds are enrolled in primary schools. As the data

relates to compulsory schooling, infant classes are not included as they fall outside the definition of compulsory schooling. Teachers of all grades at *ISCED level 1* have common qualifications and are paid centrally by the Department of Education Skills in accordance with a common salary scale.

• *ISCED level 24* and *34* include:

*i)* four years of compulsory schooling (i.e. grades 7-9 at *ISCED level 24* providing for 13-15 year old students (chronologically these are years 9-11 from the start of junior infants) and grade 10 at *ISCED level 34* providing for 16 year old students)

*ii)* two years that are not reported because schooling is not compulsory but attended by most students (i.e. Grades 11-12, or chronological years 13-14 of education, providing for 17 and 18 year old students).

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#### Israel:

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

Only longitudinal mandatory hours are reported. Subjects which award a vocational qualification when successfully completed were excluded from this report. The report applies to students under the supervision of the Ministry of Education only. The class sessions reported here represent only the state public education. The class sessions of Talmud Torah and the recognised Ultra-Orthodox Hebrew sector, which are about 7%, are not considered in these figures because they are not enrolled in state official education. The independent education Nets (Atzmai, Maayan and the recognised education) are included in the data of the primary education.

The average learning hours for primary education include the hours of the "Long School Day" program which are additional to the allocated base hours. This year, 30% of the primary classes are participating in this program. As an average over all classes for students aged 6-11, 1.3 hours were added to the compulsory flexible hours.

In 2015/16, there were 36.5 studying weeks in grades 1-6 and 35 studying weeks in grades 7-10.

Upper secondary education is divided into four distinct tracks: state education (non-Jewish education included) (55%), state religious education (11%), sciences & tech (non-vocational) track (28%) and religious sciences & tech (non-vocational) track (6%).

*Percentage of students following the reported curriculum:*

- primary education 94%
- lower secondary education 100%
- upper secondary education 92%.

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#### Italy:

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

At lower secondary level 6.7% of students attend the music branch. In this branch, one hour per week is added to the weekly timetable for each instrument for a maximum of three instruments. Therefore the weekly timetable in the music branch ranges from 31 to 33 hours per week.

*Percentage of students following the reported curriculum:*

- primary and upper secondary education 100%
- lower secondary education 79.88%.

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#### Japan:

The intended instruction time indicated in the Course of Study and including the results of "the curriculum adjustment and implementation survey for public primary and lower secondary schools (2013)" is calculated in units of 60 minutes. [Back to the main table for this indicator](#)

#### Korea:

Intended instruction time reflects the suggestions provided in the primary and secondary school curriculum overview (2009 Revision). The instruction time for primary and lower secondary school levels is "the standard instruction time" and the instruction time can vary by plus or minus 20%. [Back to the main table for this indicator](#)

**Latvia:**

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

In Latvia it is a mandatory that children at the age of 5 and 6 have to be prepared for starting primary education.

*Percentage of students following the reported curriculum:* 100% (according to the Ministry of Education and Sciences 71% of all pupils are in programmes with Latvian language of instruction and 29% are in minority education programmes (in 2015/16)). [Back to the main table for this indicator](#)

**Lithuania:**

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

*Percentage of students following the reported curriculum:*

- primary education 91%
- lower secondary education 92.2%.

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**Luxembourg:**

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

**Mexico:**

*Percentage of students following the reported curriculum:*

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

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**Netherlands:**

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

*Percentage of students following the reported curriculum:* 100% (HAVO: 49%, VWO: 51%). [Back to the main table for this indicator](#)

**New Zealand:**

Schools in New Zealand are required to deliver the New Zealand Curriculum or (for Māori-medium schools) *Te Marautanga*.

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

**Poland:**

The given instruction time is assigned to three-year cycles. The six-year primary school (*ISCED level 1*) covers two cycles: the first cycle (grades 1-3) and the second cycle (grades 4-6). Lower secondary school is the third cycle of education and it covers another three years (grades 1-3). Primary and lower secondary schools implement the full-time general compulsory education. The minimum instruction time for compulsory lessons is 1915 teaching units for the first educational cycle, 2465 teaching units for the second cycle and 2825 teaching units for the third educational cycle. In addition, there are a number of hours left to the discretion of the school head, which may be distributed solely between compulsory lessons (including lessons with the homeroom teacher). These amount to 317, 379 and 415 teaching units for the 1st, 2nd and 3rd cycles respectively. The number of teaching units left at the discretion of the school head was calculated on the basis of the regulation on outline timetables in public schools using the following formula: The number is the difference between the sum of hours resulting from multiplying the weekly instruction time (primary school – first cycle: grade 1 – 20 teaching units, grade 2 – 21 teaching units, grade 3 – 21 teaching units, 62 hours altogether; second cycle: grade 4 – 25 teaching units, grade 5 – 26 teaching units, grade 6 – 28 teaching units, 79 teaching units altogether;

third cycle – lower secondary school: grade 1 – 29 teaching units, grade 2 – 30 teaching units, grade 3 – 31 teaching units, 90 teaching units altogether) by the actual number of weeks of compulsory classes for subsequent school years and the sum of teaching units defined for the first, second and third cycles i.e. the so-called minimum instruction time assigned to a given educational cycle.

Minimum instruction time for particular subjects/types of lessons is calculated for school years lasting 32 weeks for the 1st, 2nd, 3rd cycle (*ISCED level 1 and 24*) but the number of actual school weeks in each school year is 36 weeks (average actual number of school weeks ranging from 35 to 37 weeks). According to the formula, the number of teaching units at the discretion of the school head for subsequent cycles is: first cycle – 317 (62x36-1915); second cycle – 379 (79x36-2465); third cycle – 415 (90x36-2825). It is assumed that 2 teaching units a week are assigned to non-compulsory activities because of the popularity (widespread attendance) of religion lessons, especially at lower levels of education. The regulation specifies that a student can choose to attend religion or ethics classes, religion and ethics or neither of the two. Two teaching units a week per year are allocated to religion; ethics classes do not have a specified amount of instruction time, the school head decides about it (cycles 1, 2, 3 – *ISCED level 1 and 24*). In the school year 2015/16 the instruction time devoted to religion was 72,4 teaching units for the first and second cycle (181 days divided by 5 days = 36,2 weeks multiplied by 2 teaching units a week) and for the third cycle – 71,6 teaching units (179 days divided by 5 days = 35,8 weeks multiplied by 2 teaching units a week). [Back to the main table for this indicator](#)

#### **Portugal:**

Primary schools: In grades 1, 2 and 4 the total weekly instruction time may vary between the minimum of 22.5 hours and the maximum of 25 hours. In grade 3, the total weekly instruction time may vary between a minimum of 24.5 hours and a maximum of 27 hours. The instruction time reported is the minimum. If a school decides to offer the maximum hours (25 or 27 hours), the non-compulsory curriculum decreases to 5 hours a week. Percentage of students following the reported curriculum: 100%. [Back to the main table for this indicator](#)

#### **Slovak Republic:**

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

*Percentage of students following the reported curriculum:*

- primary education 93%
- lower secondary education 83%
- upper secondary education 75%.

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#### **Slovenia:**

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

*Percentage of students following the reported curriculum:* 96%. [Back to the main table for this indicator](#)

#### **Spain:**

The figures provided are national weighted averages calculated according to the following procedure: First, a table with data on regional intended instruction time was filled in for each Autonomous Community, based on the regional regulations on curriculum. Then, the specific weight (in terms of percentages) of each grade in each Autonomous Community was established, based on the statistics on the number of students per grade in each Autonomous Community provided by the Statistics Office of the Ministry of Education, Culture and Sport. The latest consolidated data on the number of students was used, corresponding to the school year 2013/14. 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. [Back to the main table for this indicator](#)

#### **Sweden:**

The scope includes both public and government-dependent private institutions. In 2014/15, 71.3% of the pupils in grade 9 studied a second foreign language (Language 3), with a total of 320 hours. However, it is not compulsory to study a modern language, hence the subject marked as "language option". The hours can also be used for education in mother tongue, Swedish/Swedish as a second language (provided the pupil is already given education in this subject), English and sign language.

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

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

#### Switzerland:

Due to the federal nature of Switzerland there is no standard curriculum and no standard instruction time defined at national level. Curricula and instruction time for *ISCED level 02, 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 distribution of instruction time between subjects vary between cantons, only figures for the total of instruction time per grade and *ISCED level* can be presented. The calculation is provided by the Swiss Conference of Cantonal Ministers of Education (EDK).

The figures are presented as weighted averages of the cantonal requirements for each grade and the total of instruction time as given by the cantonal timetables [*Studentafeln / grilles horaires*] for compulsory education in school year 2015/16. Averages are weighted by the number of students in primary education (6 years) and lower secondary education (3 years) per canton in 2013/14. For the three cantons with 5 years of primary education and 4 years of lower secondary education in 2013/14, calculations are – for reasons of comparability – based on synthetic 6 years of primary and 3 years of lower secondary education.

The total of compulsory instruction hours for six years on primary level varies between a minimum of 4 450 and a maximum of 5 470 hours. The instruction time indicated per grade in lower secondary education is calculated as a mean for different tracks (basic, medium and advanced requirements).

The total of compulsory instruction hours for six years on primary level varies between a minimum of 4 446 and a maximum of 5 275 hours. The total compulsory instruction time for the three years on lower secondary level varies between a minimum of 2 399 and a maximum of 3 218 hours.

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 average of 5 public holidays.

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

#### Turkey:

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

#### United States:

The classification of grade levels into primary, lower and upper secondary schools is decided at the local or state level. While there is general harmonisation across the United States, there is variation around the end of a programme and start of another, typically grades 6 through 9. For a detailed look at the distribution of grades at the primary and secondary levels, please visit the following tables: [http://nces.ed.gov/programs/digest/d14/tables/dt14\\_216.75.asp?current=yes](http://nces.ed.gov/programs/digest/d14/tables/dt14_216.75.asp?current=yes) and [http://nces.ed.gov/programs/digest/d14/tables/dt14\\_216.80.asp?current=yes](http://nces.ed.gov/programs/digest/d14/tables/dt14_216.80.asp?current=yes) which refer to public primary and secondary schools, by grade span.

With regard to age of compulsory education, in 2015 there are 10 states (DC included) which have a starting age of 5, 25 states with a starting age of 6, 14 states with a starting age of 7, and 2 states with a starting age of 8. Fifteen states end compulsory education at age 16, 11 states at age 17, and 25 states (DC included) at age 18. The table can be found here: [https://nces.ed.gov/programs/statereform/tab5\\_1.asp](https://nces.ed.gov/programs/statereform/tab5_1.asp). Due to the federal nature of the United States education system, there is 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 a year, or the minimum time for any day to count as an instructional day multiplied by the minimum amount of on instructional days per year. Thus the data refers to estimates based on state requirements of the minimum length of time that constitutes an instructional day. [Back to the main table for this indicator](#)



## Interpretation

### Australia:

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

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

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

The Australian Curriculum for Foundation to Year 10 has recently been endorsed by all state and territory education ministers. 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.

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

### Austria:

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

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

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

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

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

### Belgium (Flemish Community):

*Notes on the 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 were the result of the recommendations of the umbrella organisations. The legislation prescribes only a number of hours to be followed per week. Therefore, in fact there is horizontal flexibility and no vertical flexibility. [Back to the main table for this indicator](#)

### Belgium (French Community):

*Notes on the duration of the school year, school week and period length:* Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may define the number of class days between 181 and 183).

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

In primary education, reading, writing and literature, mathematics, natural sciences, social studies, arts education and technology are compulsory subjects with a flexible timetable.

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

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

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

*Recent changes in legislation:* For primary, compulsory lower secondary and compulsory upper secondary education, there has been a change in the law concerning the subject religion/ethics/moral education, in July 14, 2015: Decree establishing an exemption arrangement for the lessons of religion and ethics in the education organised by the French Community and in grant-aided public education. The decree gives the opportunity to students of public education, to ask, without motivation, for the exemption to follow a lesson in the religion of one of the recognised religions or ethics. In addition, it organises an alternative educational support (EPA: *Enseignement pédagogique alternatif*) during two hours in the student's weekly timetable. This EPA will deal with subjects such as education to democracy, education to philosophical questioning, education to well-being and to knowledge of oneself and others. [Back to the main table for this indicator](#)

#### **Brazil:**

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

#### **Canada:**

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

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

#### **Chile:**

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

#### **Colombia:**

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

#### **Czech Republic:**

*Notes on subject allocation:*

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

Mathematics: Must be included in all grades.

Natural sciences and social studies, *ISCED level 1*: Must be included in all grades. The framework educational programme (FEP) sets total time allocated to the educational area “People and Their World”, which includes

natural sciences as well as social studies. Thus, in the table the Social studies are included in the “Natural sciences” column.

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

Language 2, *ISCED level 1*: The first foreign language is compulsory, taught from 3rd grade, but it may be taught also in lower grades. The school can include the education of the first foreign language for grades 1-2 in its school educational programme as compulsory subject or as an optional subject. In both cases, the lessons are allocated from the amount of the disposable lessons (Compulsory flexible subjects chosen by schools). The number of lessons for Language 2 can be increased above the fixed number of lessons at the first stage (Grades 1-5) as well as at the second stage (Grades 6-9), which is common.

Language 3, *ISCED level 1*: A second foreign language is not compulsory for *ISCED level 1*. Theoretically, it could also be taught at this level (the time can be allocated from the “disposable lessons” or it could be offered as a non-compulsory subject), but the FEP does not state anything about it and it is not common. In *ISCED level 24*, the second foreign language is taught from eighth grade at the latest, but it can also be taught in lower grades. If the second foreign language (Language 3) cannot be provided (e.g. for pupils with special needs education, foreign pupils, in case of temporary personal or space problems), the school must provide 6 lessons for activities that develop the first foreign language (Language 2). Schools can offer Language 3 at *ISCED level 1* and languages 4 and 5 at *ISCED level 1* and *24* 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.

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

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

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

Arts education: Must be included in all grades.

*Subjects reported in the category “Other subjects”*: This category includes religion/ethics/moral education and cross-curricular topics: Personal and social education, education for democratic citizenship, education towards thinking in the European and global context, multicultural education, environmental education, and media studies. [Back to the main table for this indicator](#)

### Denmark:

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

The regulations of the number of hours a year including physical activities/exercise, supportive learning activities and assisted learning and breaks are: 1) Grade 1-4: 1200 hours, 2) grade 5-7: 1320 hours, 3) grade 8-10: 1400 hours. The number of hours a week: 1) Grade 1-4: 30 hours, 2) grade 5-7: 33 hours, 3) grade 8-10: 35 hours. In consequence the typical number of hours a day in average is: 1) Grade 1-4: 6 hours, 2) grade 5-7: 6.6 hours, 3) grade 8-10: 7 hours.

If we assume schools are planning to use one hour a day there will be 200 hours a year for breaks. The compulsory minimum number of hours a year without the breaks will in consequence be the following:

1) Grade 1-4: 1000 hours, 2) grade 5-7: 1120 hours, 3) grade 8-10: 1200 hours. Planning to have 200 school days a year in consequence the typical number of compulsory hours without breaks a day in average will be: 1) Grade 1-4: 5 hours, 2) grade 5-7: 5.6 hours, 3) grade 8-10: 6 hours.

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

*Subjects reported in the category "Other subjects":* In addition to "regular subjects" it is compulsory for students to participate in 1) Exercise and physical activity and 2) Supportive learning activities. The number of hours a year for this is: Grade 1: 320 hours, grade 2-3: 170 hours, grade 4: 140 hours, grade 5: 100 hours, grade 6-7: 70 hours and grade 8-10: 160 hours. From August 2015 it is compulsory for schools 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. Because of the change of regulation making these hours compulsory there is an increase of hours for "other subjects" compared to previous year.

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

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

#### **England:**

*Notes on the duration of the school year, school week and period length:* Instruction time does not include breaks, registration or acts of collective worship. For more information see:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/361008/Advice\\_on\\_school\\_at\\_tendance\\_sept\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/361008/Advice_on_school_at_tendance_sept_2014.pdf)

*Notes on subject allocation:* At *ISCED level 1* all pupils must study art and design, design and technology, English, geography, history, information and communication technology, mathematics, music, physical education and science. Religious education must also be provided.

At *ISCED level 24* all pupils must study art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

At *ISCED level 34* all pupils must study citizenship, English, information and communication technology, mathematics, physical education and science to age 16. The teaching of careers education, sex education and religious education is also statutory. While compulsory schooling in England ends on the last Friday in June for pupils who will be 16 by the end of the school year, pupils must stay in compulsory education until 18, either in full-time education, e.g. at a college, or participate in an apprenticeship or traineeship, or work or volunteer (for 20 hours or more a week) while in part-time education or training. There is no requirement that pupils study specific subjects post-16, except for those pupils who failed to pass their mathematics and/or English qualifications at age 16 who must continue with these subjects as part of their post-16 education. [Back to the main table for this indicator](#)

#### **Estonia:**

The estimations reflect the percentage of the students in stationary studies, following the national curriculum in grades 1 to 6 and 7 to 9.

*Notes on the duration of the school year, school week and period length:* The school year consists of at least 175 school days. One school week usually lasts 5 days. The duration length of a lesson, which was used for the calculation, is 45 minutes.

*Notes on subject allocation:* The "Reading, writing, literature" category comprises Estonian or Russian language and literature (as language of instruction; literature begins in grades 4-6); "Natural Sciences" in grades 1-3 and 4-6 comprises science and in grades 7-9 geography, biology, physics, chemistry and science. "Social studies" comprises in grades 1-3 personal, social and health education (PSH) and in grades 4-6 and 7-9 history, PSH, civics and citizenship education. "Language 2" can be English, Russian, German or French, "Language 3" can be English, Russian, German, French or some other language. "Language 2" begins in grades 1-3; "Language 3" in grades 4-6. "Physical Education and Health" consists of physical education and "Arts Education" of art and music. "Technology" in grades 1-3 corresponds to craft and in grades 4-9 to technological studies and handicraft and home economics.

*Notes on the flexibility in the curriculum:* In schools with a language of instruction other than Estonian, studying a second foreign language (Language 3) is not compulsory. Instead, students have to study Estonian as a second language.

Status of elective subjects: Schools have to offer some subjects but they decide which one they want to offer. Once selected, these subjects are compulsory for all pupils, i.e. compulsory flexible subjects chosen by the schools. [Back to the main table for this indicator](#)

#### **Finland:**

*Notes on the duration of the school year, school week and period length:* The school year in basic education comprises 190 days of instruction. In some years this number of days can be less due to national holidays during the working week. Therefore the actual number of school days in 2015/16 is 189.

*Notes on subject allocation:* The column "Compulsory subjects with flexible timetable" refers to the additional lessons that schools must offer in physical education, arts, music or crafts. The compulsory flexible subjects chosen by schools can be any subject. The non-compulsory curriculum refers to an optional foreign language.

*Subjects reported in the category "Other subjects":* Home economics, guidance and counselling.

*Notes on the flexibility in the curriculum:* In the case of foreign languages, schools and education providers can start the instruction already in grade 1. [Back to the main table for this indicator](#)

#### **France:**

*Notes on the duration of the school year, school week and period length:* The annual hours of instruction, set by the curriculum for each subject and for each level of education, must be respected regardless of the number of public holidays within a week. The school year is not set in terms of days but in weeks. It must have 36 weeks of work; the public holidays included in the current school year are not deducted.

*Notes on subject allocation:* Grades 1-2: The civic and moral education is part of the programme by law but no teaching hours and no subject in which this should be included are specified. Grade 6: "Reading, writing and literature" - the annual timetable can be up to 180 hours. "Other subjects": 2 hours per week of tutoring for all students. The two hours can be treated together or separately. For example, an hour can be allocated for all students and an hour allocated to students with special needs. Circular No. 2011-118 of 27-7-2011 on tutoring at grade 6: [http://www.education.gouv.fr/pid25535/bulletin\\_officiel.html?cid\\_bo=57154](http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=57154).

Grade 7: "Compulsory options chosen by the students" = Discovery (minimum 2 subjects). "Compulsory flexible subjects chosen by schools" = Flexible hours allocated by the school. "Non-compulsory curriculum" = Optional subjects (Latin). Grade 8: "Compulsory options chosen by students" = "Discovery" (minimum 2 subjects). "Compulsory flexible subjects chosen by schools" = Flexible hours allocated by the school. "Non-compulsory curriculum" = Optional subjects (Latin and regional language). Grade 9: "Non-compulsory curriculum" = Professional Discovery or second foreign language (Language 3) (regional or foreign) or ancient language (Latin or Greek). If Professional Discovery accounts for 6 hours per week, students do not follow the compulsory teaching of the second foreign language (Language 3). Grade 10: "Social studies" = History, geography and civic, legal and social studies. "Languages (2-5)" = Time allocated for modern languages 1 and 2 together. "Compulsory options chosen by students" = 2 "exploration subjects" to be chosen from a wide variety of options. This can amount up to 162h annually with certain options. "Non-compulsory curriculum": 1 subject to be chosen from a wide variety of options. This can amount up to 72 hours annually if the student chooses to participate in an art workshop. If the student does not choose a third foreign language (Language 4) or artistic activities as a compulsory option, he/she can still take them as an elective subject ("Non-compulsory curriculum"). "Other subjects": Individual and/or group tutoring is available for all students and is different from the usual teaching hours. See Circular No. 2010-013 of 29-1-2010 on individual tutoring in general and technological upper secondary: <http://www.education.gouv.fr/cid50471/mene1002847c.html>.

*Subjects reported in the category "Other subjects":* Grade 6: 82 hours = 10h of "Life Class" + 72 hours of *Aide aux élèves et accompagnement de leur travail personnel* (i.e. tutoring). Grades 7, 8, 9: 10 hours of "Life Class". Grade 10: 82 hours = 10 hours of "Life Class" + 72 hours of *Accompagnement personnalisé* (i.e. tutoring). In grade 9, there is also a compulsory "close observation of the professional environment" period (one week maximum) but to which no time is precisely allocated. It was introduced in 2005/006.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* Grade 7: 19.3% of pupils (public + private schools) attend Latin, which is the only non-compulsory course offered. Grade 8: 17% of pupils attend Latin, which is the only non-compulsory course offered. Grade 9: 17.5% of pupils attend Latin or Greek.

The share of public/private is the following:

	Public schools	Private schools
Grade 7 - Latin	18.1%	23.9%
Grade 8 - Latin	16%	20.6%
Grade 9 - Latin & Greek	17.7%	20.4%

Grade 10: There is no data on the number of public school students attending non-compulsory courses. Source: *Repères et références statistiques sur les enseignements, la formation et la recherche* (RERS) 2015, p. 127 (grades de 7-9) et p. 117 (grade 10): [http://cache.media.education.gouv.fr/file/2015/67/6/depp\\_rers\\_2015\\_454676.pdf](http://cache.media.education.gouv.fr/file/2015/67/6/depp_rers_2015_454676.pdf). [Back to the main table for this indicator.](#)

#### Germany:

*Subjects reported in the category "Other subjects":* Open learning and interdisciplinary subjects. [Back to the main table for this indicator](#)

#### Greece:

*Notes on the duration of the school year, school week and period length:* For both primary and lower secondary schools, the school year starts on the 1st September and ends on the 31st August of the following year. More specifically, as regards primary schools, lessons begin on the 11th September and end on the 15th June of the following year. For school year 2015/16, the teaching days in primary schools amount to 171 and are organised in 34-35 weeks that include 5 days, from Monday to Friday. For lower secondary schools, lessons begin on the 11th September and end by mid-May. The exam period follows and is completed by the 15th of June. The teaching days for school year 2015/16 stand at approximately 152 and are structured in 30 weeks that include 5 days from Monday to Friday. It is difficult to ascertain accurately the exact teaching days for the current school year as this is yet to be determined by Ministry. Hence, the figure of 152 days is reported as in previous years. The above teaching days for school year 2015/16 (171 for primary schools and 152 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 implementing the Unified Revised Curriculum (EAEP) comprises (for all grades) seven compulsory periods/lessons, four, which are 45 minutes long, two of these periods/lessons take 40 minutes and one 35 minutes. The non-compulsory curriculum (all-day programme) follows the compulsory curriculum and ends at 4.15 p.m. It consists of two periods/lessons per day and grade, which last 40 and 35 minutes respectively, thus amounting to a total of ten periods/lessons weekly in each grade.

The daily timetable of primary schools following the regular curriculum comprises, for grades 1 and 2, five compulsory periods/lessons, of which four are 45 minutes and one is 40 minutes long. For grades 3 and 4, the daily timetable comprises six compulsory periods/lessons, of which four are 45 minutes and two are 40 minutes long. For grades 5 and 6, the compulsory daily timetable comprises seven periods/lessons, of which four are 45 minutes and three are 40 minutes long. The daily non-compulsory curriculum (all-day programme), provided in all-day primary schools, begins after the end of compulsory programme and finishes at 4.15 p.m. For grades 1 and 2, the non-compulsory curriculum (all-day programme) comprises 20 periods per week, of which 15 last 40 minutes and 5 last 35 minutes. For grades 3 and 4, the non-compulsory curriculum (all-day programme) comprises 15 periods per week, of which 10 last 40 minutes and 5 last 35 minutes. For grades 5 and 6, the weekly non-compulsory curriculum (all-day programme) comprises 13 periods per week, of which 10 last 40 minutes and 3 last 35 minutes.

The daily timetable of lower secondary schools comprises seven periods/lessons, of which six are 45 minutes, while one is 40 minutes long.

*Notes on subject allocation:* The decision about which primary schools should implement the Unified Revised Curriculum is taken centrally by the Ministry of Education, Research and Religious Affairs. The Unified Revised Curriculum started as a pilot programme in 2010. The number of schools implementing the Unified Revised Curriculum increases every year, and the objective is to replace gradually the Regular Programme with the Unified Revised Curriculum in all schools.

#### In primary education:

- "Natural Sciences" in grades 1-4 refer to Study of the Environment, while in grades 5 and 6 they refer to physics. The subject Study of the Environment includes the study of the natural, social and cultural environment.
- "Social studies" in grades 3 and 4 include history while in grades 5 and 6 they refer to history, geography, and Civic and Social Studies.
- EAEP: "Compulsory flexible subjects chosen by schools" correspond to what is called "Flexible Zone Experiential Activities" (four, three and one hours per week in grades 1-2, 3-4 and 5-6, respectively), 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. According to legislation, in the 1st grade one "Flexible Zone Experiential Activities" teaching hour is dedicated to activities pertaining to health education, in the 2nd grade it is dedicated to activities pertaining to eating habits, in the 3rd grade, to activities pertaining to traffic education and in the 4th grade to environmental education.

- Regular curriculum: "Compulsory flexible subjects chosen by schools" correspond to the so-called "Flexible Zone" (three or two hours per week for grades 1-4 and 5-6 respectively), in which cross-curriculum teacher initiated programmes are developed. These programmes can be dedicated to activities pertaining to environmental education, health education, culture and arts, etc.
- EAEP: "Arts Education" includes visual arts, music and drama. In the EAEP timetable, drama is introduced as a compulsory subject of the curriculum.
- The first foreign language (Language 2) taught is English. The second (Language 3), for grades 5 and 6, is French or German.
- EAEP: As regards the non-compulsory curriculum, the subjects taught are specified by the decision of the teachers' association, upon recommendation of the school head, also taking into account the school's capacity (pupils' interests and learning level, parents' preferences, material and technical infrastructure, hours available). Choices corresponding to 2 teaching periods/lessons per day and class can be made among the following options: Study, sports, drama, information and computer technologies, English, music, a second foreign language (Language 3), plastic arts and cultural groups' activities.
- Regular curriculum: The subjects taught in the non-compulsory curriculum (all-day programme) include Study-Preparation (compulsory), ICT (compulsory), English Language (compulsory) and sports (compulsory), as well as one or two or compulsory elective subjects for grades 1-4 and 5-6 respectively. The compulsory elective subjects that pupils can choose from include plastic arts, drama, music, dance or sports.

#### In lower secondary education:

From school year 2013/14 and onwards, in lower secondary education, a reformed timetable is being implemented for the 1st grade (year 7). It has been also applied from school year 2014/15, in the 2nd grade (year 8) while in school year 2015/16, it is also applied for the 3rd grade (9 year).

- "Reading, writing and literature" refers to the subjects Modern Greek Language and Literature and Ancient Greek Language and Literature (years 7 to 9).
- "Natural Sciences" includes physics and biology in year 7, physics and "chemistry in year 8, physics, chemistry and biology in year 9.
- "Social Studies" corresponds to history and geography (years 7-8), history and Civic and Social Studies (year 9).
- "Practical and vocational Skills" refers to home economics (years 7-8) and School Vocational Guidance (year 9).
- "Compulsory flexible subjects chosen by the schools" includes the so-called Experiential Activities - Cross-thematic Creative Activities-Projects (year 7); one hour of instruction time per week is dedicated to activities pertaining to either local History, Environment and Education for Sustainable Development, School Vocational Guidance, Nature and Exercise, Culture and Art Activities or School and Social Life.
- The first foreign language (language 2) taught in all grades is English. Additionally, students attending the 1st grade (year 7) of lower secondary school can choose a second foreign language (Language 3) among French and German.

It should be noted that the non-compulsory curriculum is an option available only to primary schools. The conditions for the operation of the all-day programme in a primary school are parents' interest and social criteria. More specifically, the implementation of the all-day programme requires a minimum number of pupils ranging from 5 to 15, depending on the size of the school. Furthermore, either both parents must work and submit the relevant certification from their employer or they have to be registered unemployed. This programme is offered as an option to pupils after the end of the compulsory timetable. [Back to the main table for this indicator](#)

#### **Hungary:**

*Notes on the duration of the school year, school week and period length:* In general, classes last 45 minutes but schools may also organise longer or shorter ones. No class may take more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in 45-minute lessons. Breaks between curricular and extracurricular lessons should be taken to provide rest for children.

*Notes on subject allocation:* In grade 1 and 2: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture. "Religion/Ethics/Moral education" includes ethics OR religion (students/parents choose between the two). These subjects were introduced in 2013. "Technology" includes *Életvitel és Gyakorlat* (life management and practice). "Compulsory flexible subjects chosen by schools" includes

*Szabadon tervezhető órakeret*; schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). In grade 3: "Natural Sciences" include environmental studies. "Arts Education" includes music and Drawing/Visual Culture. In grade 4: "Natural Sciences" include environmental studies. "Arts Education" includes music and Drawing/Visual Culture. In grade 5: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture; "Social studies" include the subject History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" include two classes of *Szabadon tervezhető órakeret*, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes), Drama-Dance, or homeland and peoples. School also have to choose between these two, dividing the number of classes to teach both is not allowed. In grade 6: "Natural Sciences" include environmental studies; "Arts Education" includes music and Visual Culture; "Social studies" include the subject History/Social/Civic Studies. "Compulsory flexible subjects chosen by schools" include three classes of *Szabadon tervezhető órakeret*, which schools allocate to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). In grade 7: "Social Studies" include geography and history; "Religion/Ethics/Moral education" includes Man and Society-Ethics. In grade 8: "Social Studies" include geography, history and media; "Religion/Ethics/Moral education" includes Man and Society-Ethics. "Arts Education" includes music and Visual Culture. In grade 9: "Natural Sciences" include physics and chemistry; "Social Studies" include geography and history; "Arts Education" includes music and Visual Culture. "Compulsory flexible subjects chosen by schools" include *Szabadon tervezhető órakeret* (144 classes per year); schools allocate this amount of time to subjects of their own choice (they can introduce a new subject and/or raise the number of other classes). It also includes Drama-Dance and media (36 classes per year). Schools have to choose one of these two subjects. In grade 10: "Natural Sciences" include physics, biology and chemistry; "Social Studies" include history and geography; "Arts Education" includes music and Visual Culture. "Compulsory flexible subjects chosen by schools" include *Szabadon tervezhető órakeret* (144 classes per year); 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).

*Subjects reported in the category "Other subjects"*: In grade 5-10: Form teachers' class. [Back to the main table for this indicator](#)

#### **Iceland:**

*Notes on the duration of the school year, school week and period length*: National Curriculum Guidelines allocate a certain number of minutes per week for each subject over three periods, 1-4 grades, 5-7 grades and 8-10 grades. Schools and local educational authorities have autonomy in organising the distribution of weekly instruction time within these periods.

*Notes on subject allocation*: Two foreign languages are compulsory, English and Danish. Schools are free to decide how much time should be assigned for the first and the second foreign language (Languages 2 and 3), within the limits of the intended curriculum for foreign languages. Additional foreign language instruction is included in compulsory options chosen by the students. The National Curriculum Guidelines allocate time for compulsory options. All schools use this time for both, extra teaching time for compulsory subjects and other subjects that pupils can choose from. [Back to the main table for this indicator](#)

#### **Ireland:**

*Notes on the duration of the school year, school week and period length*: Primary schools are open for 183 days annually. For Grades 1 to 6 (*ISCED level 1*), each day consists of 5 hours and 40 minutes with 40 minutes allocated to breaks and general recreation. The duration of lessons may vary in primary schools but the average is 30 minutes. At *ISCED level 24 and 34*, 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*: The list of prescribed subjects and instruction time to be allocated makes up most of the school week at *ISCED level 1*. The school week also includes 2 hours of discretionary time at grades 1-6 which can be allocated, at the teacher's and at the school's discretion, to any of the six curriculum areas or to any of the subjects within them. In line with the measures outlined in the National Literacy and Numeracy Strategy, since January 2012 all primary schools have been required to increase the time spent on the development of literacy skills by one hour per week (i.e. from 7.5 hours to 8.5 hours for grades 1-6), particularly in the first language of the school. They have also been required to increase the time spent on mathematics by 70 minutes per week (i.e. from 3 hours to 4 hours 10 minutes for grades 1-6.) Schools have been requested to make provision for these arrangements through a combination of approaches such as:

- integrating literacy and numeracy with other curriculum areas
- using some or all of discretionary time (two hours) for literacy and numeracy activities
- re-allocating time spent on other subjects in the curriculum to the development of literacy and numeracy.



For the tables at hand, the increased time has been drawn from discretionary time ("Compulsory subjects with flexible timetable") of two hours for grades 1-6. The remaining additional 10 minutes for mathematics (Grades 1-6), are drawn from other curricular areas listed in the table.

All primary schools teach both English and Irish. In English-medium schools, English is regarded as the first language (L1) and Irish as the second language (L2) while in Irish-medium schools, the L1 is Irish and the L2 is English. For the tables at hand, "Reading, writing and literature" should be read as either English or Irish depending on which is the first language of the school. In English-medium schools, English is entered under "Reading, writing and literature" while Irish would be included under "Language 2". In Irish-medium schools, Irish is entered under "Reading, writing and literature" while English is included under "Language 2".

At *ISCED level 24*, "Social studies" encompass geography, history and Civic, Social and Political Education (CSPE). The "Compulsory flexible curriculum chosen by the students" includes such subjects as an additional foreign language, music, art, technology subjects and ICT. At *ISCED level 34*, the "Compulsory flexible curriculum" assumes a period or two per week for guidance, and three other subjects, each provided within blocks for four or five periods per week.

At *ISCED level 1, 24* and *34* in English-medium schools (L1 is English), English is included under "Reading, writing and literature" while Irish is included under "Language 2". In Irish-medium schools (L1 is Irish), Irish is included under "Reading, writing and literature" while English is included under "Language 2". At grade 10, the time for foreign languages and L2 Irish/L2 English is reduced to accommodate the greater diversity of courses undertaken by students in the transition year.

In *ISCED level 24*, the number of compulsory subjects varies depending on the school type that a student attends. Only (i) English, (ii) Irish, (iii) mathematics, (iv) Civic, Social and Political Education [CSPE] and (v) Social, Personal and Health Education [SPHE] are compulsory in all schools at this level. This is outlined in the Rules and Programme for Secondary Schools (2004 edition), Section IV, 20&21. Of these, reading, writing and literature in whatever the language of instruction at a school is (generally English) requires one period per day of instruction, as outlined in Departmental Circular 25/12. The calculation used for the tables is based on 5 days and 40 minutes per day = 3.33 hours weekly. A similar directive governs mathematics.

Irish is compulsory (unless students are exempted in special circumstances) but the time allocation is not specified in legislation, except in schools where Irish is the language of instruction (Circular 25/12). It is covered on the tables in the column "Other Subjects". CSPE and SPHE are specified for delivery in one period, typically of 40 minutes per week (70 hours over three years) and are thus allocated as 0.67 hours to "Social studies" and 0.67 hours to "Religion/Ethics/Moral education", although greater flexibility in terms of how these subjects are provided is allowed under changes begun in 2014/15 (Circular letter M20/2014). "Physical Education and Health" has also been allocated a fixed number of hours (2 per week) because the Rules and Programme Section IV, 20 says that physical education should form a part of the curriculum at *ISCED level 24* and that the syllabuses have been developed on the basis of a time allocation of two hours per week. In practice, this may be timetabled as two periods in many schools. The Rules and Programme for Secondary Schools identifies the following subjects which schools may draw from in order to fill the total amount of compulsory instruction time. These are in addition to the compulsory subjects (with prescribed time): history, geography, Latin, Ancient Greek, classical studies, Hebrew studies, French, German, Italian, Spanish, science, technology, home economics, music, art-craft-design, materials technology (wood), metalwork, technical graphics, business studies, typewriting, environmental and social studies, religious education.

In the tables referring to actual instruction time, time allocations are identified using school inspection reports (available at [www.education.ie](http://www.education.ie)) and school timetables, and statistics from the State Examinations Commission ([www.examinations.ie](http://www.examinations.ie)) which show the subjects studied for certification by the vast majority of students at *ISCED level 24*. These figures are the average time allocated to such subjects, but it should be pointed out that these are estimates, as Ireland significantly delegates specific subject selection and the competence on instruction time to schools themselves. The Rules and Programme for Secondary Schools provide a list of approved subjects but, apart from those mentioned specifically under intended instruction time, gives flexibility to schools and this flexibility will increase as a result of changes at *ISCED level 24* initiated in 2014/15.

The final year of compulsory education is technically the first year of *ISCED level 34* for many students. This is called "transition year", but it should be pointed out that this is not compulsory and that many students enter other programmes after *ISCED level 24*, such as the Established Leaving Certificate or Leaving Certificate Applied programme which are more vocationally oriented than *ISCED level 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 [in Circular 37/10] is an aspect of SPHE, called Relationships and Sexuality Education (RSE). Six periods across the two or three years of senior cycle (*ISCED level 34*) must be allocated to this subject but need not be timetabled every week. As above, the figures in the tables on Actual data represent typical allocation of time to different subjects as informed by review of timetable data during school inspections, but note that there is no State Examinations Commission data for this year because there is no State Examination in

Transition Year, such that the identification of statistical prevalence of subjects is more challenging. Schools are also free to design their own subjects and curricula to a far greater degree during the transition year than in ISCED level 24, or in other years.

*Subjects reported in the category "Other subjects": ISCED level 1: Social Personal and Health Education. "Other" also includes the legacy time allocated for assembly and roll call. [Back to the main table for this indicator](#)*

### Israel:

*Notes on the duration of the school year, school week and period length:* Students were allocated to educational levels according to the ISCED definition: Students aged 6-11 are enrolled in primary education, students aged 12-14 are enrolled in lower secondary education, and students aged 15-17 are enrolled in upper secondary education. As a rule in Israel, students in the primary education are aged 6 to 11 but in some schools enrolment in primary education is until age 13 (grade 8). In general, in lower secondary education students are aged 12-14. In upper secondary education they are aged 15-17, and in some schools 14-17.

As a rule, the actual instruction time scheduled by the ministry is the same as the intended instruction time.

*Notes on subject allocation:* For the non-Jewish sectors (Druze and Arab institutions), Hebrew is reported as language 3. In lower secondary education, technology and communication subjects were merged with exact science. In primary education, practical computer uses are taught mainly for core subjects: Hebrew, English, mathematics and science. In upper secondary education, state religious education includes 4 additional hours, which are mandatory for obtaining a matriculation certificate. The average is a weighted average by pupils' population of these tracks.

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

*Notes on the flexibility in the curriculum:* In upper secondary education, regular hours in most of the subjects are globally allocated for all the grades together but in general are uniformly spread across grades 10, 11 and 12, i.e. 5 hours weekly each year in English, 5 in mathematics and 2 hours in physical education. Additional hours in these subjects can be added from the flexible hours which can be chosen by the students and/or the school. In addition to the longitudinal mandatory hours which are reported on the instruction time table, there are about 25% more hours beyond that. These hours are intended to solve problems, split classes into smaller classes, to integrate children with special education needs, for differential allocation of students, etc.

Moreover, as part of the teacher's working hours, teachers are committed to additional 5 hours of individual work in small groups with up to five students.

All those supplement hours reduce the average class size. [Back to the main table for this indicator](#)

### Italy:

*Notes on the duration of the school year, school week and period length:* According to legislation, schools are required to provide instruction for at least 5 days a week and for at least 200 days per year. However, the annual instruction time is commonly calculated based on an average of 33 weeks. Schools have autonomy in the distribution of the timetable both over the week and the school year. In many schools, especially at secondary level, lessons are distributed over 6 days. One hour lasts 60 minutes. Schools can organise the timetable in periods lasting less than 60 minutes, provided that the sum of periods corresponds to the total amount of time foreseen by the timetable.

At the primary level, the minimum annual instruction time is calculated according to the minimum weekly timetable of 24 hours for 33 weeks, which was gradually introduced since school year 2009/10. However, schools most commonly work according to the weekly timetable of 27 hours a week (891 hours per year) and several schools also offer the 40-hour timetable. Information on Grades 9 and 10 refer to the instruction time for *Liceo Scientifico*. Since the school year 2010/11, the reform of the upper secondary level of education is gradually applied to grades (roll-out completed in school year 2014/15). According to the reform, the ordinary three *licei* (classico, scientifico and artistico) plus the experimental pathways are replaced by 6 *licei*: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences. All the new *licei* have new timetables.

*Notes on subject allocation:* Primary education: Music (included in "Arts Education"), history and geography (included in "Social studies") are taught as separate subjects.

At lower secondary level, the category "Reading, writing and literature" includes history and geography, Citizenship and Constitution and 1 hour of in-depth studies in literacy learning. The category "Mathematics" includes sciences. No indication is given on the distribution of hours among subjects in the same area. Music (included in "Arts Education") is taught as a separate subject (2 hours/week). The hours foreseen for the second foreign language (Language 3) can be used for complementary teaching of the first foreign language (Language 2), English, up to a total of 5 hours/week. At upper secondary level (grades 9 and 10) "Mathematics"

includes ICT (ICT is taught as a separate subject in the applied sciences option of the *liceo scientifico*). At all levels, the teaching of Citizenship and Constitution is included in the timetable of the history/geography/social teaching. In the lower secondary level, the instruction time for this subject is included in the category "Reading, writing and literature", while for primary and upper secondary levels it is included in the category "Social studies".

In the *Liceo artistico* track the "Arts Education" category includes History of Arts, Drawing and Graphics, geometry, Sculpture and Plastic Disciplines and Arts Laboratory. In the *Liceo musicale e coreutico* (music branch) track the "Arts Education" category includes History of Arts, Performance and Interpretation, Theory, Analysis and Composition, History of Music, Music for Ensemble Laboratory and Music Technologies. In the *Liceo musicale e coreutico* (dance branch) track the "Arts Education" category includes History of Dance, Dance Techniques Dance laboratory, music theory and practice for dance. In the *Liceo delle scienze umane* track the "Social studies" category includes history and geography, Human Sciences (anthropology, pedagogy, psychology, sociology) as well as Law and Economy.

*Subjects reported in the category "Other subjects":* Latin and literature in the *liceo scientifico* and *liceo classico* and ancient Greek and literature in the *liceo artistico*. [Back to the main table for this indicator](#)

### Japan:

*Subjects reported in the category "Other subjects":* For primary education: home economics, integrated studies and special activities. For lower secondary education: technology and home economics, integrated studies and special activities.

The reference year of the data is 2014 but it partially includes data from 2012. [Back to the main table for this indicator](#)

### Korea:

For the first two years of primary education, students study "Natural Sciences", "Social studies", "Physical Education and Health", "Arts Education", and "Religion/Ethics/Moral education" in an integrated way through interdisciplinary subjects, which were classified as "Other subjects".

*Subjects reported in the category "Other subjects":* Creative Experiential Learning Activities (grades 1-12): At primary school level, it is recommended that ICT, health education, and Chinese Characters and Classics are systematically taught through Creative Experiential Learning Activities as well as related subjects. At lower secondary education level, they consist of self-initiated activities, club activities, volunteer activities, and future career activities. Also included in "Other subjects" are Disciplined Life (grades 1-2: 128), Intelligent Life (grades 1-2: 192) and Pleasant Life (grades 1-2: 384). Disciplined Life, Intelligent Life, and Pleasant Life are interdisciplinary subjects that encompass moral education, social studies, natural studies, physical education, arts education, etc. [Back to the main table for this indicator](#)

### Latvia:

*Notes on the duration of the school year, school week and period length:* According to the General Education Law the school year lasts 34 weeks in 1st grade, 35 weeks in 2nd to 8th grade and 37 weeks in 9th grade which corresponds to 170, 175 and 185 days (without national holidays), respectively. In 2015/16, there are 5 national holidays (18 November 2015 (Proclamation of the Republic of Latvia); 25-28 March 2016 (Easter); 1 May 2016 (Convocation of the Constituent Assembly of the Republic of Latvia; Labour Day); 4 May 2016 (Restoration of Independence of the Republic of Latvia)); therefore the actual number of instruction days in school year 2014/15 is 165 days in 1st grade, 170 in 2nd-8th grade and 180 in 9th grade. The dates for the beginning and end of the school year 2015/16 are set by the Cabinet of Ministers' Regulations on the Beginning and End of School Year 2015/16. The General Education Law prescribes the duration of lessons, which can last 40-45 minutes and are determined by the head of school. Usually, lessons last 40 minutes.

*Notes on subject allocation:* All subjects are allocated according to the subject categories listed in the table although allocation might be different according to the National Basic Education Standard where e.g. the subject Literature belongs to the arts education sphere, and geography belongs to the technology and sciences sphere (however, in the table literature is part of literacy learning and geography is part of "Social studies").

According to the National Standard for Basic Education Subjects and Standards for Basic Education Subjects as well as the Basic Education Sample Plans (2014), in the 1st model for the 1st variant of the sample plan for a basic education programme for ethnic minorities, the subject Ethnic Minority Language (grades 1-9) included in column "Other subjects", is taught in the respective ethnic minority language. The same applies to the subjects Literature (grades 4-9, included in column "Arts Education"), mathematics (for grades 1-4) and Ethics/Introduction to Christianity (grades 1-3, included in column "Compulsory flexible subjects chosen by students"). The language of instruction is Latvian in the following subjects: Latvian language and literature (grades 1-9), IT (grades 6-7), natural sciences (for grades 4-6), biology (grades 7-9, included in the column "Natural Sciences"), physics (grades 8-9, included in the column "Natural Sciences"), chemistry (grades 8-9, included in the column "Natural Sciences"), geography (grades 7-9, included in the column "Social studies"),

world history and history of Latvia (grades 6-9, included in the column “Social studies”), Social Studies (for grades 7-9, included in the column “Social studies”), crafts (for grades 4-9, included in the column “Practical and vocational skills”), sports (for grades 4-9), music (for grades 4-9, included in the column “Arts Education) and visual arts (for grades 4-9, included in the column “Arts Education”). Other subjects are taught bilingually using Latvian language and the language of ethnic minorities as the language of instruction.

*Subjects reported in the category “Other subjects”:* There must be at least one period (not regarded as teaching but upbringing) for all the grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance etc. The standard model defines number of lessons chosen by schools. Number of lessons is 1 for grade 1, 2 for grade 2, 0 for grade 3, 4 for grade 4, 4 for grade 5, 0 for grade 6, 4 for grade 7, 6 for grade 8, and 0 for grade 9. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

For the basic education programme for ethnic minorities the subject Ethnic Minority Language (grades 1-9) is included in the column “Other subjects”.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* In Latvia, there are both extracurricular activities (offered by schools and interest-related education institutions) and non-compulsory/elective subjects *fakultatīvi* (offered by respective schools of pupils). Latvia has a long and successful tradition of extracurricular education (also called interest-related/hobby education) – around 70% of all pupils attain extracurricular activities (offered by schools and interest-related education institutions). Overall, according to the Central Statistical Bureau there were 213 357 pupils in general education in 2015/16.

*Notes on the flexibility in the curriculum:* In grades 1-3, pupils can chose between the subjects Ethics and Introduction to Christianity which are taught one lesson/period per week.

In addition to the total load of learning lessons, the following activities have to be included: (1) Class upbringing period (indicated in column “Other subjects”) – at least one period for each class every week; (2) optional lessons for groups of pupils on a voluntary basis (and according to parents’ application). Optional lessons may include singing in chorus, dance, brass bands, theatre classes, foreign language lessons etc. It is not mandatory to attend optional lessons; (3) lessons for individual work with pupils who need additional support or with talented pupils; (4) prolonged-day groups.

At the beginning of the school year the director approves the lessons plan for the year. Every year a school decides on project week activities for grades 1–9, informing pupils and their parents in advance. Learning excursions, subjects Olympiads, sports activities and other activities related to teaching and upbringing may not exceed 5 days a school year. [Back to the main table for this indicator](#)

### **Lithuania:**

*Notes on the duration of the school year, school week and period length:* The duration of the school year, school week and period length is indicated in the legal acts “General Teaching Plan for the Primary Education Curriculum 2015/16 and 2016/17” and “General Teaching Plans of the Basic and Upper Secondary Education Curricula for 2015/16 and 2016/17”.

*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 2015”. The only ambiguity could be that according to the Lithuanian documents Ethics and Religion are compulsory option chosen by the student and in Eurydice-OECD report these subjects are allocated to the column “Religion/Ethics/Moral education”.

*Notes on the flexibility in the curriculum:* The schools are required by the legal acts to ensure minimal number of the lessons per week in order to implement General Teaching plans. Flexibility of the curriculum is reflected in the ability to use additional lessons from the non-compulsory curriculum, which varies across schools, for teaching support for low achievers and for personalised teaching and learning for talented students. The basic and upper-education schools have some more flexibility in the curriculum, for example:

- It can be increased or reduced the number of the lessons of the concrete subject up to 10%.
- It can be organised up to 10% of the lessons of the concrete subject not in a classroom or not in a regular way, e.g. class time can be used for a project activities or other activities attractive for students.
- A part of the curriculum can be implemented through the instruction time set for the cognitive and cultural activities. [Back to the main table for this indicator](#)

### **Luxembourg:**

*Notes on subject allocation:* Grade 1: German and Luxembourgish are the languages of instruction and their instruction time is reported under the category “Reading, writing and literature”. German is also considered as “Language 2”.

Grades 2-6: German is a language of instruction and is also considered as "Language 2". French is the second foreign language (Language 3). The weekly distribution of lessons will depend on the planning of the teaching staff who is teaching the group of grades.

Grades 7-10: The language of instruction is French which is also classified as the second foreign language (Language 3). German is the first foreign language (Language 2). English is the third foreign language (Language 4).

*Notes on the flexibility in the curriculum:* The weekly distribution of lessons will depend on the planning of the teaching staff of the group of grades, in accordance with the annual time specified for each subject area and the needs of children. [Back to the main table for this indicator](#)

#### **Mexico:**

*Notes on subject allocation:* Physics and chemistry are included in "Natural Sciences".

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

#### **Netherlands:**

*Notes on subject allocation:* About 50% of the instruction time in the last grades of primary education is spent on literacy and numeracy (based on a study of the Inspectorate). [Back to the main table for this indicator](#)

#### **New Zealand**

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

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

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

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

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

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

*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.

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*Subjects reported in the category "Other subjects":* Free class discussion/utility period [Back to the main table for this indicator](#)

**Norway:**

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

*Notes on subject allocation:* Compulsory options chosen by the students were introduced gradually by grade in lower secondary education in 2012/13. The school year 2014/15 was the first year compulsory options chosen by the students were fully implemented at all grades. The 38 hours of compulsory subjects with flexible timetable are allocated on group level by the school owner. The school owner may only allocate hours for subjects listed in the syllabus.

*Notes on the flexibility in the curriculum:* The distribution of teaching hours per subject for the 10-year compulsory education is mainly established for primary schooling (*ISCED level 1*) as a whole (grades 1-7), and for lower secondary schooling (*ISCED level 24*) as a whole (grades 8-10). Within primary schooling the number of class sessions in the core subjects "Reading, writing and literature", "Mathematics" and "Language 2" are prescribed for grades 1-4 as a whole and grades 5-7 as a whole. The school owner (municipality or county authority) is responsible for the distribution of teaching hours at each grade. It is not possible to move subjects and class sessions between the above mentioned levels. Each school has the freedom to organise class sessions within the prescribed teaching hours. [Back to the main table for this indicator](#)

**Poland:**

*Notes on subject allocation:* In grades 1 to 3 of primary school (first educational stage – early school education) in the 3-year teaching period:

The minimum instruction time for compulsory early school education (including Polish language education, modern foreign language, music education, art education, social education, natural science education, mathematical education, computer classes, technical classes and physical education) is defined as 1915 teaching hours and the distribution of these hours into particular types of classes is implemented by the teacher in charge of these classes (vertical and horizontal flexibility). In case when classes devoted to modern foreign language teaching, music education, art education, computer classes or physical education are delegated to teachers with specialist qualifications (as defined in the relevant regulations pertaining to early school education) the minimum number of teaching hours is defined as follows:

- Modern foreign language – 190 hours,
- Music education, art education and computer classes – 95 hours each,
- Physical education – 290 hours.

In the second cycle (grades 4-6 of primary school) "Arts Education" stands for the following lessons: Music (95 teaching units) and visual arts (95 teaching units), which equals 190 teaching units of compulsory lessons for each cycle separately. In the third cycle (grades 1-3 of lower secondary school – *ISCED level 24*) "Arts Education" stands for music (30 teaching units), visual arts (30 teaching units) and arts (65 teaching units). "Natural Sciences" in the third cycle covers the following subjects: Biology (130 teaching units), chemistry (130 teaching units), physics (130 teaching units); "Social studies" covers history (190 teaching units), knowledge about society (65 teaching units) and geography (130 teaching units). 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".

*Non-compulsory curriculum:* From grade 5 of primary school (2nd cycle) and in lower secondary school (3<sup>rd</sup> cycle) students have a non-compulsory subject – Education for Family Life (14 teaching units per school year). In addition, in the 1st, 2nd and 3rd cycle (*ISCED level 1* and *24*) students can attend non-compulsory lessons of religion or ethics (2 teaching units per week of religion and the amount of instruction time of ethics lessons being at the discretion of the school head). The teaching units at the discretion of the school head may be distributed only between compulsory lessons which are included under the position "Compulsory flexible subjects chosen by schools" and amount to 317, 379 and 415 periods for the 1st, 2nd and 3rd cycles, respectively.

*Subjects reported in the category "Other subjects":* Hours with the homeroom teacher (95 teaching units) for the second cycle and hours with the homeroom teacher (95 teaching units) and Education for Safety (30 teaching units) in the third cycle (grades 1-3 of lower secondary school).

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* Non-compulsory subjects at *ISCED level 1* and *24* (general compulsory education) are religion/ethics and Education for Family Life. The information on the number of students attending religion is not collected in the Education Information System database (EIS). According to Ministry of National Education estimates approximately 90% of all students in primary schools (*ISCED level 1*) and 80% - in lower secondary schools (*ISCED level 24*) attend religion lessons.

Data is collected for the subject Education for Family Life and according to the data 73.02% of students attend these lessons at primary level and 72.72% at lower secondary level (EIS database, September 2015).

*Notes on the flexibility in the curriculum:* Instruction time for compulsory classes is given for three-year periods. Education in 6-year primary schools (*ISCED level 1*) is divided into two stages/cycles: First cycle (grades 1-3) and second cycle (grades 4-6). Lower secondary school (*ISCED level 2A*) forms the third cycle and encompasses another three-year period (grades 1-3) – vertical flexibility.

In the first cycle for which a total amount of 1915 teaching units per cycle was assigned, the distribution of the teaching units between the different types of classes is decided upon by the teacher in charge of the classes. At the third educational stage (lower secondary school) 450 hours are devoted to teach two modern foreign languages. These hours can be distributed between the two languages at the discretion of the school head – horizontal flexibility.

*Age of entrance to compulsory education:* In 2014, primary education became compulsory for 6-year old children born in the first half of the year 2008, i.e. children born before the end of June 2008. Starting in 2015 all six-year-olds commence compulsory schooling, however, in September 2016 the age of entry to compulsory education will be set back to 7 – meaning that education in primary schools will be compulsory for 7-year old children and admission of 6-year-olds to grade 1 of primary school will be left to the parents' discretion. [Back to the main table for this indicator](#)

### **Portugal:**

Regarding the admission to compulsory primary education (at the age of 6), it is important to note that children who turn six years between September 16 and December 31 are also eligible to enter first grade upon request of a parent.

*Notes on the duration of the school year, school week and period length:* 180 days is the minimum number of days per school year according to the current law. For the first four years there are no formal indications on the length of the lessons, they may vary between 45 and 90 minutes, depending on the school choice (options are 45, 50, 60, 75 or 90 minutes).

*Notes on subject allocation:* According to legislation, primary schools (grades 1-4) should offer a weekly instruction time between 22.5 and 27 hours. Of these, 7 hours are allocated to literacy, 7 hours to mathematics, 2 hours of language 2 (in grade 3 only), and 3 hours to curricular subjects *Estudo do meio* (study of the environment), which comprises history, geography and sciences; 3 hours are allocated to arts and physical education, 1.5 hours to *Apoio ao Estudo* (monitored study) and 1 hour to *Oferta Complementar* (complementary offer, which is a compulsory curricular subject chosen by the school). There are also non-compulsory activities called Curricular Enrichment Activities. These activities last 3 to 5.5 hours per week (in grade 3) or 5 to 7.5 hours per week (in grades 1, 2 and 4) and may include English or other foreign languages, sports, artistic, scientific, information technology, community and citizenship education activities chosen by the schools.

At primary level (grades 5-6), "Reading, writing and literature" (Portuguese), "Language 2" (English) and "Social studies" (history and geography of Portugal) are part of the same curricular area and at least half of the time must be dedicated to Portuguese. "Mathematics" and "Natural Sciences" are also part of the same curricular area and two-thirds of the time should be dedicated to mathematics. There is also arts education (visual and musical) and technology education. At lower secondary (7th-9th grades) students learn another foreign language (Language 3) besides English (French, Spanish or German). At this level ICT is also included in the curriculum. At upper secondary level, students may choose among 4 different courses: Sciences and Technology, Social and Economic Sciences, Languages and Humanities, Visual Arts. In all these courses the students have literacy learning (Portuguese), a foreign language (Language 2), philosophy and physical education. The other subjects depend on the courses chosen and can be studied for 1, 2 or 3 years. Physical education is included in the curriculum of primary and secondary education. The attendance in religion and moral education is optional in primary and secondary education.

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

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* Non-compulsory curriculum includes religion and moral education as well as curricular enrichment activities (*Atividades de Enriquecimento Curricular*).

*Notes on the flexibility in the curriculum:* The schools have autonomy to decide within a minimum and a maximum of time granted to subjects and curricula areas within the cycles. For example, literacy learning must amount to 6000 minutes (100 hours) by the end of the lower secondary cycle. It is up to the school to decide about the distribution of these hours across the three years. In general the instruction time for subjects has a predefined minimum and maximum. Each school chooses on its own criteria the time allocated to each subject within the established limits - minimum per subject and total per year (primary and secondary) or cycle (primary and lower secondary education). Schools are autonomous to decide the time of the lesson.

For grades 5-9 there are only minimum lengths established for language, maths and arts. Schools are free to allocate the time within certain boundaries. In the category "Compulsory flexible subjects chosen by schools" the



difference between the minimum established for each subject/group of subjects and the total minimum instruction time was reported. Note that this is not another subject but time to be allocated by the schools to existing subjects.

In grades 10-12 the minimum instruction time varies for different courses. The lowest minimum of 25.5 hours per week was reported in grades 10 and 11 but the minimum can also be 27 hours a week.

Public schools with an autonomy agreement may manage 25% of the curriculum in a flexible way, provided that they comply with the syllabi, the curriculum learning outcomes and the curriculum guidelines in each course of study and for each subject. [Back to the main table for this indicator](#)

### Scotland:

*Notes on subject allocation:* 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.

Information is only collected on the provision of physical education in schools and whether they are meeting the target of 120 minutes in primary and 100 minutes for years 1-4 in secondary school. The data is published at local authority and Scotland level. In 2015/16 (the most recently published data) 99% of primary schools and 95% of secondary schools (99, 100, 100, and 95% for years S1-S4, respectively) were meeting the target. The data is published as part of the summary statistics for attainment, leaver destinations and healthy living (Edition no. 64: 2016) and is available at <http://www.gov.scot/Resource/0050/00501962.pdf>. [Back to the main table for this indicator](#)

### Slovak Republic:

*Notes on the duration of the school year, school week and period length:* The school year 2015/16 had 191 teaching days. The weekly teaching time was 5 days (Monday to Friday) and one lesson took 45 minutes.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* According to the school educational programme, schools can increase the total number of hours for *ISCED level 34* by a maximum of about 20 hours (this implies 5 hours in the 10th grade). The increased number of hours has to be funded by the schools' own resources, which is why schools do not use this possibility. Statistical data about the number of optional hours/non-compulsory (financed from schools' own resources) is not available.

*Notes on the flexibility in the curriculum:* Flexible hours (for compulsory options) for subjects can be chosen by the school and the students (it depends on the conditions of the school and the interest of pupils/students or their guardians). These can be new subjects such as further foreign languages (Language 3-5), transport education, sexual education, minority language etc. Alternatively, these flexible hours can be devoted to increase the stipulated number of hours for some compulsory subjects. [Back to the main table for this indicator](#)

### Slovenia:

*Notes on the duration of the school year, school week and period length:* The school year comprises 35 weeks or 175 school days (in grade 9) to 38 weeks or 190 school days (in grades 1 to 8) between the 1st of September and the 31st of August of the following year. Lessons are provided until the 24th of June; for pupils in year 9, lessons end on June 15th. There are 32 weeks of teaching days and 3 weeks of "days of activities" (*dnevi dejavnosti*) in this grade. In grades 1 to 8, there are 35 weeks of teaching days and 3 weeks of days of activities (*dnevi dejavnosti*). Schools are open five days a week. For the compulsory part of the curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of all lessons is 45 minutes. Within the non-compulsory curriculum the length of lessons can vary (e.g. 50 minutes for after-school classes) but for the reported activities it is 45 minutes.

*Notes on subject allocation:* In grade 1-3, the subject Environmental Education combines different subject categories; the subject (3 lessons a week) is allocated to the following categories: "Natural Sciences" (1.25 lessons a week), "Social studies" (1.25 lessons a week) and "Technology" (0.5 lessons a week). The subject "Natural sciences and technics" (grade 4-5) combine two different subject categories. The subject (3 lessons a week) is allocated to the categories of "Natural sciences" (2 lessons a week) and "Technology" (1 lesson a week). There is a lot of ICT content during the compulsory education in Slovenia, accessible to all pupils. Teaching of ICT starts in 1st grade and is included in various subjects and also taught as extracurricular lessons. In 6th grade it becomes compulsory content of the subject Technics and Technology. In 7th to 9th grade ICT is provided as a core curriculum option as well as a subject in its own right. "Religion/Ethics/Moral education" is not a stand-alone subject in the Slovene compulsory curriculum and it is mainly integrated into social studies. In 7th to 9th grade religion and ethics is provided as a core curriculum option as well as a subject in its own right. The subject "Homeland and Civic 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. The same holds for 5 sports days in each grade and 3 to 4 days of activities in the field of culture, natural science and technics. Each day lasts 5 lessons.

In school year 2015/16 the gradual introduction of the compulsory first foreign language (Language 2) learning in the 2nd and 3rd grades (2 lessons per week) continues in over 33% of the basic schools. This is not reported (in 2016/17 this should be a compulsory subject for all second graders). A non-compulsory second foreign language in grades 4, 5, 7 and 8 has been implemented as well, and it is attended by almost 20% of pupils. In grades 4 and 5, schools can also implement non-compulsory lessons in arts, ICT, sport and technics. In 2016/17 this shall be implemented also for pupils in 6th and 9th grade. In 2015/16 also non-compulsory first foreign language (Language 2) learning in the 1st grade (2 lessons per week) has been introduced, 86% of pupils attend.

*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.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* 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 to 9 as well as non-compulsory optional lessons in grades 4, 5, 7 and 8 (2 lessons per week), and non-compulsory first foreign language learning in the 1st grade, are reported. Pupils may choose and attend as many lessons and activities as they wish, except non-compulsory optional subjects and the foreign language (Language 2) for which an upper limit applies, namely 2 lessons per week. The report does not include time pupils spend in morning care (1st grade) 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. Participation rates are as follows: In morning care 70% of pupils in grade 1, in after-school classes around 83% of pupils in grades 1-5, in remedial lessons approximately 25% of pupils and in supplementary lessons approximately 25% of pupils participate. [Back to the main table for this indicator](#)

### Spain:

*Notes on the duration of the school year, school week and period length:* The duration of the instruction periods was considered to be 60 minutes, as this is the way in which the intended instruction time is expressed in the royal decrees of the national core curriculum and in regional regulations on the curriculum for primary and lower secondary education. However, schools can make the necessary arrangements regarding the duration of classes in order to elaborate their own schedules. For this, they always have to respect the distribution within subjects and the global total time established by the Autonomous Community for each grade.

The Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) introduced some changes affecting instruction time, including a higher degree of autonomy at a regional level in the allocation of time to different subjects. These new regulations affecting instruction time are being phased in. In school year 2014/15 they were introduced in grades 1, 3 and 5 (primary education) and in school year 2015/16 they are introduced in grades 2, 4 and 6 (primary education) and in grades 7 and 9 (secondary education).

Even though there have been no changes in curricula in grades 8 and 10, 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 2013/14, reference year used for the weighted averages in the present data collection.

The changes in regional regulations in *Andalucía and Cataluña* (which account for a significant percentage of the student population in Spain) in 2015 have also affected the instruction time distribution this year.

Two Autonomous Communities (*Cataluña and País Vasco*) have not adapted their curricula to the new legislation yet, and *Andalucía* has only adapted it in primary education. Therefore, the hours for subjects that are optional according to the LOMCE have been allocated to the category "Compulsory flexible subjects chosen by schools", with the exception of the hours that correspond to the Autonomous Communities that have not adapted their curricula to the LOMCE yet.

*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 and 9) students must choose between "Religion" or "Ethical values". In grade 10, the reported instruction time in this category refers to the subject Ethical-civic education.

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 and 9) students must choose the number of "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 and 9 in this data collection) Classical Culture, Arts, Visual and Audiovisual 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. All these subjects are included in the category "compulsory flexible subjects chosen by schools", with the exception of the hours in the Autonomous Communities that have not adapted their curricula to the LOMCE yet.

*Subjects reported in the category "Other subjects":* In grades 7-9, "Other subjects" includes a weekly group tutorial session, which is compulsory for all students. Tutoring is also included in grades 1 to 6 when it is specifically mentioned in regional regulations. For all students in the Comunitat Valenciana the subject Valencian Culture is also compulsory in grade 5. [Back to the main table for this indicator](#)

### Sweden:

*Notes on subject allocation:* Education providers decide how to allocate lessons/hours throughout the nine years of compulsory education after receiving suggestions from the principal. Some particularities are:

- Arts education 460 hours = Music 230, Art 230.
- Technology: included in Natural sciences 800 hours, defined as Biology, Physics, Chemistry, and Technology.
- Compulsory options chosen by the students = 320 hours (Second foreign language 320 hours, not compulsory but studied by around 70% of the pupils) + 382 hours (Pupil's options, deepening or broadening pupil's knowledge of one or more subjects). The precise starting grade for second foreign language is not laid down in the steering documents. Schools decide when to introduce the second foreign language between grades 4 and 9 and what is shown in the table is just common practice.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* The non-compulsory subject refers to the mother tongue tuition to children of other mother tongue than Swedish. There is no regulated number of instruction hours. The school head decides about the pupils' mother tongue tuition. In 2014, 13.3% of all pupils participated in mother tongue tuition to children of other mother tongue than Swedish.

*Notes on the flexibility in the curriculum:* The number of lessons for the entire compulsory school is 6785.

The number of lessons per subject is divided as follows: Craft 330, English 480, Home economics 118, Language options 320, Mathematics 1020, Arts education 460 (Music 230, Art 230), Physical Education and Health 500, Swedish/Swedish as a second language 1 490, Social studies - Geography, History, Religion - 885; Natural sciences - Biology, Chemistry, Technology, Physics - 800, Pupil's option 382.

Crafts and Home economics (330+118) is reported as "Practical and vocational skills". The pupil's options enable them to deepen and broaden their knowledge of one or more subjects in school. The number of hours for a subject or group of subjects given in the timetable may be reduced locally by at most 20% to accommodate school options. However, the number of hours may not be reduced in English, Mathematics and Swedish/Swedish as a second language. [Back to the main table for this indicator](#)

### Switzerland:

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

Compulsory education in Switzerland starts in most cantons with two years of pre-primary education (*ISCED level 0*) for children aged 4. Including pre-primary education compulsory education amounts to a total of 11 years. There is no subject-related curriculum for pre-primary education.

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

The length of a period varies between 45 (in the majority of the cantons) and 50 minutes.

*Percentage of students in general compulsory education attending the non-compulsory instruction time:* 100% [Back to the main table for this indicator](#)

### Turkey:

*Notes on subject allocation:* The number of hours reported under "Compulsory options chosen by the students" reflects the compulsory elective subjects that students have to choose as part of the compulsory curriculum. In lower secondary education students have to choose 3 elective subjects per grade. Possible options are: Religion and ethics, subjects related to reading, writing and literature, foreign languages (Language 2-5), subjects related to science and maths, subjects related to arts and sports, subjects related to social studies. In upper secondary education, the number of subjects students have to choose varies according to the school type. Some possible

options are: Language, Turkish Literature, maths, geometry, physics, chemistry, biology, history, geography, psychology, sociology and foreign languages (Language 2-5).

In upper secondary education a large amount of time is allocated to the compulsory flexible curriculum in most pathways. Students choose among a wide range of elective subjects based on their interest and the programmes they want to follow in tertiary education. In grades 11 and 12, the majority of students study Mathematics and Natural sciences as elective compulsory subjects. Nonetheless, due to the different pathways available, for a small proportion of students Mathematics and Natural sciences are compulsory subjects with defined compulsory instruction time (i.e. in Science High Schools). Likewise, in grade 12, Social studies are also part of the optional compulsory subjects for the majority of students. Yet, for a small amount of students this topic is a subject with defined compulsory instruction time (i.e. in Anatolia Teacher High Schools). Finally, in grade 11, for an important amount of students Language 3 can be studied as a compulsory option (i.e. in High Schools), while in grade 9 and 10 a small proportion of students can study Arts education as a compulsory option as well (i.e. in Science High Schools).

*Subjects reported in the category "Other subjects":* For primary education, "Free Activities" (144 hours per year during the 1st grade and 72 hours per year during the 2nd and 3rd grades). [Back to the main table for this indicator](#)

## Organisation of the school day

### Australia:

*Organisation of the standard school week:* At primary, lower and upper secondary education, there are 5 days to each school week. Any variation from this pattern is due to remoteness of the school in some states or territories.

*Number of lessons in a standard school day:* This varies for each state and territory and between schools as well. The number and length of each lesson is typically at the school's discretion at the primary, lower and upper secondary levels. Information provided by states and territories indicate that on average there are typically 4-6 lessons in the school day in primary schools and 5-8 lessons in lower secondary education.

*Organisation of the breaks between lessons:* This is typically at the school's discretion, but generally schools will have one short recess in the morning and a longer lunch break in primary, lower and upper secondary schools.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Generally schools can offer additional activities that are organised at the school level according to policy guidelines on outside school hours. They typically involve use of school facilities outside of school hours. In some states they can be organised by external commercial or not-for-profit organisations. In other states or territories they are offered voluntarily by teachers or parents (or other volunteers). Some primary schools may provide "Out of School Hours Care" for students. This is typically staffed by additional staff to those employed at the school. Parents will often pay a fee for their children to attend this care.

*Additional activities during the school holidays:* Not all states and territories offer activities during the school holidays. For those that do it is at the schools discretion as to whether or not activities are offered. In some states and territories these events tend to be organised by allied organisations (e.g. teacher professional bodies or sporting clubs) using school facilities. In other states and territories where primary schools might offer an Out of School Hours Care program, they may continue to offer this same service during school holidays, covering normal school hours in addition to the time before and after school. The fees for this are paid separately enabling the involvement of different students to the regular care. In some schools upper secondary teachers can voluntarily offer additional tuition for a short period in the holidays for their students. [Back to the main table for this indicator](#)

### Austria:

*Organisation of the standard school week:* In general, classes do not start before 8.00 a.m. A lesson normally lasts 50 minutes. The total number of weekly lessons should be evenly spread over the individual school days.

*Number of lessons in a standard school day:* The number of weekly hours varies between grades and school types. School heads are obliged to spread the total number of weekly hours as evenly as possible across all days of instruction.

*Organisation of the breaks between lessons:* Between lessons there are breaks of 5 to 15 minutes. The lunch break must be sufficiently long to allow pupils to take lunch. The lunch break normally lasts for one hour.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Since the school year 1994/95, the law has provided for a possibility to run all-day schools. All-day schools organise the school day into an instruction part and an extracurricular part, these are either consecutive or interlinked. In school types where the instruction part and the extracurricular part are clearly separated, students are provided with lunch after morning classes and afternoon supervision until 4.00 p.m. (at the latest: 6.00 p.m.). Students may also participate in the extracurricular part on individual days only, or not at all. In all-day schools with interlinked instruction and extracurricular parts all students must attend until 4.00 p.m. for organisational reasons, because classes, private study and leisure sessions alternate several times during the day.

*Additional activities during the school holidays:* Not applicable. [Back to the main table for this indicator](#)

### Belgium (Flemish Community):

*Organisation of the standard school week:* For primary education there is a legislation prescribing the organisation of the school week (decision of the Flemish Government of 17 April 1991, *Besluit van de Vlaamse Regering tot organisatie van het schooljaar in het basisonderwijs en in het deeltijds Onderwijs georganiseerd, erkend of gesubsidieerd door de Vlaamse Gemeenschap*). This decision stipulates that classes are evenly spread over 5 days (from Monday to Friday). In general, on Wednesday classes are scheduled in the morning only (free afternoon).

For lower and upper secondary education there is also a legislation prescribing the organisation of the school week (decision of the Flemish Government of 31 August 2001, *Besluit van de Vlaamse regering houdende de organisatie van het schooljaar in het secundair onderwijs*). This legislation prescribes that the lessons are organised in 9 half instruction days from Monday to Friday.

*Number of lessons in a standard school day:* This is left to the autonomy of the schools and/or school associations or networks. The number of hours per week is stipulated as follows:

For primary education it is 28 or 29 hours per week. The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

For general secondary education 28 hours per week is the minimum and 32 hours per week the maximum. The calculations are based on 32 hours per week (Though in secondary education in the arts the maximum is 36 hours per week). The lessons start at the earliest at 8.00 a.m. and finish between 3.00 p.m. and 5.00 p.m.

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

*Organisation of the breaks between lessons:* In the legislation mentioned above, a minimum lunch break of at least 1 hour in primary education and at least 50 minutes for lower and upper secondary education is stipulated. The breaks during the morning and the afternoon are decided upon in full autonomy by the school for all levels of education. Usually there will be a short break halfway through the morning and in some cases a short break halfway through the afternoon.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer additional activities, but the content and mode of organisation is an autonomous decision of the school (no obligation).

*Additional activities during the school holidays:* Schools can offer activities during school holidays, but the content and mode of organisation is an autonomous decision of the school (no obligation). [Back to the main table for this indicator](#)

### **Belgium (French Community):**

*Organisation of the standard school week:* 5 days a week (Monday to Friday), and Wednesdays only a half-day (morning).

*Number of lessons in a standard school day:* At primary schools there is no regulation about it. At secondary school, the average is 7-8 lessons per day (except on Wednesdays).

*Organisation of the breaks between lessons:* There is no specific rule on breaks, it depends on each school's organisation.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* It is possible to organise additional activities and its organisation depends on each school.

*Additional activities during the school holidays:* Schools are closed during school holidays. Some activities can be organised but the content and mode of organisation is an autonomous decision of the school. [Back to the main table for this indicator](#)

### **Brazil:**

*Organisation of the standard school week:* At primary, lower and upper secondary level, there are 5 days to each school week. 21% of public schools and 4% of private schools work on 3 day shifts. The first shift is between 6.00 a.m. and 12:59 p.m.; the second shift lasts from 13 p.m. to 4:59 p.m.; and the third shift takes place between 5.00 p.m. and 11.59 p.m. 10.5% of public schools and 20.5% of private schools work on one 7 hours per day shift. These schools have 50% of enrolments in this condition (Source: National School Census).

*Number of lessons in a standard school day:* In Brazil each state (27) and every municipality (5 000) has the authority to organise the school day. The federal/central government does not have information about this. However, on average a school day at primary and lower secondary level has 5 periods per shift; at upper secondary level there are 6 periods per shift, due to the greater number of subject fields.

*Organisation of the breaks between lessons:* Breaks last between 15 and 20 minutes and are held in the middle of the morning, afternoon or night shift.

*Organisation of the breaks between lessons:* Between 15 and 20 minutes in the middle of the morning, afternoon or night.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Usually, schools offer activities before/after classes and they have the autonomy to organise their non-compulsory activities. The National Education Council Resolution n.2, 13/07/2010 stipulates that 20% of the annual study load should be allocated to programmes and interdisciplinary activities (non-compulsory activities at schools) (Art.17).

*Additional activities during the school holidays:* Each school can schedule activities during holidays or weekends. There is a national programme called "Open School Programme" (*Programa Escola Aberta*) which is financed by the federal government. It is implemented by states and local authorities within their schools (Source: National School Census). Municipalities and states may also have their own programmes. [Back to the main table for this indicator](#)

**Canada:**

*Organisation of the standard school week:* A standard school week is typically 5 days long: Monday to Friday. Start and end times vary with each school. Generally start times are between 8 and 9 o'clock and ending times between 2.30 p.m. to 3.30 p.m. Typically there is 4.5 to 5.75 hours of instruction time, depending upon the grade.

*Number of lessons in a standard school day:* Typically, in primary education it is up to the teacher and/or school how instruction time is allotted within the instructional day to achieve curriculum outcomes.

In lower secondary education there are typically 4 to 6 periods per day but this varies as in some jurisdictions the number of lessons per day is at the discretion of the school.

In upper secondary education there are also typically 4 to 6 periods per day. The length of periods can range from 45 minutes to 1.5 hours.

*Organisation of the breaks between lessons:* Exact time of breaks is organised by the individual schools. At all levels of education (primary, lower and upper secondary), there is a midday break (lunch) lasting around 40 to 60 minutes. In primary education there is typically a recess break of 10-15 minutes in the morning (before lunch). In about half of the jurisdictions there is also an afternoon recess (after lunch) of 10-15 minutes. In lower and upper secondary education there are typically short breaks of around 5 minutes between periods.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In all jurisdictions schools can offer additional activities before and after school. Typically, this is managed at the school level and the types of activities vary by school. Activities include before and after-school child care (at the primary level), sports, clubs, and help for students. Before and after-school care for students is generally managed by staff whose salaries are paid by parents accessing this services. Activities may also be offered and organised in schools by community groups.

*Additional activities during the school holidays:* Generally this is at the discretion of school divisions or boards or at the discretion of individual schools. Activities may also be offered and organised in schools by community groups. [Back to the main table for this indicator](#)

**Chile:**

*Organisation of the standard school week:* Chile has two main "paths". Students with JEC (*Jornada Escolar Completa*) usually go to school Monday to Friday all day from 8.00 a.m. to approximately 4.00 p.m. Students without JEC usually go to school Monday to Friday, either in the morning or in the afternoon.

*Number of lessons in a standard school day:* In primary education there are 6-7 periods and in lower and upper secondary education 7-8 periods in a standard school day.

*Organisation of the breaks between lessons:* After two periods (45 minutes each) there is usually a 15-20 minutes break. Students should leave the classroom during this break. Large schools may split their students into 2 or more groups (by age, for instance).

*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 that with less frequency.

*Additional activities during the school holidays:* School organise activities generally in the first month of holidays (January). School administrators organise these activities. [Back to the main table for this indicator](#)

**Colombia:**

*Organisation of the standard school week:* The school week in Colombia is five days long for at least 40 weeks per annum. The instruction time at pre-primary level amounts to 20 hours as a minimum. At primary level the minimum instruction time is 25 hours whereas 30 hours are the minimum for lower and upper secondary level. 80% of the weekly teaching must correspond to the relevant mandatory subject categories natural sciences and environmental education, social studies, arts education, ethics and human values education, physical education, Recreation and Sports, Religious Education, Humanities, English language and other foreign languages (Languages 2-5), mathematics, technology and IT.

*Number of lessons in a standard school day:* the implementation of the curriculum is the responsibility of each educational institution – e.g. organised by the principal or head teacher – which has to follow the core objectives of primary and secondary education in accordance with the curriculum established by the Institutional Education Project (PEI) (*Proyecto Educativo institucional*). Yet, the compulsory and core areas of instruction should comprise at least 80% of the curriculum.

*Organisation of the breaks between lessons:* The exact time of breaks is defined by the principal or director of the educational establishment at the beginning of each school year. For this reason school breaks may have different durations.

*Additional activities before/after classes:* Colombia has complementary school shifts, which complement the curriculum of educational establishments. The aim of these programmes is to pedagogically guide leisure time activities that strengthen the basic and citizenship skills (recreational, sports, etc.)

*Additional activities during the school holidays:* There are no additional activities offered during the school holidays in Colombia. School activities are performed within the regular school calendar only. [Back to the main table for this indicator](#)

### Czech Republic:

*Organisation of the standard school week:* Compulsory education covers only primary and lower secondary education but not the upper secondary level. The organisation of school time is set down by the Education Act, by decrees and by educational programmes that stipulate the school year, holidays and the weekly and daily regime. The school week, like the working week, comprises five days, from Monday to Friday.

*Number of lessons in a standard school day:* The school head decides on the actual organisation of the daily timetable, within the framework of the general rules set up by legislative and curricular documents. Time for extracurricular activities is not stipulated. The beginning and end of teaching is limited by decree. Classes usually start at 8.00 a.m. but a school head can move the starting time, as long as it is not earlier than 7.00 a.m. The last lesson must finish by 5.00 p.m. at the latest. The school head must allow pupils to enter the premises of the school at least 20 minutes before the commencement of the morning and afternoon lessons respectively. One lesson lasts 45 minutes. Pupils can have a maximum of 6 lessons in the morning and 6 lessons in the afternoon. The maximum number of hours per week is set by the Education Act and the minimum number by the framework curriculum timetable. The number of hours per week for each grade is as follows:

Year:	1	2	3	4	5	6	7	8	9
Interval:	18-22	18-22	22-26	22-26	22-26	28-30	28-30	30-32	30-32

For primary education, this gives an average of approximately 4 lessons (45-minutes) per day for the 1st and 2nd grade and approximately 5 lessons (45-minutes) per day for grades 3-5. At lower secondary level a school day consists of approximately 6 lessons (45-minutes).

*Organisation of the breaks between lessons:* There are 10-minute breaks and at least one 15-minute break usually after the first two lessons. The break between the morning and afternoon classes is at least 50 minutes. When instruction is not organised in traditional lessons the distribution of breaks and their length is determined with regard to the nature of the activities and to the basic physiological needs of pupils. Exceptionally, 10-minute breaks can be shortened to 5-minute and breaks between the morning and afternoon classes to at least 30-minutes breaks. This can help to harmonise the end of classes and commuting to school.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* The range of activities offered is at the discretion of schools. Time for extracurricular activities is not stipulated. There are two types of school programmes for developing personal interests at basic schools (*základní školy*), which are regulated by the law: *Školní družina* for pupils of the first stage of *základní škola* (established in the majority of schools), providing education for children before and after-school lessons and the *školní klub* (school club) for pupils of the second stage of a *základní škola*. In addition, some schools offer other leisure time activities like sports, art or handcraft courses etc. but it is not regulated by law or curricular documents. Outside schools other school facilities exist like the *střediska volného času* that provide interest education.

*Additional activities during the school holidays:* The school building can be opened during holidays, depending on the decision of the school head. The *školní družina* normally operates during holidays, but its operation can be interrupted. The school clubs (*školní klub*) normally operate only during school days, but they can also operate during holidays. The *střediska volného času* generally operate during holidays. [Back to the main table for this indicator](#)

### Denmark:

*Organisation of the standard school week:* The organisation of a school week is decided at municipal level or school level and differs from school to school. However, a school week in Denmark is always 5 days. At primary and lower secondary level the number of school days will typically be 200 and the number of weeks 40.

*Number of lessons in a standard school day:* The organisation of a school day is decided at municipal or school level and differs from school to school. Typically the day will be organised in modules of 90 minutes or lessons of 45 minutes starting at 8.00 a.m. or 8.15 a.m. The number of lessons in a standard school day depends on the regulations of the number of hours a year, which varies for different school levels and grades. It is locally decided on the number of hours a year in order to realise the demands for the annual number of teaching hours.

*Organisation of the breaks between lessons:* This is decided at municipal or school level and differs from school to school. Breaks can for example be organised as an integrated part of the daily exercise and physical activity for the students 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.



*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 supportive learning activities with an aim to develop the students' receptiveness to teaching by working with their social competences, diverse development, motivation and well-being during the school day in co-operation with teachers. A daily 45 minutes' exercise and physical activity must be part of the integrated school day at all grade levels of the public school in order to further the children's and young persons' state of health and to support their motivation and learning in all subjects. Exercise and physical activity might be part of both the subject-divided lessons, among other things Physical Education and sports, and of the assisted learning. This may happen for example by brief physical activities such as a morning run, ball games etc., and by more time-consuming activities i.e. in co-operation with local sports clubs, cultural centres, or simply by using the physical activity as a pedagogical tool for working with the contents of the subjects.

*Additional activities during the school holidays:* Typically, the SFOs are open and offer activities during the school holidays. [Back to the main table for this indicator](#)

### England:

*Organisation of the standard school week:* Regarding the length of the school year the Education (School Day and School Year) (England) Regulations 1999 require all maintained schools to open to educate their pupils for at least 380 sessions (190 days) in each school year. A maintained school's year must begin after the end of July. These regulations do not apply to government-dependent private schools (Academies and Free Schools) – as with the length of the school day the academy trust is responsible for deciding the length of the school year.

*Number of lessons in a standard school day:* Regarding the length of the school day, all schools in England are free to decide when their school day should start and end. There are no specific legal requirements about how long the school day should be. Governing bodies of all maintained schools in England are responsible for deciding when sessions should begin and end on each school day. Governing bodies are also responsible for deciding the length of each lesson and the timings for the morning session, the midday break, and the afternoon session.

*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 the 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 the 1st grade up to 30 lessons in grade 6. At lower secondary level the maximum weekly workload varies between 30 and 32 lessons (30 lessons for grade 7 and 32 lessons for grade 8 and 9 students). The workload of students may be specified in the daily schedule of the school or, where necessary, in an individual curriculum.

*Organisation of the breaks between lessons:* In general education schools, lessons vary with breaks. One break lasts at least 10 minutes for every lesson. Two 45-minute lessons can be taught continuously without a break.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Upon planning and implementing teaching and learning, it is ensured that students' academic workload corresponds to their age and abilities, granting them time for resting and hobby activities. The daily schedule of a school is established by the head of the school and stipulates the sequence and duration of study activities and extracurricular activities supporting the school curriculum such as activities organised in long day groups, hobby groups and studios. The work organisation and daily schedule of a long day group will be established by the head of school, setting a time for doing homework, outdoor recreation and hobby activities. Supervision and pedagogical instruction and guidance during spare time, doing homework, pursuing hobbies and developing interests is offered to students as extracurricular activities organised in a long day group. On the basis of a proposal of the board of trustees, a school will organise the formation of a long day group jointly with the owner of the school.

In extracurricular activities students have the right to use the civil engineering works, rooms and library of their school as well as the teaching and learning equipment, sports, technical and other facilities of the school pursuant to the procedures provided in the internal rules of the school.

*Additional activities during the school holidays:* Schools may offer activities during the school holidays but these activities are not regulated by any legal act. [Back to the main table for this indicator](#)

#### **Finland:**

*Organisation of the standard school week:* The regulations state that the average time of instruction per week must be at least 19 in grades 1-2, 22 in grade 3, 24 in grade 4, 25 in grades 5-6, 29 in grades 7-8 and 30 hours in grade 9. Otherwise the schools are autonomous in organising the school weeks.

*Number of lessons in a standard school day:* Local autonomy.

*Organisation of the breaks between lessons:* Local autonomy.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Morning and afternoon activities are provided for children in grades 1-2 of basic education and for children admitted or transferred to special needs education in all grades. The local authorities are not obligated to organise these activities, but can be granted state subsidies for the provision. Also after-school leisure activities are organised in conjunction with basic education to support the children's development and growth. The aim is to also attract those children whose backgrounds do not support regular participation in hobbies.

*Additional activities during the school holidays:* Local autonomy. [Back to the main table for this indicator](#)

#### **France:**

*Organisation of the standard school week:* Grades 1-5: The reform of the organisation of school time in pre-primary and primary schools established by the decree of 24 January 2013 was implemented at the beginning of the school year 2013/14 (however, until 31 March 2013, municipalities could ask to postpone the implementation to the school year 2014/2015). The reform changed the school week, which used to last 4 days, into 9 half-days (4.5 days of instruction) to shorten each school day. Instruction time is provided on Monday, Tuesday, Thursday and Friday, and on Wednesday morning, with 5.30 hours of instruction maximum per day and 3.30 maximum per half-day. The sub-regional educational authorities may agree to set instruction time on Saturday morning instead of Wednesday morning if it is justified by the specificities of the local education project and if it has sufficient pedagogical guarantees. Grades 6-10: Regulations specify the number of hours per week allocated to different subjects, but not the number of days per week. However, a 4.5 week (Monday to Friday) is most commonly practiced. At the upper secondary level, students often have school on Saturday morning.

*Number of lessons in a standard school day:* Grades 1-5: 5 hours and 30min is the maximum of instruction time per day and 3 hours and 30 minutes the maximum per half-day. Exceptions have to be agreed with the sub-regional educational authorities based on the specificities of the local education project and if it has sufficient pedagogical guarantees. Grades 6-10: locally defined (by the school administration).

*Organisation of the breaks between lessons:* Grades 1-5: Breaks between lessons are not defined nationally. However, the reform of the organisation of school time (see above) set the minimum duration of the lunch break at 1 hour and 30 minutes. Grades 6-10: Prior to 2009, each lesson officially lasted 55 minutes and was followed by a break of 5 minutes (Circular No. 76-121 of 24 March 1976). However, the duration of lessons is no longer defined nationally.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Grades 1-5: The reform of the organisation of school time in pre-primary and primary schools (see above) includes the implementation of additional learning activities in small groups to help students experiencing difficulties in their learning, for tutoring or for an activity provided by the school project, or if necessary with the territorial educational project. The general organisation of these extracurricular activities shall be determined by the inspector of education of the district, on the proposal of the board of teachers. In addition, extracurricular activities may be proposed by the municipality. These artistic, sports or cultural activities are intended to contribute to the development of students and to develop their intellectual curiosity. Student participation in these activities is optional.

Grades 1-9: Educational support after classes is offered to students in schools from priority education zones at the primary and lower secondary levels. This service proposes homework assistance, modern languages practice, sports practice, or activities with an emphasis on culture or art, for a duration of about 2 hours a day.

Grade 10: Since 2011, high schools offer the opportunity for the students to attend training courses. These training courses aim for three objectives: to raise student-level in foreign languages (English mainly), to afford refresher courses or to make changes possible in students' course choices. This opportunity is incorporated within the framework of academic success. The training courses follow a growing evolution.

*Additional activities during the school holidays:* Grades 1-6: During the school holidays, students in grades 4 and 5 can participate in "refresher courses" in mathematics and French, organised in three annual sessions. Each session lasts 5 days (3 hours/day) and they take place in schools. Each group consists of 5 to 6 students who are

evaluated at the end of the session. Grades 6-10: The programme "Open School" is designed for students who do not go on holiday (or do not go to school on Wednesday or Saturday morning). Priority is given to students from disadvantaged backgrounds. It is offered on a voluntary basis by head teachers, teaching staff and all stakeholders involved in the programme. It offers a wide range of educational, cultural, sports and recreational activities. [Back to the main table for this indicator](#)

### Germany:

*Organisation of the standard school week:* Primary school pupils attend lessons for 20 to 29 periods a week. In most *Länder* there are 20 to 22 periods in the first year, rising to 27 in the fourth (final) year of primary education. As a rule each period lasts 45 minutes. Lessons are usually held in the morning, with up to six periods a day. The weekly teaching periods are laid down by the Ministries of Education and Cultural Affairs of the *Länder* for the different types of school and may be distributed over five or six days in the week. As a rule, in those *Länder* with a six-day school week, there are two Saturdays per month on which no lessons take place. In most *Länder*, the responsible Ministry of Education and Cultural Affairs has introduced a five-day week for all schools. In some *Länder*, the *Schulkonferenz* (school conference) may decide the number of days in the school week.

In the primary sector, lesson times are laid down from 7.30/8.30 a.m. to 1.30 p.m. or 11.30 a.m. (Monday to Friday or Monday to Saturday).

At lower secondary level (*Sekundarstufe I*), lesson times are generally laid down from 7.30/8.30 a.m. to 1.30 p.m. (Monday to Friday) or 7.30/8.30 a.m. to 11.30 a.m. (Saturday). An exception to this is the eight-year *Gymnasium*, where pupils generally have 28 to 30 weekly periods in compulsory and optional subjects in grades 5 and 6 of all types of school, and 30 to 32 periods in grades 7 to 10. Each period is 45 minutes. For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

For upper secondary level (*Sekundarstufe II*) there is no fixed end to teaching times. The weekly instruction time at the *gymnasiale Oberstufe* is usually also 30 periods and consists of courses at a basic level of academic standards and of courses at an increased level of academic standards.

At the eight-year *Gymnasium*, the number of weekly periods at the lower and upper secondary level is generally increased by two to four periods. To guarantee the mutual recognition of the *Abitur*, all *Länder* have to ensure teaching of a total of at least 265 weekly periods in the lower secondary level and the *gymnasiale Oberstufe* to which up to five hours of elective subjects may be added.

For general information about the daily and weekly timetable and the five-day or six-day week see the information provided in the paragraph above on the primary level.

*Number of lessons in a standard school day:* At the primary level 4 to 5 lessons per standard school day; at lower secondary level 6 lessons; at upper secondary level 6 lessons and at 8-year *Gymnasium* 6 to 7 lessons per standard school day.

*Organisation of the breaks between lessons:* The length of breaks at individual schools depends on the type of school and the start of lessons in the morning as well as on the provisions made by the *Schulkonferenz* (school conference) in agreement with parents' representatives. Breaks can vary between 15 and 60 minutes. The first longer break usually is between 9.30 a.m. and 10.15 a.m. and the next longer break follows after two more lessons at around 11.30 a.m. As a rule, there are three kinds of breaks: short break, long break (mid-morning break) and lunch break. While the short breaks last 5 to 10 minutes and mainly allow pupils to change the classroom and/or visit the restrooms, the longer breaks last 15 to 20 minutes and allow pupils to eat a quick snack, communicate with each other or walk/play in the schoolyard.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):*

At the primary level all-day supervision and care for children aged between six and ten is increasingly provided through all-day education and supervision offers, but also by *Horte* (after-school centres). In many places all-day offers are implemented in co-operation with partners from outside school such as the maintaining bodies of youth welfare services or bodies maintaining cultural education, youth sport clubs and parents associations. In the majority of *Länder*, after-school centres are run by the public youth welfare services. Pedagogical efforts are put on a closer co-operation between schools and after-school centres. In all-day schools, in addition to timetabled lessons in the morning, an all-day programme comprising at least seven hours per day is offered on at least three days per week.

At secondary level, education and care outside morning lessons is provided to lower secondary level pupils at *Ganztagsschulen* (all-day schools) and extended *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, in addition to timetabled lessons in the morning, an all-day programme comprises at least seven hours per day and is offered on at least three days per week. Activities offered in the afternoon are to be organised under the supervision and

responsibility of the head staff and to be carried out in co-operation with the head staff. The activities are to have a conceptual relationship with the lessons in the morning. All-day supervision is organised by teachers, educators, *Sozialpädagogen* (graduate youth and community workers), pedagogic staff (*pädagogische Fachkräfte*) and, if necessary, by other staff and external co-operation partners. All-day schools provide a midday meal on the days on which they offer all-day supervision.

*Additional activities during the school holidays:* School cannot offer activities during holidays. [Back to the main table for this indicator](#)

### Greece:

*Organisation of the standard school week:* In primary education, there are 171 instruction days for the school year 2015/16, spread over 34-35 weeks of 5 days from Monday to Friday.

In lower secondary education, there are 152 instruction days, for the school year 2015/16, spread over 30 weeks of 5 days from Monday to Friday.

These numbers of school days excludes 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.

*Number of lessons in a standard school day:* Primary education: 4-5 lessons on average per day. Lower secondary education: 6 lessons on average per day.

*Organisation of the breaks between lessons:* Breaks take place after the end of a lesson or a teaching period. A teaching period may cover one or two lessons. In all cases (primary - secondary education), breaks and curricula in general education, are centrally defined by ministerial decisions and are uniformly applied in all schools of the same education level.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Remedial courses are offered to students with learning difficulties 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. It is offered after the end of the daily timetable for one up to three hours in groups of up to five students for primary education, or in groups of 10-15 students for lower secondary education.

In primary schools, remedial courses cover language and mathematics. In lower secondary education, the fields covered are language, mathematics, physics, chemistry and foreign languages (Language 2-5).

*Additional activities during the school holidays:* During the school holidays, schools do not offer any activities. [Back to the main table for this indicator](#)

### Hungary:

*Organisation of the standard school week:* A teaching year is composed of five-day school weeks. Saturdays and Sundays are resting days without teaching. Compulsory lessons (compulsory curricular lessons) typically take place in the morning and early afternoon for a significant portion of schools. From the school year 2013/14, basic schools (grade 1-8) are obliged by law to organise educational activities until 4.00 p.m. and students are required to attend them. In practice it means that students have their compulsory curricular classes and afterwards participate in extracurricular activities. According to recent research results schools mostly organise homework clubs. Parents may ask exemption from the extracurricular activities. (Furthermore, until 5.00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools). This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods.

*Number of lessons in a standard school day:* At the primary level (Grade 1-4) it is about 5 periods; at lower secondary level (Grade 5-8) about 6 periods and at upper secondary level (Grade 9-10) about 7 periods.

*Organisation of the breaks between lessons:* Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools' local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons, including the duration of breaks between lessons, and for incorporating the schedules in their teaching programmes and school regulations. The first lesson may be started, upon request of the opinion from the school board, or, in default of that, the school's parental organisation or community and the student council, by no more than 45 minutes before 8.00 a.m. pursuant to the relevant decree (Decree No 20/2012 (VIII.8.) EMMI).

In general, classes last 45 minutes but schools may also organise longer or shorter ones with the requirement that no class may last more than 90 minutes. In the calculation of the number of compulsory curricular lessons that can be held on a school day according to relevant legislation, classes are considered to be organised in

45-minute lessons. Breaks between curricular and extracurricular lessons should be taken in order to provide rest for children.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Opening hours for educational institutions and principles of organising lessons and breaks are set forth in the Public Education Act and the relevant decree (Decree No 20/2012 EMMI of the Minister of Culture and Education on the Operation of Educational Institutions and Use of Names of Public Education Institutions), while the specific rules of implementation are set out in schools' local organisational and operational rules and school regulations. Schools are responsible for setting their schedules of curricular and extracurricular lessons (including the duration of breaks between lessons) and for incorporating the schedules in their teaching programmes and school regulations. From the school year, 2013/14, in Hungary, basic schools (grade 1-8 or ISCED level 1-2) have to organise activities for children until 4pm. Students have to participate only if parents ask for exemption in written. According to recent research results (from the 2014/15 school year) altogether 42 per cent of children stay and participate in the activities (such as student clubs, homework activities, tutoring, etc.).

Furthermore, until 5.00 p.m. – or until the time students may rightfully stay within the institution – supervision has to be provided by schools. This is different from the so-called all-day school where compulsory curricular lessons, extracurricular activities and everyday physical training are organised in morning and afternoon teaching periods such that lessons and activities are evenly distributed over the morning and the afternoon periods. From the school year 2012/13 community service is obligatory, which means that students in grades 9 and 10 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 the main table for this indicator](#)

#### **Iceland:**

*Organisation of the standard school week:* All school levels have a full five-day school week from Monday to Friday.

*Number of lessons in a standard school day:* At the primary level from grade 1-4 students have on average 6 lessons. In grade 5-7 they have 7 lessons and at lower secondary level from grade 8-10 they have on average 7.4 lessons.

*Organisation of the breaks between lessons:* Schools have autonomy in organising breaks. Usually they are divided into a few short 10-minute breaks, one 20-minute break in the morning for refreshments and one 40-minute lunch break. Two lessons may be consecutive without a break.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Primary and lower secondary schools (compulsory education) offer optional leisure activities after classes. Music schools and local sports clubs may organise activities after classes to coincide with the individual timetables.

*Additional activities during the school holidays:* Schools do not normally offer activities during school holidays (at any school level). [Back to the main table for this indicator](#)

#### **Ireland:**

*Organisation of the standard school week:* At ISCED level 1, pupils generally attend school for five full days each week. For the compulsory years of primary education (i.e. grades 1-6 or chronological years 3-8, referred to in Ireland as 1st to 6th class), the full day for pupils (including breaks) is 5 hours and 40 minutes. The school day for the non-compulsory years in the primary school (referred to in Ireland as infant classes and availed of by half of all four-year-olds and almost all five-year-olds) is one hour shorter.

In lower and upper secondary levels (ISCED levels 24 and 34) the organisation of the school week is generally the same, although schools may construct the week differently from each other. Lesson periods (generally 40 minutes each) may be configured as a combination of eight or nine per day, or sometimes a school may have nine periods on four days of the week and a shorter (half-day) of six periods on one day to allow for extracurricular activities.

*Number of lessons in a standard school day:* Primary schools plan their timetables in line with the Suggested Minimum Weekly Time Framework. 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.

*Organisation of the breaks between lessons:* In primary schools, there are no official breaks between lessons. Schools provide a mid-morning break of ten minutes and a lunch break of 30 minutes.

In secondary schools, 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.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* In primary schools, activities including sports, music and drama, may be offered. These tend to take place either during lunch times 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:* Some schools may do so in specific support contexts but this is not normally the case in either primary or secondary schools. These are possible (at the discretion of a school) but are not to be funded from state educational budgets.

State funding is, however, provided to special schools, mainstream primary schools and mainstream secondary schools to provide summer education programmes (20 days) for children with severe/profound general learning disabilities and children with autism. Where schools do not offer summer programmes for these children, funding is provided directly to parents through the home tuition scheme. Funding is also provided to special schools at High Support Units and Special Care Units for summer education programmes.

In addition, funding is available to primary schools that support pupils who come from disadvantaged backgrounds (i.e. schools participating in the Delivering Equality of Opportunity in Schools (DEIS) initiative). These schools can avail of funding to run 5-day summer camps in Numeracy and Literacy, including Irish language, for targeted pupils. These camps are run and managed in line with guidance and training provided by the Department of Education and Skills. [Back to the main table for this indicator](#)

### **Israel:**

*Organisation of the standard school week:* The figures and information provided represent the average of all programmes within each educational level. The total annual number of school days was set at 219 for primary education and 209 for lower and upper secondary education. The average number of days for preparing and attending national exams has been reduced to 16 days in the 11th grade and 12 days in the 12<sup>th</sup> grade, and thus, the number of attendance days is 193 and 197 respectively.

In Israel, most students in primary education attend school six days a week but some of the students are learning five days a week (184 days per annum at primary education and 176 days per annum in lower and upper secondary education). 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). Flexible hours in the upper secondary education are reported, but not those in primary and lower secondary levels. Instruction time in most subjects combines flexible and not flexible hours. However, to report the flexible hours at these two levels would not offer reliable estimates. For this reason, instruction time in the primary and in the lower secondary education is reported as an average of total instruction time.

*Number of lessons in a standard school day:* In primary education, the minimum base of learning includes 5-8 lessons a day according to the grade level and the learning days per week (6 or 5): In the first and second grade 29 hours; in grades three and four 31 hours and in grades five and six 32 hours. An average of 1.3 hours for the Long School Day Programme is added to the compulsory flexible hours and 2 extra hours for mother tongue and for heritage and culture.

*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 in low income areas that are under the act of "long educational day" are co-funded by the ministry and parents.

*Additional activities during the school holidays:* The Ministry of Education organises summer camps during the summer holiday for students in primary education. There is also the programme "third half – Summer Semester" that operates in learning centres. The programme 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 by the municipalities and funded by parents. [Back to the main table for this indicator](#)

### Italy:

*Organisation of the standard school week:* Schools have autonomy in the organisation of the school day. At primary level, the daily timetable depends on the weekly timetable model offered by the school and chosen by the family. In this case only examples can be provided, but they do not have any correspondence to regulations nor can they be taken as a nationwide valid reference. The same applies to the lower secondary level. At upper secondary level, only one weekly timetable model is possible and therefore there are fewer differences among schools. However, the organisation of the school day varies as well. In general, lessons are spread over 6 days, e.g. 3 days of 5 hours and 3 days of 4 hours; schools can also offer lessons over 5 days, e.g. two days of 6 hours and 3 days of 5 hours. It is therefore not possible to provide information that is valid nationwide.

*Number of lessons in a standard school day:* Schools have autonomy in the organisation of the school day. At primary level the number of lessons/hours that should be allocated to each subject is not established (horizontal flexibility except for religion and Language 2-5). At lower and upper secondary level the number of lessons that are held during one day depends on the daily timetable set for each class, which means that it can vary. Please consider that one lesson corresponds to 60 minutes. In general, one day of 5 hours includes 3 to 5 lessons. For example, Italian, mathematics and sports education are often taught for two consecutive hours (2 lessons). In this case, in a 5-hour day, students are taught only 3 subjects (for example, Italian, mathematics and English). It may also happen that in one day they attend 5 different lessons. One day of 4 hours includes 2 to 4 lessons and one day of six hours can include 3 to 5/6 lessons.

*Organisation of the breaks between lessons:* The organisation of breaks varies, as it depends on the organisation of the school day/week, which is set at school level. At the primary level pupils have, in general, longer breaks, usually half an hour at mid-morning (at about 10.30 a.m.). At lower secondary level a break of 10-15 minutes is generally scheduled between the second and the third lesson, e.g. at about 10.30 a.m. At upper secondary level the break, again 10-15 minutes, can be set between the second and the third lesson (in the 4-hour and 5-hour day) or between the third and fourth lesson (in the 6-hour day). However, the above mentioned are examples and should not be taken as a reference that is valid nationwide.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools have autonomy for offering additional activities, for example additional teaching of a second foreign language (Language 3), or in-depth studies of subjects already included in the curriculum. These additional activities increase the minimum number of hours foreseen by regulations. Schools can also offer these additional subjects only to some of the classes of the school, in order to widen the offer and give families the opportunity to choose the timetable and the curriculum that best suits their and their children's needs. Schools often offer remedial courses at upper secondary level because students failing at this level in some subjects have their assessment suspended until they have passed a remedial exam. Students have to take this exam before the start of the following school year. This offer helps families to avoid more expensive private tuitions. At primary and lower secondary level there are often pre- and post-school activities organised by external organisation within the spaces of the schools. These activities are organised in order to meet the needs of parents who work and need to leave their children at school before the official starting of lessons.

*Additional activities during the school holidays:* In general, during the school holidays schools are open for administrative and didactic planning purposes. However, they can autonomously organise activities during such periods. [Back to the main table for this indicator](#)

### Japan:

*Organisation of the standard school week:* There is flexibility for schools to organise its schedule taking in consideration the characteristics of the school, its students and the surrounding community. The characteristics of each subject and learning activity have to be considered as well.

*Number of lessons in a standard school day:* The general provision for the courses of study provide that every school can flexibly utilize its own criteria for organising its school timetable considering the circumstances of the school, its students, and the surrounding community, as well as the characteristics of each subject and learning activity.

*Organisation of the breaks between lessons:* At the primary and lower secondary level the general provisions for the courses of study for primary schools and the course of study for lower secondary schools provide that every school should organise the breaks between lessons appropriately and according to their own criteria.

Every school at the upper secondary level can organise the breaks between lessons in the same manner as those at the primary and lower secondary levels, although there are no specific provisions in the course of study for high schools in this regard.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* There are no specific provisions in any laws or regulations concerning extracurricular or additional activities before or after classes.

*Additional activities during the school holidays:* Schools can offer classes on school holidays provided that the relevant boards of education acknowledge the necessity of doing so.

In addition, the local community may organise various educational, experiential and exchange activities on school holidays. [Back to the main table for this indicator](#)

### **Korea:**

*Organisation of the standard school week:* The typical school week is composed of 5 days at primary, lower and upper secondary levels.

*Number of lessons in a standard school day:* At primary education level, the number of lessons a day could vary from 4 to 6. In the 1st and 2nd grade, students do not have afternoon classes (4 lessons a day) except for a couple of days with an additional afternoon class. In the 3rd through the 6th grade, students may have 5-6 classes a day on average. At lower secondary level, students have 6-7 classes a day on average.

*Organisation of the breaks between lessons:* At all levels of education students have a 10-minute break after every class. At primary level classes last 40 minutes, at lower secondary level 45 minutes. These are only typical cases and can be re-organised flexibly according to weather, students' developmental conditions, characteristics of the topic of classes, and other circumstances at school.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Many schools in all levels of education offer additional activities after classes and on Saturdays. At primary school level, the content of after-school activities can vary (e.g. art, music, cooking, foreign language (Language 2-5), dance, sport, etc.) and the most common Saturday activity is "Sports Club" in which students play and learn many kinds of sports. Saturdays' "Sports Club" is also commonly found at lower secondary level. At lower secondary school level, schools may offer remedial courses as after-school activities. The school principal can decide all issues related to after-school activities.

*Additional activities during the school holidays:* At primary and lower secondary levels, after-school activities may continue during the school holidays (Saturday and summer/winter vacations) depending on the needs of parents and students. [Back to the main table for this indicator](#)

### **Latvia:**

*Organisation of the standard school week:* The standard school week lasts 5 days at primary, lower and upper secondary level. According to the General Education Law, the lesson load per week in one education programme may not exceed: 22 lessons in grade 1; 23 lessons in grade 2; 24 lessons in grade 3; 26 lessons in grade 4; 28 lessons in grade 5; 30 lessons in grade 6; 32 lessons in grade 7; and 34 lessons in grades 8 and 9. There is an additional lesson for all grades every week called class assemblies or upbringing, organised by the class teacher. Class assemblies are for discussing various themes like value education, communication culture, patriotism and civil participation, traffic safety, handling extreme situations, healthy lifestyle, development of personality, leadership, critical thinking, creative thinking, financial literacy, entrepreneurship skills, career guidance. The standard model defines number of lessons chosen by schools. Number of lessons is 1 for grade 1, 2 for grade 2, 0 for grade 3, 4 for grade 4, 4 for grade 5, 0 for grade 6, 4 for grade 7, 6 for grade 8, and 0 for grade 9. The Standard (approved by the Regulation of the Cabinet of Ministers) recommends using these lessons for provision of the subject Physical education (Sports).

*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, entrepreneurship skills development etc. classes. In addition, prolonged-day group work is included in school's education programme.

Each year school decides autonomously on time devoted to students' projects implementation. School decides autonomously on time amount devoted to learning excursions, teaching subjects' Olympiads, sports events and other events related to learning and education.

*Additional activities during the school holidays:* Usually, schools are not obliged to offer activities during the school holidays and they do not offer them. However, they may organise workshops and camps. For instance during the Latvian Youth Song and Dance festivals (usually taking place in the summer) schools in the capital Riga become lodging places for pupils' choirs and folk-dance groups from other places of Latvia who are arriving in Riga to participate in the festival activities. [Back to the 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 21:2011, the lesson load per week in one education programme may not exceed 25 lessons in grade 1 to 4 and 35 lessons in grade 5 to 10.

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

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 to 4;
- 7 lessons in grade 5 to 10;
- 7 lessons in grade 11 to 12;

The duration of one lesson is 45 minutes (2-10 grade). The duration of one lesson is 35 minutes only in 1 grade. The maximum number of lessons is 35 per week in lower and upper secondary programs.

*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.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Students can choose from a range of available activities after lessons such as sports, arts, maths or science clubs, etc. Additionally, there is additional time foreseen in the general teaching plan that are available for underperforming students, gifted & talented students and students who might need educational support for other reasons. Up to three hours a week of such support is allocated for each tutor group.

About 90% of students partake in non-compulsory extracurricular activities, while 80% of such activities are sports & arts.

*Additional activities during the school holidays:* During summer holidays regular extracurricular activities are not provided. However, there are summer camps and various summer projects organised for students. During mid-semester and winter breaks most extracurricular activities are provided as usual. [Back to the main table for this indicator](#)

### Luxembourg:

*Organisation of the standard school week:* Primary education: Municipalities are responsible for primary schools and are free to organise weekly and daily timetables in accordance with the provisions of the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year.

Secondary education: Schools are free to organise timetables in compliance with the Grand-Ducal Regulation fixing the dates of school holidays, the dates of the beginning and ending of the school year and after agreement of the board of education and the minister.

*Number of lessons in a standard school day:* Primary education: 4-7; secondary education: 4-7.

*Organisation of the breaks between lessons:* Primary education: 15 minutes break in the morning and 15 minutes in the afternoon. A lunch break is scheduled for noon and can last from 1h30min to 2h. Breaks between lessons in secondary education are defined by the schools. The lunch break lasts 50 minutes and is defined by a ministerial circular.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):*

Primary education: In collaboration with the municipalities, artistic activities (*Arts à l'école*), sports activities (LASEP) and musical activities (MUSEP) can be organised after classes. More and more schools offer remedial activities.

Secondary education: Schools can provide extracurricular activities before and after school on school premises (workshops in singing, dance, dramatic expression, fashion design, photo, sports, etc.). Remedial activities are also available to students.

*Additional activities during the school holidays:* Primary education: Municipalities offer different activities during school holidays which can partly take place on school premises. Generally it is not the school which organises these activities.

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

### **Mexico:**

*Organisation of the standard school week:* The number of school days per week is 5 for primary, lower and upper secondary education.

*Number of lessons in a standard school day:* In a standard school day at primary level there are 4.5 hours of lessons per day, 7 lessons per day at lower secondary and 6 lessons per day at upper secondary education.

*Organisation of the breaks between lessons:* At primary level there is a 30 minutes break after 2 lessons; at lower secondary level the break is 15 minutes long after 4 lessons and at upper secondary level the break takes 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: All-day schools and extended school days.

*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 offer activities during the school holidays. [Back to the main table for this indicator](#)

### **Netherlands:**

*Organisation of the standard school week:* This is at the discretion of the individual school.

*Number of lessons in a standard school day:* See above.

*Organisation of the breaks between lessons:* See above.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* See above.

*Additional activities during the school holidays:* See above. [Back to the main table for this indicator](#)

### **New Zealand:**

*Organisation of the standard school week:* In practice schools are open for ten half-days per week, from Monday to Friday, at all levels of primary and secondary education, except during school holiday periods.

Primary and intermediate schools (years 1-8) are required to be open for 386 half-days, and secondary (years 7-13 or 9-13) and composite schools (years 1-13) are required to be open for 380 half-days. School holiday dates are prescribed, though with some flexibility over the start date of the first term and the end date of the final term. Schools are required by law to be closed on Saturdays, Sundays, 12 public holidays and the Tuesday following Easter (see section 65C of the Education Act 1989).

*Number of lessons in a standard school day:* Schools are required to be open for instruction for at least two hours in the morning and two hours in the afternoon to fulfil the requirement of being open for a half-day (section 65B of the Education Act 1989), which implies a minimum of four hours per full day. There are no explicit restrictions on the number of lessons that are to be delivered during this minimum period, or any longer period for which the school is open each day.

*Organisation of the breaks between lessons:* There are no explicit restrictions.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Additional activities may be organised by the school (teachers, other staff members, or contractors taking activities on either a voluntary or paid basis) or by third parties which are permitted by the school to come on to the premises to provide activities or other services to students.

Additional government funding is provided for Study Support Centres, which provide additional support for students in late primary/intermediate education, particularly those in socio-economically disadvantaged communities. These centres are run by schools or community groups, and operate outside normal school hours.

Schools are typically not permitted to run businesses, which limits the ability to directly provide for example fee-based before- or after-school child care. Schools can work with other bodies to facilitate such provision, including on school property.

*Additional activities during the school holidays:* These activities would ordinarily be organised by schools or by third parties permitted to come on to the school grounds. [Back to the main table for this indicator](#)

#### **Norway:**

*Organisation of the standard school week:* The Ministry issues regulations concerning the minimum teaching hours in primary and secondary school. The municipality may issue regulations on teaching hours beyond this. They 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: a At primary level 3.94 lessons of 60 minutes each day ( $5234 / (190 \times 7)$ ) and at lower secondary education 4.57 lessons of 60 minutes each day ( $2604 / (190 \times 3)$ ).

*Organisation of the breaks between lessons:* The responsibility for organising the school day including breaks has been delegated to the schools. This implies the organisation of breaks may vary between schools. Nevertheless, it is common to organise a longer break for lunch and shorter breaks before and after the longer break.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer activities before and after classes and all schools are obliged to offer 8 hours of homework help service a week for pupils in grades 1 to 4. Apart from the homework help service it is not common for schools to offer additional activities, but it is common that other organisations provide after-school programmes.

*Additional activities during the school holidays:* School owners (municipalities) are free to decide whether to offer activities during the school holidays and how they should be organised, so there might be some differences between municipalities. It is more common for larger municipalities to offer such activities. [Back to the main table for this indicator](#)

#### **Poland:**

*Organisation of the standard school week:* In the Polish education system the standard school week consists of five days (Monday to Friday).

*Number of lessons in a standard school day:* In line with the regulation by the Minister of National Education and Sport of 31 December 2002 (§ 4) on safety and hygiene in public and non-public schools and institutions, the school timetable should be organised such that an equal distribution of lessons among the school days is ensured.

*Organisation of the breaks between lessons:* There is no regulation specifying the length of breaks. Typically, they range from a minimum of 5 minutes to a maximum of 20 minutes.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* A school is obliged to organise additional activities devoted to the development of students' interests and abilities/talents as well as activities focusing on students' other (special) needs. The school running body, upon school head's request, can allocate a maximum of 3 hours a week for each class in a given school year. The school head can, in the framework of these hours:

- Increase the instruction time for compulsory classes.
- Organise additional classes developing pupils' interests and talents, e.g. teaching of a modern foreign language other than the compulsory one, classes not envisaged in the core curriculum (e.g. history of the town).
- Learning of the sign language.

The classes responding to pupils' needs and developing their interests are also envisaged by the teacher's duties as defined in the Teachers' Charter.

*Additional activities during the school holidays:* In line with the regulation by the Minister of National Education and Sport of 18 April 2002 on the organisation of the school year, schools have to offer day-care activities for students during days off, except for holidays. [Back to the main table for this indicator](#)

#### **Portugal:**

*Organisation of the standard school week:* The standard school week at primary, lower and upper secondary level has five days. At primary level, there are two periods. The lessons may begin at nine o'clock and end at half past three (5 teaching hours daily). At lower and upper secondary, the students' timetable is organised by schools and usually has room for free mornings or afternoons.

*Number of lessons in a standard school day:* At primary level (grades 1-4) there are on average three or four lessons within the curriculum. After 4.00 p.m. students may have curriculum enrichment activities. At primary level (grades 5-6) there are six lessons a day. At lower and upper secondary level (grades 7-12) there are on average seven lessons a day.

*Organisation of the breaks between lessons:* At primary level (grades 1-4) there is one break in the middle of the morning (30 minutes) and a lunch break (1 or 1.5 hours). There is another break in the afternoon (30 minutes) for those who extend their attendance to the curriculum enrichment activities. At primary level (grades 5-6) and at lower and upper secondary level (grades 7-12), the breaks between lessons vary between 10 and 20 minutes.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools are autonomous in this respect and can offer additional activities. Typically, primary schools (grades 1-4) offer activities (before 9.00 a.m. and after 5.30 p.m.) promoted by municipalities, parents associations or NGOs. These activities may include English or other foreign languages (Language 2-5), sports, artistic, scientific, information technology, community and citizenship education and school support activities chosen by the schools.

*Additional activities during the school holidays:* At the primary level (grades 1-4) a family support component usually runs during school holidays. Only a small number of schools offer such activities for students from grades 5-12. [Back to the main table for this indicator](#)

#### **Scotland:**

*Organisation of the standard school week, Number of lessons in a standard school day, Organisation of the breaks between lessons:* There is no fixed daily and weekly timetable applying to all schools. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of the local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the school week in primary schools: 25 hours (with reduced hours for younger classes) over Monday to Friday. Pupils are usually in school during the morning and the afternoon, with a lunch break. The timing of the morning and afternoon sessions is not fixed and the length of the lunch break can vary from place to place. In most cases the school day starts at 9.00 a.m. and ends by 3.30 p.m. Just as there is no centrally set timetable, there is no fixed lesson length.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* They are organised at school or local authority level.

*Additional activities during the school holidays:* They are organised at school or local authority level. [Back to the main table for this indicator](#)

#### **Slovak Republic:**

*Organisation of the standard school week:* Lessons take place five days per week (Monday-Friday). As a rule, teaching begins at 8.00 a.m. According to local conditions the head teacher may determine the beginning of teaching between 7.00 a.m. and 8.30 a.m. in the morning. In classrooms with extended hours of physical training and sports the head teacher may indicate the beginning of teaching at 7.00 a.m. In case that teaching cannot be organised in morning hours due to a lack of premises in primary schools (*ISCED level 1*), lessons may be held exceptionally in two shifts. The lessons and educational activities end at 5.00 p.m. at the latest.

*Number of lessons in a standard school day:* A standard school day consists of 4.8 lessons on average at primary, 5.8 at lower secondary and 6.2 lessons at upper secondary level.

*Organisation of the breaks between lessons:* Lessons in primary, lower and upper secondary levels take 45 minutes. Short breaks last, as a rule, ten minutes and the main (large) break lasts 15 to 30 minutes, taking place usually after the second lesson. If conditions allow, pupils spend the main break, which was designed for this purpose, outside the classrooms on the premises of the school building.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools that have a children's school club provide undemanding leisure activities according to the educational programme of the club for children who fulfil compulsory school attendance. These activities are oriented at students' preparation of their classes but should also satisfy or help to develop other interests. Schools that include a special-interest centre as a constituent part offer relaxation and leisure activities for children's free time, according to the educational programme of the centre.

*Additional activities during the school holidays:* According to needs, children's school clubs also operate during school holidays. Holiday activities of school centres for leisure time activities are carried out in the form of permanent, touring and weekend camps or short time events. [Back to the main table for this indicator](#)

#### **Slovenia:**

*Organisation of the standard school week:* Classes are held five days a week from Monday to Friday, teaching takes place only exceptionally on Saturdays. In all basic schools (*ISCED level 1 and 24*), classes are held in the morning and as a rule do not start before 7.30 a.m.

*Number of lessons in a standard school day:* The curriculum for basic schools (*ISCED level 1 and 24*) determines the number of lessons per week for each year: In grades 1-3, pupils have 20-22 lessons per week (on average

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

*Organisation of the breaks between lessons:* Between lessons, breaks are at least 5 minutes long. Once a day, there must be a break lasting 20-30 minutes. Schools can organise a longer break which is intended for physical and sport activities. Pupils leave the classroom and participate in various motor (playing on outdoor playground equipment, climbing, etc.) and sport activities (playing hoops, football, basketball, badminton, etc.) in the gym and, given appropriate weather, on the outdoor school playgrounds.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* For pupils in grade 1, there is organised morning care (2 hours before the lessons start – usually from 6.00 to 8.00 a.m.). Pupils of grades 1-5 can stay in after-school classes (*podaljšano bivanje*) where they can study, complete their homework, play, get involved in creative and sport activities, have lunch, learn to relax and participate in extracurricular activities (usually 25 lessons per week, from the end of the lessons up to 5.00 p.m. if needed). The option of morning care for first graders and after-school classes for pupils up to fifth grade has to be offered by the school but it is not compulsory for pupils to attend. Around 83% of pupils from year one to five choose to participate in after-school classes and around 70% of pupils in year one are attending morning care. The morning care and after-school classes are guided by special curricular guidelines. They are a part of the extended non-compulsory basic school programme.

Pupils in grades 4-9 spend half an hour per week in a special class dedicated to class housekeeping (class discussion period) before or after regular lessons.

Schools organise non-compulsory remedial and supplementary lessons as well as individual and group learning support provided by teachers or in-school counsellors, usually before or after classes.

Schools usually also organise special-interest activities (*interesne dejavnosti*) after classes – extracurricular activities such as sports, artistic activities, choir singing, technology, ICT and similar activities.

*Additional activities during the school holidays:* Schools may offer holiday care for younger children. Some schools organise research camps, workshops, sport activities and similar activities. [Back to the main table for this indicator](#)

### Spain:

*Organisation of the standard school week:* In primary, lower and upper general secondary education the school week is organised in 5 full days from Monday to Friday. In primary education, the school week consists of 25 hours and each day is usually divided into morning and afternoon sessions (from 9.00/10.00 a.m. to 12.00/1.00 p.m. and from 2.30/3.30 p.m. to 4.00/5.00 p.m.) with a break between the two periods. However, autonomous communities and schools have a certain degree of autonomy to organise the school day, and some have chosen to adopt a continuous day (from 9.00 a.m. to 2.00 p.m.). In secondary education, the school week consists of 30-32 hours. The school day, usually from 8.30 a.m. to 3.00 p.m., includes a break in the central hours of the day, which is not considered as instruction time.

*Number of lessons in a standard school day:* In primary education, the school day consists of 5 one-hour lessons, the only exceptions are Andalucía, the Canary Islands, Castilla-La Mancha, Comunitat Valenciana, Ceuta and Melilla, where a lesson in grades 1, 2, 3, 4, 5 and 6 lasts only 45 minutes, and Navarra where they last 50 minutes. In secondary education, the school day is divided into 6-7 periods. The autonomous communities and schools are allowed some degree of autonomy to organise the school day and they usually do it in periods of 55 minutes.

*Organisation of the breaks between lessons:* In primary education, there is a half-hour break per day in the middle of the morning session, which is considered a part of the 5 daily instruction hours. In lower and upper general secondary education, there are one or two daily breaks amounting to a total of 30-40 minutes. The curriculum regulations do not make any specific reference to additional breaks between lessons. Since 2013/14, breaks (87.5 hours per year) are no longer reported in the total instruction time as they fall out of the scope of the data collection, although in primary education this time is defined by autonomous communities' legislation as compulsory instruction time.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools may be open after school hours to offer catch-up and remedial courses as well as extracurricular activities that address educational issues of interest for the students. Extracurricular activities are defined as related to areas such as the following: Foreign languages (Language 2-5), ICT, sports, fine arts, reading and writing workshops, directed study activities, etc. On the other hand, municipalities are responsible for the conservation, maintenance and surveillance of pre-primary, primary and special education schools and they can use this time for other educational, cultural, sports or social activities. However, the prior authorisation from educational authorities of the corresponding autonomous community is required. Furthermore, according to the Act on Education (LOE, 2006) and the recently approved Organic Act on the Improvement of the Quality of Education (LOMCE, 2013) educational, sports and municipal administrations must collaborate to establish the procedures allowing the double use of the sports facilities of both the schools and the municipalities.

Moreover, in pre-primary and primary schools child care activities are organised, sometimes in collaboration with the municipalities, before and/or after school hours. These can include breakfast and games.

*Additional activities during the school holidays:* It is up to the educational authorities of the autonomous communities to offer educational, cultural, sport and other social activities during the school holidays. In some communities, for example, urban camps for children are organised during the summer holidays. Besides, during Christmas holidays or other holidays like Easter, the local administrations in some autonomous communities offer programmes like "open schools" or others, aiming at balancing family and professional life of parents and contributing to the personal development and education of children. [Back to the main table for this indicator](#)

#### **Sweden:**

*Organisation of the standard school week:* The standard number of days is 5 (from Monday to Friday). However, schools decide independently how to distribute the total of 178 school days per year.

*Number of lessons in a standard school day:* Schools decide independently how to distribute the total number of hours/lessons throughout the nine years of compulsory education and during the 178 school days a year. The school day should at most comprise 8 hours a day in general and 6 hours a day for the two lowest grades.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Municipalities must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data on how they actually do this. There were 4 208 leisure time centres in 2014 and 57.2% of the children aged 6-12 years were enrolled in one of these centres. The last few years have seen an increase in the number of children enrolled in leisure centres.

*Additional activities during the school holidays:* Schools must offer leisure time centres for children aged 6-13 years. They can also offer other activities, but there is no data available on how they actually do this. [Back to the main table for this indicator](#)

#### **Switzerland:**

*Organisation of the standard school week:* A standard school week has 5 days with no school on Wednesday afternoon. At primary level the number of school afternoons gradually increases with each grade.

*Number of lessons in a standard school day:* The number of lessons per week varies by canton, level of education and grade. In grades 1 to 2 of primary education there are around 20 to 28 lessons per week. From grade 3 to 6 the number rises to 26 to 30 lessons. On lower and upper secondary level 30 to 35 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 20 minutes at around 10.00 a.m. in the morning and 3.00 p.m. in the afternoon.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Most cantons require the municipalities/schools to provide a demand-oriented range of additional activities during compulsory education. These can include child care, before/after classes, midday meals, leisure activities and homework support. These services are voluntary and parents normally have to pay for them. Remedial courses are usually held during regular class time.

Sports, musical and other creative activities which are not part of the curriculum are normally organised by other organisations within the municipality.

*Additional activities during the school holidays:* During school holidays, schools usually do not offer any activities. [Back to the main table for this indicator](#)

#### **Turkey:**

*Organisation of the standard school week:* The standard school week is organised in terms of number of days. There are five days in a standard school week in public schools at all educational levels.

*Number of lessons in a standard school day:* At the primary level a standard school day consists of 6 lessons, at lower secondary level of 7 and at upper secondary level of 7 to 8 lessons, depending on the school type and/or grade.

*Organisation of the breaks between lessons:* In primary and lower secondary education one lesson lasts 40 minutes and school administrations should allocate at least 10 minutes for each break. The lunch break lasts 30 minutes in schools where education is organised in morning and afternoon shifts and between 40 and

60 minutes in normal education (full day) schools. In upper secondary education, one lesson is 40 minutes and breaks are organised by school administrations. In principle, breaks between lessons and lunch breaks cannot be less than 10 and 45 minutes, respectively. However, these breaks can be shorter in schools where education is organised in morning and afternoon shifts.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Social activities such as student clubs, community service, visits, competitions, theatre and sports activities can be offered by schools. To this end, an annual work plan for social activities is prepared by the responsible teachers in co-operation with the students who are taking part in these activities. All these activities are implemented upon approval by the social activities council and the school management. In addition, remedial after class courses may be organised by schools if needed.

*Additional activities during the school holidays:* Social activities such as visits can be organised on weekends or during school holidays. [Back to the main table for this indicator](#)

### United States:

*Organisation of the standard school week:* At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days. Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state. While state requirements vary on the number of instructional days and hours per year, the majority of states set the school year at 180 days (28 states and the District of Columbia). Eleven 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, nine 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 2014-15 school year and is found in the table located here: [https://nces.ed.gov/programs/statereform/tab5\\_14.asp](https://nces.ed.gov/programs/statereform/tab5_14.asp). This link also provides detailed information by state on the number of hours required by the state. Supplement information on the decision maker on the school start and finish time can be found at: <http://www.ecs.org/clearinghouse/01/15/05/11505.pdf>. In most cases, this is a school district level decision.

*Number of lessons in a standard school day:* Given the nature of the education system, there is no way to generalise how many lessons are included in a standard school day.

*Organisation of the breaks between lessons:* Given the nature of the education system, there is no way to generalise how breaks are organised in a standard school day.

*Additional activities before/after classes (e.g. leisure activities, sport, child care or remedial courses):* Schools can offer before and/or after class activities based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised.

*Additional activities during the school holidays:* Schools can offer activities during holidays, particularly over the long summer break, based at the discretion of the local or state jurisdiction. Given the federal nature of the education system, there is no way to generalise how these are organised. [Back to the main table for this indicator](#)

## INDICATOR D2: What is the student-teacher ratio and how big are classes? [\(Back to chapter D\)](#)

	<a href="#">D2</a>
	<a href="#">Methodology Coverage</a>
Argentina	
Australia	<a href="#">AUS</a>
Austria	<a href="#">AUT</a>
Belgium (Fl.)	<a href="#">BEL</a>
Belgium (Fr.)	<a href="#">BEL</a>
Brazil	
Canada	
Chile	
China	
Colombia	
Czech Republic	
Denmark	
England	
Estonia	
Finland	<a href="#">FIN</a>
France	
Germany	<a href="#">DEU</a>
Greece	
Hungary	<a href="#">HUN</a>
Iceland	
India	
Indonesia	
Ireland	<a href="#">IRL</a>
Israel	
Italy	<a href="#">ITA</a>
Japan	<a href="#">JPN</a>
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	<a href="#">NOR</a>
Poland	<a href="#">POL</a>
Portugal	<a href="#">PRT</a>
Russian Federation	<a href="#">RUS</a>
Saudi Arabia	
Scotland	
Slovak Republic	
Slovenia	<a href="#">SVN</a>
South Africa	
Spain	
Sweden	<a href="#">SWE</a>
Switzerland	<a href="#">CHE</a>
Turkey	
United Kingdom	
United States	



## Methodology

*The ratio of students to teaching staff* is calculated by dividing student numbers in full-time equivalents (FTE) by the number of teaching staff in full-time equivalents (FTE). Teaching staff refers to professional personnel directly involved in teaching students (and whose primary function is teaching), but excludes teachers' aides and teaching/research assistants. [Back to main table for this Indicator](#)

## Notes on specific countries

### Coverage

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

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

**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 Flemish Community.

Data exclude independent private institutions. These data are not collected by the Education department. For personnel working in non-university tertiary education it is not possible to distinguish between ISCED 5 and 6 programmes. All staff working in non-university tertiary education is included in the total for higher education. [Back to main table for this Indicator](#)

**Finland:** Ratio of student to teaching staff: Starting from data published in *Education at a Glance 2008* (school/academic year 2005-06) data for tertiary level (ISCED levels 5/6) academic staff include only instructional personnel. Research personnel (personnel whose main function is research) are excluded. Previously research personnel were included among academic staff at the tertiary level. [Back to main table for this Indicator](#)

**Germany:** Ratio of student to teaching staff: As data on the work-based element of combined school and work-based programmes are not available, the number of students in combined school and work-based programmes (dual system) is converted using a factor of 0.4 in the calculation of the ratio of students to teaching staff. The factor of 0.4 corresponds to the share of the week usually spent at school.

The reference year for table D5.2 Age distribution of teachers is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005.

From primary to tertiary, the age structure of teachers has been estimated for part-time teachers for whom teaching is not their main occupation, but an additional job. For ISCED 3 Vocational programmes, data on teachers are not available for training of civil servants on the medium level (ISCED 353). Data on teachers are not available for vocational academies (ISCED 655). Due to sample size data on students in ISCED 844 are rounded to full hundreds. Data on teacher aides are only available for Kindergartens in ISCED 0, data in ISCED 0 do not include a small number of teacher aides in Schoolkindergartens and Pre-school classes. [Back to main table for this Indicator](#)

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

At the tertiary level, academic staff includes the number of researchers too. [Back to main table for this Indicator](#)

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

**Italy:** Ratio of student to teaching staff: Teaching staff excludes teachers working in regional vocational education (*formazione professionale regionale*). [Back to main table for this Indicator](#)

**Japan:** Ratio of student to teaching staff: Due to a lack of data to convert part-time teachers to full-time equivalents (FTE), the calculation was done using a proxy FTE coefficient of 0.5 for part-time teachers. Special Education Schools, Secondary Education Schools, Specialised Training Colleges and Miscellaneous Schools are not included in this data as there is no data available.

The data on teachers' age and gender (used in Indicator D5) comes from a different source, Survey Report on School Teachers, which is instituted every three years. [Back to main table for this Indicator](#)

**Norway:** Other: The breakdown of classroom teachers between primary and lower secondary levels (ISCED levels 1 and 2) is estimated (68% for ISCED level 1 and 32% for ISCED level 2). This estimate results in the same values at ISCED levels 1 and 2 for the age distribution of teachers (Table D5.1) and the gender distribution of teachers (Table D5.2). [Back to main table for this Indicator](#)

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

**Portugal:** Class size: Class size excludes data from the regions Azores and Madeira. [Back to main table for this Indicator](#)

**Russian Federation:** Due to a change in methodology there has been a break in series between 2012 and 2013. Therefore, there are small differences in figures in previous years and the current edition. [Back to main table for this Indicator](#)

**Slovenia:** Ratio of student to teaching staff: teachers at primary school level who provide pupils with programme and curricular continuity, such as those in after-school classes, are not included. The structured after-school schedule includes counsellor-assisted homework time, diverse learning activities and free play. The programme is designed for pupils aged 6 to 10 who wish to stay in school after regular lessons. At the primary and secondary level of education (ISCED 1, ISCED 2 and ISCED 3) the full-time equivalent (FTE) of teachers include also persons whose primary responsibility is not teaching but who have some teaching hours (such as headmasters, librarians, nutritionists, after-school care teachers). They are not included in the headcounts, but they are included in the full-time equivalent figure. [Back to main table for this Indicator](#)

**Sweden:** Class size: Data on class sizes are not collected on a national level in Sweden. [Back to main table for this Indicator](#)

**Switzerland:** Special education programmes are not included in ISCED 1 and ISCED 2. [Back to main table for this Indicator](#)

INDICATOR D3: How much are teachers paid? [\(Back to chapter D\)](#)

	D3							Box D3.1 D3.9, D3.10 and D3.11
	D3.1, D3.3, D3.5, D3.6		D3.2		D3.4		D3.7, D3.8	
	Coverage and methodology	Interpretation	Methodology	Interpretation	Methodology	Interpretation	Interpretation	Coverage and interpretation
Australia	<a href="#">AUS</a>	<a href="#">AUS</a>	<a href="#">AUS</a>	<a href="#">AUS</a>	<a href="#">AUS</a>	<a href="#">AUS</a>		<a href="#">AUS</a>
Austria	<a href="#">AUT</a>	<a href="#">AUT</a>	<a href="#">AUT</a>	<a href="#">AUT</a>	<a href="#">AUT</a>	<a href="#">AUT</a>		<a href="#">AUT</a>
Belgium (Fl.)	<a href="#">BFL</a>	<a href="#">BFL</a>	<a href="#">BFL</a>		<a href="#">BFL</a>		<a href="#">BFL</a>	<a href="#">BFL</a>
Belgium (Fr.)		<a href="#">BFR</a>	<a href="#">BFR</a>	<a href="#">BFR</a>	<a href="#">BFR</a>	<a href="#">BFR</a>	<a href="#">BFR</a>	
Canada	<a href="#">CAN</a>	<a href="#">CAN</a>	<a href="#">CAN</a>	<a href="#">CAN</a>				<a href="#">CAN</a>
Chile	<a href="#">CHL</a>	<a href="#">CHL</a>	<a href="#">CHL</a>		<a href="#">CHL</a>	<a href="#">CHL</a>		<a href="#">CHL</a>
Czech Republic	<a href="#">CZE</a>	<a href="#">CZE</a>		<a href="#">CZE</a>				<a href="#">CZE</a>
Denmark	<a href="#">DNK</a>	<a href="#">DNK</a>	<a href="#">DNK</a>	<a href="#">DNK</a>	<a href="#">DNK</a>		<a href="#">DNK</a>	<a href="#">DNK</a>
England	<a href="#">ENG</a>	<a href="#">ENG</a>	<a href="#">ENG</a>		<a href="#">ENG</a>		<a href="#">ENG</a>	
Estonia	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>
Finland	<a href="#">FIN</a>	<a href="#">FIN</a>		<a href="#">FIN</a>		<a href="#">FIN</a>	<a href="#">FIN</a>	<a href="#">FIN</a>
France	<a href="#">FRA</a>	<a href="#">FRA</a>	<a href="#">FRA</a>		<a href="#">FRA</a>		<a href="#">FRA</a>	<a href="#">FRA</a>
Germany	<a href="#">DEU</a>	<a href="#">DEU</a>						<a href="#">DEU</a>
Greece	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>
Hungary	<a href="#">HUN</a>	<a href="#">HUN</a>	<a href="#">HUN</a>		<a href="#">HUN</a>			<a href="#">HUN</a>
Iceland	<a href="#">ISL</a>	<a href="#">ISL</a>					<a href="#">ISL</a>	<a href="#">ISL</a>
Ireland	<a href="#">IRL</a>	<a href="#">IRL</a>		<a href="#">IRL</a>			<a href="#">IRL</a>	<a href="#">IRL</a>
Israel	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>
Italy			<a href="#">ITA</a>	<a href="#">ITA</a>	<a href="#">ITA</a>	<a href="#">ITA</a>	<a href="#">ITA</a>	<a href="#">ITA</a>
Japan		<a href="#">JPN</a>					<a href="#">JPN</a>	<a href="#">JPN</a>
Korea	<a href="#">KOR</a>	<a href="#">KOR</a>	<a href="#">KOR</a>	<a href="#">KOR</a>			<a href="#">KOR</a>	<a href="#">KOR</a>
Latvia								<a href="#">LVA</a>
Luxembourg		<a href="#">LUX</a>						<a href="#">LUX</a>
Mexico	<a href="#">MEX</a>	<a href="#">MEX</a>						
Netherlands	<a href="#">NLD</a>	<a href="#">NLD</a>	<a href="#">NLD</a>	<a href="#">NLD</a>	<a href="#">NLD</a>	<a href="#">NDL</a>	<a href="#">NLD</a>	<a href="#">NLD</a>
New Zealand	<a href="#">NZL</a>	<a href="#">NZL</a>	<a href="#">NZL</a>		<a href="#">NZL</a>			<a href="#">NZL</a>
Norway	<a href="#">NOR</a>	<a href="#">NOR</a>	<a href="#">NOR</a>		<a href="#">NOR</a>	<a href="#">NOR</a>		<a href="#">NOR</a>
Poland	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>
Portugal		<a href="#">PRT</a>		<a href="#">PRT</a>			<a href="#">PRT</a>	<a href="#">PRT</a>
Scotland	<a href="#">SCO</a>	<a href="#">SCO</a>		<a href="#">SCO</a>		<a href="#">SCO</a>	<a href="#">SCO</a>	
Slovak Republic		<a href="#">SVK</a>		<a href="#">SVK</a>		<a href="#">SVK</a>	<a href="#">SVK</a>	<a href="#">SVK</a>
Slovenia	<a href="#">SVN</a>	<a href="#">SVN</a>			<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>
Spain	<a href="#">ESP</a>	<a href="#">ESP</a>	<a href="#">ESP</a>	<a href="#">ESP</a>			<a href="#">ESP</a>	<a href="#">ESP</a>
Sweden	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>
Switzerland	<a href="#">CHE</a>	<a href="#">CHE</a>	<a href="#">CHE</a>	<a href="#">CHE</a>			<a href="#">CHE</a>	
Turkey	<a href="#">TUR</a>	<a href="#">TUR</a>	<a href="#">TUR</a>	<a href="#">TUR</a>			<a href="#">TUR</a>	<a href="#">TUR</a>
United Kingdom								<a href="#">UKM</a>
United States	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>
Argentina								
Brazil	<a href="#">BRA</a>	<a href="#">BRA</a>						<a href="#">BRA</a>
China								
Colombia		<a href="#">COL</a>					<a href="#">COL</a>	
India								
Indonesia								
Russian Federation								
Saudi Arabia								
South Africa								

## General notes

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on Teachers and the Curriculum datasheets:

CURR 3: Annual statutory teacher compensation by level of education, programme orientation and number of years and level of teaching experience.

CURR 3\_Actual: Annual actual teacher compensation by level of education for different age groups and broken down by gender.

CURR 4: Years to grow from minimum to maximum salary, by level of education and programme.

CURR 5: Criteria for additional bonuses in public institutions.

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 A, Indicator A6.

For information on annual statutory teacher compensation scales by level of education [click here](#).

For information on the way salaries increase [click here](#).

For information on the nature of the reported data on salaries and years to rise from minimum to maximum salary (2014) [click here](#).

Country specific sources and references are listed [here](#).

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

## Statutory salary: Tables D3.1, D3.3, D3.5 and D3.6

### Notes on specific countries

#### **Coverage and methodology**

##### **Australia:**

Australian data is based on a weighted average of state and territory education department responses. Australia does not have a national data collection on teacher salaries or school curriculum. Instead, the survey is sent out to all of the states and territories, with the results weighted to derive a national response. As such, the data from Australia should be seen as indicative only and comparisons between years should only be made with caution. [Back to main table for this Indicator](#)

##### **Austria:**

To obtain figures for the school year 2013/14 weighted means of the 2013 and 2014 statutory salaries were calculated (the weights are:  $\frac{1}{3}$  for 2013,  $\frac{2}{3}$  for 2014). Levels of compensation differ on the basis of the teacher's remuneration group. To obtain reasonable figures, weighted means were determined for the respective ISCED levels using the distribution of teachers on the existing remuneration groups.

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.

For teachers with maximum qualifications only the highest possible remuneration group was considered. [Back to main table for this Indicator](#)

##### **Belgium (Flemish Community):**

All data concern public schools. For *ISCED 02* the number of full-time pre-school teachers has been used as a denominator, for *ISCED 1* the number of full-time primary school teachers, whereas for *ISCED 24* the number of full-time teachers who teach general subjects with required qualifications in grade 1 and for *ISCED 34* the number of full-time teachers who teach general subjects with required qualifications in general secondary education (grades 2 and 3) have been used as a denominator. The data are from 15-01-2014.

The numbers of full-time teachers considered under the scheduled gross annual salary mentioned have been considered as a numerator for calculating the percentage of teachers in pre-primary, primary, lower and upper secondary level.

For the calculation of the percentage of teachers with a typical qualification and 15 years of experience, the numerator used is the number of teachers with the qualification required to teach at a given level of education and 15 years of experience.

*Comments on [salary scales](#):* Full-time as well as part-time teachers are considered for the calculation of the percentages of the distribution of teachers in the different scales. [Back to main table for this Indicator](#)

#### **Brazil:**

The figures are based on the national wage floor of BRL 1 697.39 and consider the 13th salary as well as a 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. [Back to main table for this Indicator](#)

#### **Canada:**

The data are based on an analysis of teacher statutory salary information for each jurisdiction, containing summary data on salaries for all teachers. These are combined to derive a figure for the whole of Canada.

The scheduled gross annual starting salary refers to teachers with 5 years of training and step one (i.e. just starting) on the salary scale.

*Comments on way salary grows:* The number of years from minimum to maximum salary is a weighted average (weighted by the number of full-time educators in each jurisdiction, except NWT where the number of full-time equivalent educators was used) in each jurisdiction. For responses on how salaries increase (linear or non-linear) and the nature of the reported data, the response of the majority of reporting jurisdictions (unweighted) was used. [Back to main table for this Indicator](#)

#### **Chile:**

Salaries calculated according to the law for teachers in public institutions. [Back to main table for this Indicator](#)

#### **Czech Republic:**

Data from the statutory salary tables of the Ministry of Finance based on the new salary scales for teachers, in force since January 2012.

The changes in teachers' salaries were caused by a national government decision (concerning only pedagogical and non-pedagogical staff in schools, and not civil servants). In accordance with this decision there are two salary scales for teachers. The first one was designed for fully qualified teachers with a master's degree, the second one for qualified teachers without a master's degree together with unqualified teaching staff. Under this decision not only basic salaries were changed but also age category scales. Salaries of starting teachers increased, there has been a lower increase of the salaries of teachers with 15 years of experience and a decrease of the salaries of teachers at the top of the scale in comparison to the previous years.

The decrease of salaries between 2009 and 2010 was due to lower bonuses. [Back to main table for this Indicator](#)

#### **Denmark:**

The reported salaries for teachers at primary level are weighted averages considering 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 the lower secondary level and their salaries follow the same salary scale. The salary for teachers at grade 1 (*børnehaveklasseledere*) is regulated by a different salary scale. For primary level in general the salary is calculated by weighting the salary for teachers at grade 1 with factor 1 and the salary for teachers at grade 2-7 with factor 6.

There is no special salary scale for educators (pedagogues) at pre-primary level. This institution (*børnehave/kindergarten*) is aimed for children age 0-5. The salary for pre-primary teachers is indicated by the salary scale for pedagogues working in different institutions, including pre-primary and day nursery. [Back to main table for this Indicator](#)

#### **England:**

From 1 September 2013 there are four pay ranges for classroom teachers: (i) the main pay range (MPR) for qualified teachers who are not entitled to be paid on any other pay range; (ii) the upper pay range (UPR); (iii) the pay range for leading practitioners whose primary purpose is to model and lead the improvement of teaching skills; and (iv) the unqualified teacher range (UTR). For each of these pay ranges there is only a minimum and

maximum statutory figure. Determination of the actual salary within this range is performance related and decided by individual schools/school leaders.

The figures are for England only and exclude pay data for the London area. [Back to main table for this Indicator](#)

#### **Estonia:**

The Basic Schools and Upper Secondary Schools Act states:

- 1) The Government of the Republic, the authorised representatives of local governments and a delegation formed by the representatives authorised by registered associations of teachers shall agree on the minimum salaries of teachers nationally by each grade to which teachers are appointed upon evaluation. If no agreement is reached, the Government of the Republic shall establish the minimum salaries of teachers of municipal schools nationally by each grade to which teachers are appointed upon evaluation.
- 2) Rural municipality or city councils shall approve the bases of remuneration of teachers of municipal schools, and upon approval of the salary grades and rates of teachers, the agreement between previously mentioned parties shall be taken into account. If no agreement is reached, the minimum salaries of teachers of municipal schools are established by the Government of the Republic shall be the basis.

Changes in legislation took place in 2013 affecting teachers' salaries and the workload of teachers.

The teachers' grade system was replaced with a qualification system related to the Estonian qualifications frame (EQF 8 levels, teachers qualifications starting from the level 7), including assessment of professional skills, proficiency and level of qualification, according to the qualification standards.

Since the 1st of January 2014 only the minimum wage level for all teachers was established in general schools. Teachers in pre-primary education do not have the minimum wage level specified in a regulation as the source of their salary is not the state budget.

*Comment on [salary scales](#):* Changes in methodology due of the changes in legislation. Since September 2013 grades like "young teacher", "teacher", "senior teacher" and "teacher-methodologist" do not exist any more in general schools.

The scheduled gross annual salary at top of scale A is the same as starting teacher minimum qualification salary. [Back to main table for this Indicator](#)

#### **Finland:**

*Comments on how salary grows:* For pre-primary education, data is reported on the majority, i.e. kindergarten teachers. The data include all teachers in Finland. The data refer to fully qualified teachers, who constitute 90% of the teaching force.

*Comments on years to go from minimum to maximum salary:* Years are estimated from the same data as those for calculating salaries. With the previous teachers' payroll system, it was easy to estimate experiences in the teaching profession and to determine the numbers of years. In the new payroll system from 2005 wages are no longer determined on the basis of experience-related salary groups. Teachers' years of experience have therefore been estimated differently; this may have introduced some excess bias in the figures provided. [Back to main table for this Indicator](#)

#### **France:**

The teachers' statutory salaries are gross annual incomes (*rémunération annuelle brute statutaire*) related to statutory salary scales. They include the residence allowance at ISCED levels 02 to 34, with a bonus for tutoring at ISCED levels 02-1 and the fixed part of the bonus at ISCED 24 and 34. Only at ISCED levels 24 and 34, they also include a bonus for extra teaching time, based on observed teaching overtime (the latter being greater at ISCED 34 than at ISCED 24).

At ISCED levels 02 and 1, the following bonuses are an integral part of teachers' statutory salaries in France (as all teachers at this level receive them, they have to be included in the statutory salaries):

- a. Residence allowance
- b. ISAE (bonus for tutoring established in the 2013/14 school year).

At ISCED levels 24 and 34, the following bonuses are an integral part of teachers' statutory salaries in France (as all teachers at this level receive them, they have to be included in the statutory salaries):

- a. Residence allowance
- b. Fixed portion of ISOE (bonus for tutoring). The variable portion of this bonus is not included in the statutory salary because only teachers who are invested the role of *professeur principal* receive it
- c. Bonus for HSA overtime hours (*heures supplémentaires année*); these compensate the regular exceeding of the minimal annual working time; other types of extra hours are not included in the statutory salary.

The statutory scales depend on both qualification and job tenure. They consist of coefficients (varying according to the status and to the job tenure) combined with an index (*point d'indice*) negotiated each year (the index is the same for all civil servants and subject to annual negotiation and agreement). The related income is the main component of the gross income. For teachers in primary schools qualified as *professeurs des écoles* and teachers in secondary schools qualified as *certifiés* (which is the minimal required qualification), the income related to the scale ranges from 1 (the first year) to 2 at the end of the career. For each level of education, France takes into account the most prevalent category of teachers (i.e. *professeur d'école* at ISCED 1; *professeur certifié* at ISCED levels 24 and 34). The category *professeurs agrégés* is only taken into account as the maximum qualification at ISCED levels 24 and 34.

*Comments on years to go from minimum to maximum salary:* The average years of progress from minimum to maximum salary for teachers at ISCED level 24 and 34, is calculated by the *Direction générale des ressources humaines* (DGRH) following their own methodology. The figures do not mirror actual changes in the years it takes to grow from minimum to maximum salary. [Back to main table for this Indicator](#)

#### Germany:

Before 2007, the salary scale used was the same across Germany and data were collected in the *Länder* on the number of teachers in each category of the salary scale. The calculation of average salaries was first made for each of the *Länder*, then for the whole of Germany (weighted means). Since November 2006 a salary scale which is used throughout Germany, no longer exists. Therefore, the *Länder* are asked to report the average annual gross statutory salary and the number of teachers in each category. Weighted means are calculated from the *Länder* data. [Back to main table for this Indicator](#)

#### Greece:

The gross annual salaries reported include contributions paid by teachers as percentages of their gross annual salaries, i.e. pension scheme contributions 6.67%, civil servants' insurance fund (OPAD) contributions 2.55%, Equity Fund for civil servants (MTPY) 4%, public employees' welfare fund (TPDY) contributions 4%, supplementary fund for civil servants (TEADY) contributions 3%, combating unemployment contribution 2%, special levy for the public employees' welfare fund (TPDY) 1% and solidarity contribution depending on the total amount of the salary. For example, if a teacher's gross annual salary is EUR 15 000, s/he pays EUR 5 492.64 in contributions. S/he also has to pay taxation and solidarity contribution depending on his/her total annual income.

Taking into consideration salary freezing (prevention of moving from one grade to the next one and the subsequent salary scales after certain years of work), the salaries of teachers with 10 years of experience and 15 years of experience have suffered a reduction of 9.4% and 7.6% respectively. This is because teachers who completed 10 years and 15 years of experience in the beginning of 2014 or some time late in 2013 were not placed in the next salary grade and scale that matches their years of experience.

*Comments on salary scales:* The gross annual salaries reported have been calculated according to the new wage grid (Act 4024/2011, article 28) as it was implemented for serving teachers on 1st November 2011. The gross annual salary includes only the base salary, as the Christmas bonus, the Easter bonus and the holiday benefit were abolished for teachers (and everyone employed in the public sector) in 2013.

Salaries have been frozen since 2011, i.e. the salaries of teachers and all workers in the public sector have not progressed from one wage grade (e.g. ST, E, D) to the next one and the subsequent wage scales when the employee acquires work experience. So a teacher who has 4 years of experience in 2014 is placed in salary grade ST scale 0. If the same teacher had 4 years of work experience in 2011, s/he would be placed in grade E scale 0. [Back to main table for this Indicator](#)

#### Hungary:

Teachers' salaries for 2014 reference year have significantly increased compared to previous years, further to changes in the regulation of teachers' salaries from school year 2013/14. The methodology of the calculation of data has also changed.

A new career system for teachers as well as adjustments to initial teacher education have been implemented in 2013, as part of a major reform of the school system in Hungary.

The new system consists of five career steps, which are related to specific salary grades. Employees in teacher positions shall reach the following grades on the basis of their qualification required to fulfil their position under the new regulations (state-approved professional qualification, professional qualification, PhD / other university degree) directly connected to and supporting the educational activities, and their membership in the academy, professional experience, publications, qualifying examination and qualifications granted within the framework of qualification procedures:

- a) Trainee
- b) Teacher I.
- c) Teacher II.
- d) Master teacher
- e) Teacher-researcher.

Graduates with teacher qualification (“Trainees”), participate in a two-year induction programme. Once they have passed their qualification exam, they enter into step two (“Teacher I”), and within seven years they are obliged to qualify in step three (“Teacher II”). Step four (“Master teacher”) and five (“Researcher teacher”) are optional for those who wish to carry out other activities besides teaching, such as mentoring trainees or carrying out pedagogical research.

When the new system was brought in, all teachers irrespective of their experience in the profession were regarded as qualified as Teacher I, which meant a salary loss for experienced teachers. By 2018, it will be compulsory for all teachers who are already in the system to qualify for the first two steps (Teacher I and Teacher II). The government sets annually the maximum number of teachers eligible to requalify. In 2015 and 2016, 30 000 teachers were allowed to requalify. For 2015, 80% (22 697) of the eligible teachers applied and 62% qualified to work temporarily on step two as of January 2015. About 5519 teachers who had passed inspector exams qualified as Master teacher.

From January 2016, the career system will also apply to educational staff for children below the age of 3. The number of possible re-qualifications will be determined by the Ministry of Human Capacities in its annual national budget.

*Comments on salary scales:* With the exception of the teacher in the Trainee category, teachers shall be promoted on the basis of employment in a teacher position once in three years’ time one pay grade higher. The teacher shall be promoted to the higher pay category on the first day of the year in question. With the promotion to the higher pay category the three years waiting time shall start again. [Back to main table for this Indicator](#)

#### **Iceland:**

The provided data on statutory salaries for Iceland also include the contributions paid by the employers. The gross salary includes a 2% payment of employers to pension funds.

Compared to last year, pre-primary teachers’ salaries decreased by 4%. For teachers with a minimum qualification at top of the scale, for teachers with a typical qualification and 15 years of experience, for teachers with a maximum qualification and 15 years of experience as well as for teachers with a maximum qualification at top of the scale.

Apparently the reason for this is that in previous reports salaries in this category had been calculated for teachers with administrative duties, or class teachers with administrative responsibilities. However, this was changed in the last report to accord better with primary teachers. [Back to main table for this Indicator](#)

#### **Ireland:**

There are significant changes in teachers’ statutory salaries *in 2013/2014* compared with *2012/2013*, in part because qualification allowances allocated to teachers recruited prior to January 2011 were discontinued in this period.

The starting statutory salaries of teachers are reported as stated in regulations from February 2012.

In addition to this, the changes introduced in 2013 have come with delays to the payment of salary scale increments and reduction in salary for higher paid public servants and even the suspension of some payments. Based on the new regulations, all teachers have the same starting salary. However, all other salaries reported in this data collection are based on the salary scales that concern the majority of teachers at each salary step (e.g. including qualification allowances as in regulations prior to 2011).

For this, the references used are:

- Circular 0004/2010, which sets out the pay scales of teachers appointed to teaching prior to 01 January 2011. The salary figures cited for teachers with 10 years of experience and upwards are based on the pay scale outlined in this circular.
- Circulars 0032/2013 (Primary) and Circular 0005/2014 (Post-primary), which set out the pay scale of teachers newly appointed to teaching on or after the 01 February 2012. These circulars also set out the pay scale of teachers appointed on or after the 01 January 2011 and prior to 01 February 2012. The salary figures cited for starting teachers are based on the pay scale for teachers newly appointed to teaching on or after the 1st February 2012. [Back to main table for this Indicator](#)



**Israel:**

A starting teacher begins with a qualification of an *ISCED 6* first degree (since the new reforms, all starting teachers in Israel need a first degree).

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*.

Since 2009, in pre-primary, primary and lower secondary education, there has been a significant change in teachers' salaries. This change is due to the implementation of the *New Horizon Reform* in these levels of education. For each level of education, the reported wage is an average between the salaries of the teachers included in the respective reform and the salaries of the teachers who are not. All new teachers who join the education system receive their salaries according to the terms of the new reforms. The wage table of the *New Horizon Reform* is based on nine promotional levels; each level represents a 7.5-8.5% increase in salary.

*Comments on salary scales:* In the 2013/14 school year, the New Horizon Reform implementation in all levels of education exceeded over 90%. In upper secondary education, 31% of the teachers worked under the terms and conditions of the "Oz Letmura Reform". The salary shown includes the maximum potential bonuses for teachers at the top of the scale. This top of scale refers to teachers with a doctoral degree, 36 years of experience and highest level or maximum units of courses. [Back to main table for this Indicator](#)

**Korea:**

Salaries are calculated on the basis of the law and regulations as well as a typical teacher's career. [Back to main table for this Indicator](#)

**Mexico:**

The figures correspond to average salaries taking the Program of Magisterial Career into account.

At the upper secondary level, the statutory salaries are for 2013. [Back to main table for this Indicator](#)

**Netherlands:**

In November 2007, the Dutch government launched the *actieplan Leerkracht*.

This action plan contains measures to address qualitative and quantitative teacher shortages. Since 2008, the government plans to invest up to EUR 1 billion in the salary of teachers by 2020. In the period 2009-2014 about 55 000 teachers will get a higher salary scale. Another measure is the reduction of steps from the start to the maximum salary. The reduction in primary education goes from 18 steps in 2009 to 15 in 2011. In secondary education, the reduction goes from 18 steps in 2009 to 12 in 2014. Teachers who are already on their maximum will receive an allowance.

In 2008 almost all the teachers in primary education had the same salary scale (LA) and less than 1% (the higher) salary scale LB.

In secondary education, there are three salary scales for teachers. In 2008, most teachers (64%) had scale LB; the rest had the higher scales LC (19%) or LD (17%).

These salary measures have consequences for the data the Netherlands will provide to the OECD from school year 2008/09 until 2014/15. The data will change yearly due to the different mix in salary scales every year. The salary is the total salary of one school year, but this will be weighted by the current ratio in salary scales (reference date 1 October). Thus, this ratio will vary for school year 2008/09 and further school years.

Most of the teachers in secondary education teach at both *ISCED 24* and *ISCED 34*. That is the reason why the Netherlands provides the same salary data for *ISCED levels 24* and *34*. Vocational education (mbo) is excluded.

For *ISCED 1*, the salary is:  $(78/100 \times LA) + (22/100 \times LB)$ , for *ISCED levels 24* and *34* the salary is  $(46/100 \times LB) + (33/100 \times LC) + (21/100 \times LD)$ . [Back to main table for this Indicator](#)

**New Zealand:**

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

**Norway:**

The given figures for the salary for teacher with a typical qualification are an average of the salary for teachers with 3 years of bachelor's degree for *ISCED 02*, and 4 and 5 years of education (bachelor's degree) at *ISCED levels 1* and *24*. At *ISCED 34* an average of the salary for teachers with 5 years of education (bachelor's degree) and 6 years of education (master's degree) was used. For the salaries of teachers with minimum qualification, the

figures stand for an average of the salary for teachers with 3 years of bachelor's degree for ISCED levels 02 and 1, and with 4 years of education (bachelor's degree) for ISCED levels 24 and 34. [Back to main table for this Indicator](#)

#### Poland:

Annual statutory gross teachers' salaries were calculated as a sum of base salaries and bonuses such as seniority allowance, thirteenth month and holiday benefits (rest leave = *urlop wypoczynkowy*), that constitute a regular part of the annual base salary.

In case of teachers with 10 years of experience the calculation was based on the salary of teachers who are classified as "appointed teachers" on the professional promotion scale, since 53% of the teachers with 10 years of experience belong to this category. In the case of teachers with 15 years of experience the calculation was based on the salary of the teachers, who are classified as "chartered teachers" on the professional promotion scale, since 59% of the teachers with 15 years of experience belong to this category.

The calculation for the teachers at the top salary scale was based on the salary of the teachers, who are classified as "chartered teachers" on the professional promotion scale, which is the highest possible level of qualifications to be obtained.

In order to be able to teach at *ISCED 3* the teacher has to obtain the highest qualifications (educational attainment obtained). This is why the salaries of the teachers at this level are the same for the teachers with "minimum" and "maximum" training. [Back to main table for this Indicator](#)

#### Scotland:

Teacher pay data is collected as full-time equivalent rather than headcounts and the percentages are based on the proportion of full-time equivalent being paid on the relevant salary scale. [Back to main table for this Indicator](#)

#### Slovenia:

In Slovenia teachers' salaries are determined by the Public Sector Salary System Act and with the Collective Agreement for Public Sector, which stipulates common salary bases of all employees in the public sector. Teachers at ISCED levels 1 to 3 are assigned on a salary scale from 30 to 43, while pre-school teachers (*ISCED 02*) are placed from 30 to 41 (out of 65).

Teachers' annual statutory salaries include the bonus for teachers' working experience (years of employment) and the holiday bonus for year 2014 (diversified according to a teacher's salary scale). Moreover, each category of teachers listed is also classified in a particular salary grade [according to the promotion to salary grades depending on years of experience and performance appraisal and to the promotion to professional title (three promotions on the teaching career ladder are possible: Mentor, Advisor and Councillor)].

Teachers' annual statutory salaries for teacher with maximum level of qualification and 15 years of experience and teacher with maximum level of qualification at top of salary scale also incorporate a bonus for holding a PhD (EUR 713.64 annually).

The criteria for reporting the annual statutory teacher compensation for a teacher with typical level of qualification and 15 years of experience includes the following characteristics:

- *ISCED 0*: 15 years of work experience, holding professional title Advisor (*svetovalec*), 39. salary grade [+ holiday bonus]
- *ISCED 1*: 15 years of work experience, holding professional title Advisor (*svetovalec*), 40. salary grade [+ holiday bonus]
- *ISCED 24*: 15 years of work experience, holding professional title Advisor (*svetovalec*), 40. salary grade [+ holiday bonus]
- *ISCED 3*: 15 years of work experience, holding professional title Advisor (*svetovalec*), 40. salary grade [+ holiday bonus].

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#### Spain:

The data provided are weighted average teachers' 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. [Back to main table for this Indicator](#)

**Sweden:**

Data on actual teachers' salaries from 2013 are reported.

Data on salaries are actual salaries based on data from Statistics Sweden (SCB). The source of the data is the Register of Teachers, managed by Statistics Sweden combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual.

Teachers at ISCED 0 were not included in the register in 1999. Therefore, the data on this level are not as reliable as for the other ISCED levels.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education. [Back to main table for this Indicator](#)

**Switzerland:**

Data are weighted national averages of cantonal data. [Back to main table for this Indicator](#)

**Turkey:**

Calculations of teacher salaries are based on maximum teaching hours (30 lessons per week). For *ISCED 1*, the average of 1<sup>st</sup> to 5<sup>th</sup> grade and 6<sup>th</sup> to 8<sup>th</sup> grade teachers' salaries used to be reported until 2012. However, since 2012 there is a change of ISCED classification: The 8 years of compulsory primary education (single structure education), which were reported under *ISCED 1* in the previous data collections, are separately dealt with as *ISCED 1* (grades 1-5) and *ISCED 24* (grades 6-8). [Back to main table for this Indicator](#)

**United States:**

The salaries are derived from the Public School Teacher questionnaire (2011-12) from the Schools and Staffing Survey (SASS). The SASS was administered in 1993-94, 1999-2000, 2003-04, 2007-08 and 2011-12 and is a sample survey that is representative of teachers in public schools in each state in the United States. For intermediate years, the salaries are adjusted using the Consumer Price Index (CPI; US Department of Labor, Bureau of Labor Statistics). For example, to calculate estimates for school year 2008-09, the salaries are adjusted from the 2007-08 administration. This index shows a 1.3% increase in wages and salaries for state and local government workers in the primary and secondary school sector.

SASS collected self-reported annual teacher salaries from about 53 000 public school teachers in the 2003/04 SASS and 47 000 public school teachers in the 2007/08 SASS, and 37 000 public school teachers in the 2011/12 SASS at all levels of teaching experience and degree levels.

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.

The 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. For the same reason 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 with minimum or maximum level of training 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. There is no national salary scale in the United States.

Data on teachers with "typical" qualifications are based on the median salary of teachers with the qualification held by the largest proportion of teachers at each ISCED level (not necessarily the majority; but the most common qualification). At the pre-primary level, the typical qualification for years 2000 and 2005 through 2007 was a bachelor's degree; the typical qualification for years 2008 through 2014 was a master's degree. At the primary level the typical qualification for the year 2000 was a bachelor's degree; the typical qualification for years 2005 through 2014 was a master's degree. At the lower secondary level, the typical qualification for all years shown was a master's degree. At the upper secondary level, the typical qualification for all years shown was a master's degree. The master's degree is acquired after the bachelor's degree.

Data on maximum qualifications are based on teachers with a master's degree or higher. Some public school teachers in the United States have a degree that is above the master's level, such as a doctorate. [Back to main table for this Indicator](#)

## **Interpretation**

### **Australia:**

Australia's data indicates that salaries at the top of the scale are the same for teachers with minimum and typical qualifications. This is because the maximum salaries for teachers generally do not depend on qualifications in Australia. Comparing the salary data with that of earlier years should be done with caution, because changes in levels of training/qualifications have not been controlled over time, which affects salary time series.

Caution should be used in interpreting national figures as practices vary from region to region.

The changes in salaries are due to the Australia's methodology based on calculating weighted averages for the states and territories. Starting salaries do generally increase each year under employment agreements.

*Comments on qualifications of teachers:* The typical qualification of a teacher is associated with the typical qualification awarded at the end of initial teacher education.

The minimum qualification for new teachers in Australia requires four years (or equivalent) of tertiary education, ISCED 6 (e.g. bachelor's of education). Graduate teachers must have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education as required through the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures. The award of this qualification means that they have met the Graduate Teacher Standards according to the Australian Professional Standards for Teachers.

The level of initial teacher education courses can vary. They must meet the requirements of the Australian Qualifications Framework (AQF) so that, on satisfactory completion, the graduate has a four-year or longer full-time equivalent higher education qualification structured as:

- a three-year undergraduate degree providing the required discipline knowledge (ISCED 6), plus a two-year graduate entry professional qualification (ISCED 7), or
- an integrated qualification of at least four years comprising discipline studies and professional studies (ISCED 6), or
- combined degrees of at least four years covering discipline and professional studies (ISCED 6), or
- other combinations of qualifications identified by the provider and approved by the teacher regulatory authority in consultation with the Australian Institute for Teaching and School Leadership (AITSL) to be equivalent to the above, and that enable alternative or flexible pathways into the teaching profession.

Available data indicates that the salaries for teachers in Australia vary across state and territory education sectors and systems. This is due to factors such as the specific requirements of jurisdictional Industrial Relations agreements and their salary increment steps. There is currently a range of type and level of qualifications held by teachers employed across Australia. The 4 year (or equivalent) requirement for graduate teachers was nationally agreed in 2012 with implementation beginning from 2013.

Entry into the salary step scale is currently based on number of years of training and teaching experience. Across the range of sector arrangements, salary increments, often determined under bands, are usually linked to tenure alone. Increments, however, may also be linked to the type of qualification teachers possess or based on their performance and recognition of competence. Performance assessment is increasingly being applied for this purpose through the Australian Professional Standards for Teaching.

*Comments on social benefits of teachers:* The given data about social benefits of teachers are in reference to all workers including civil/public and private sector workers. [Back to main table for this Indicator](#)

### **Austria:**

ISCED 02: The large majority of pre-primary education in Austria 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, this information is reported as "missing" (m).

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.

*Comments 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.

In Austria, the typical qualification of a teacher with 15 years of experience is associated with the typical diploma awarded to a teacher at the end of initial teacher education.

*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 way salary grows:* The salary scales have a progressive shape which means that the absolute differences between two steps at the beginning of the scales are smaller than at the end of the scales. The reason lies in the principle of seniority. Also historical reasons play a certain role. [Back to main table for this Indicator](#)

### **Belgium (Flemish Community):**

The difference between a “lower secondary teacher” and a “lower secondary teacher teaching in upper secondary education” is that the latter had taught in at least one of the last 3 years of secondary education.

Due to methodology changes the data prior to 2012 are not comparable to more recent data: the data on *ISCED levels 24* and *34* from 2012 onwards takes in consideration the possible interruptions of service, which should give a more correct view of the wage paid.

Only full-time teachers are considered.

*Comments on salary scales:* The scale mentioned in *ISCED 24* and *ISCED 34* for lower secondary teachers teaching in the last three years of upper secondary education and lower secondary teachers with a function at teacher training institutions is being abolished.

*Comments on way salary grows:* At the pre-primary, primary and lower secondary level, the first, second and third year of the career the teacher receives an additional payment that is the same for the three years. From the fifth year on, the teacher receives every 2 years an additional amount higher than that of the first, second and third years (in the 5th year, in the 7th year, etc.) up to 12 times. This leads to 27 years to grow from minimum to maximum salary.

At the upper secondary level, the mechanism is the same. However, the second type of salary increase is received 11 times. This leads to 25 years to grow from minimum to maximum salary.

*Comments on qualifications of teachers:* Teachers with 15 years of experience in upper secondary education are required to have a master's degree and pedagogical training. While Teachers in pre-primary, primary and lower secondary education only 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.

The minimum qualification is related to teachers with a “sufficient qualification”: those who have the same basic qualification as all other teachers but with a subject-related requirement different than the required one (e.g. when teaching mathematics in the sixth grade of regular secondary education, a basic qualification “master in mathematics” and a qualification in “teaching” is the required qualification; a basic qualification “master in chemistry” and a qualification in “teaching” may be a sufficient qualification).. Those teachers form a minority across the teaching force. [Back to main table for this Indicator](#)

### **Belgium (French Community):**

*Comments on typical qualification of teachers:* Teachers with “typical 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*. Teachers with 15 years of experience and typical qualification represent 99.21% of teachers in pre-primary, 98.76% in primary, 94.73% in lower secondary and 87.84% in upper secondary education.

*Comments on social benefits of teachers:* It has not to be interpreted as including all workers as “civil/public and private workers”. The calculation of the pension of a teacher (as a public servant) follows specific rules given that a teacher is part of both the public sector and the education sector. [Back to main table for this Indicator](#)

### **Brazil:**

*Comments on qualifications of teachers:* Brazil has a decentralised system, therefore it is not possible to identify a typical qualification at any given point of a teachers career. Each one of the 27 states and more than 5 thousand

municipalities has their own teachers career plan. Many of them have a structured scheme for qualification while others do not.

*Comments on social benefits of teachers:* Regarding the social benefits of teachers there is only one difference comparing both categories, “other public servants” and “other public and private sector workers”, the retirement age. Apart from that, there is no other national difference regarding teachers and other workers in the Brazilian social security system. [Back to main table for this Indicator](#)

#### Canada:

*Comments on qualifications of teachers:* The typical qualification of teachers with 15 years of experience across provinces/territories is an ISCED 6 qualification (Bachelor’s or equivalent), for teachers in primary and secondary education.

Due to the diversity of practices across the country it is unfeasible to provide a national portrait of pre-primary data.

*Comments on way salary grows:* In primary and secondary education, teachers’ salary progression in 4 jurisdictions in Canada is linear. It is non-linear for 7 jurisdictions. Typically, in jurisdictions with non-linear salary progressions, the percentage increase in salaries between steps decrease as you move up the salary scale. In some jurisdictions, salary increases are negotiated through the collective bargaining process and vary from year to year.

Newfoundland and Labrador (NFLD): There are several steps on the salary grid depending on the certificate level. While the amount of the increase is fairly constant from year to year, the percent change from the previous year decreases. For example a teacher with a level V certification will move through seven steps before reaching the top of their scale. Their year-to-year increases are as follows with the percent change in brackets: CAD 2 263 (4.4%), CAD 2 261 (4.2%), CAD 2 263 (4.1%), CAD 2 262 (3.9%), CAD 2 260 (3.8%), CAD 2 262 (3.6%) and CAD 2 264 (3.5%).

Prince Edward Island (PEI): While salaries increase each year, the amount varies from step to step. For example, for Certificate Level 5, salaries increased by the following amounts across 10 steps:

Step 3 to 4: CAD 2 310 (4.6%)

Step 4 to 5: CAD 2 311 (4.4%)

Step 5 to 6: CAD 2 291 (4.2%)

Step 6 to 7: CAD 2 343 (4.1%)

Step 7 to 8: CAD 2 308 (3.9%)

Step 8 to 9: CAD 2 325 (3.8%)

Step 9 to 10: CAD 2 311 (3.6%)

Step 10 to 11: CAD 2 422 (3.6%)

Step 11 to 12: CAD 3 212 (4.6%)

Nova Scotia (NS): The percentage increase of salaries between steps in the salary scales in the TPA Schedule D3 decreases slightly between each step. Also, the steps within a salary classification include a different number of years of teaching (most of the steps include 1 year of teaching but some steps include two years of teaching).

New Brunswick (NB): The increases are non-linear as, while very close, they are not the identical percent increase/ increase in dollar amount, for each step.

Manitoba (MAN): The information presented here is based on the separate collective agreements (covering the 2013/14 school year) between 37 school divisions in Manitoba and the respective teachers’ associations in these school divisions AND on the Teacher Settlements Update posted by the Manitoba School Boards Association. Each of Manitoba’s 37 school divisions have salary increases set by the collective agreements (usually a four-year term). Collective agreements could prescribe a consistent percentage increase each year between each step, or different percentage increases each year between each step (thus, non-linear).

Alberta (ALB): The amount of annual increase measured in CAD is fairly constant. However, expressed in % change over the salary in the previous year, annual increases decline (an increase of CAD 2 000 amounts to a 5% increase at the bottom of the pay scale, but a similar increase will amount to less than 3.55 at the top of the scale). [Back to main table for this Indicator](#)

#### Chile:

*Comments on qualifications of teachers:* Compensations by level of qualification were calculated according to the compensation structure based on a specific qualification that is acquired through professional development and training (*Asignación de perfeccionamiento*). It can be increased (as in the “maximum level of qualification”) and is independent of the typical ISCED attainment of teachers (ISCED 6). The calculation of payment of teachers with typical qualification is based on the actual average percentage of increase by training allowance. Starting teachers do not receive training allowance because they are entering to the school system and they are not

promoted to training courses (by principals). They can apply for participation in these activities after having been some years in the system.

Therefore, minimum level of qualification means the teacher did not perform any training courses and thus will not receive additional compensation. The typical level of qualification corresponds to the average allowance of teachers in public institutions, while the maximum level of qualification corresponds to 40% of Basic National Wage (RBMN) according to the law. Moreover the salaries reported for teachers with typical qualification are based on the average compensation of teachers with 15 years of experience receiving the average allowance for professional development and training at that point in their careers.

*Comments on how salary grows:* The reported information is based on the Experience Allowance of classroom teachers in the public sector and corresponds to biannual increase in gross salary. This allowance increases the Basic National Wage (RBMN) by 6.76% in the first two years and by 6.66% for every two additional years with a maximum amount of 100%. [Back to main table for this Indicator](#)

### Colombia:

The reported data are regulated by the Statutory Teacher Compensation 1278 of 2002 considering that the new entrants in the public sector are governed by this statute. Therefore, the percentages are measured in relation to this scale. Under the abovementioned scale a teacher can reach the highest salary in 9 years since it depends on the qualification and skills assessments and hence the qualification has a great weight to reach the top salary. As a result the salary of teachers with 10 years of experience can be equal to the salary of teachers with 15 years of work experience. [Back to main table for this Indicator](#)

### Czech Republic:

*Comments on qualifications of teachers:* In the Czech Republic, the typical qualification of a teacher is not associated only with the typical diploma awarded at the end of initial teacher education but is related to a broader concept, considering as well teachers' status and level of career. Minimum level of qualification stands for the minimum educational requirement for teachers to enter the teaching profession. In Czech statistics, the typical level of qualification stands for the highest number of teachers which have reached specific salary grades: the 9th salary grade for pre-primary teachers (the scale goes from grades 8 to 11) and the 12th salary grade for primary and secondary teachers (the salary goes from grades 11 to 13). However, the level of qualification depends on typical diploma.

The difference between monthly base salary for the minimum level of qualification and the typical level of qualification is quite big. But the difference between statutory salary for the typical level of qualification and the maximum level of qualification is minimal.

*Comments on social benefits of teachers:* The comparison between teachers and "other workers" regarding the social benefits refer to "other workers" which were interpreted as only other public servants not including private sector workers. There are different rules in pension and social security system for workers in the private sector (between employee in the private sector and self-employed in the private sector).

*Comments on way salary grows:* There are new salary tables for fully qualified teachers since 2012 (see [Coverage and Methodology](#)).

In the salary tables there are grades and steps, which are dependent on the number of years of experience. Between salary steps the increase is linear but steps include different numbers of years of experience (6 years of experience, 12 years, 19 years, 27 years, more than 27 years of experience). [Back to main table for this Indicator](#)

### Denmark:

In addition to the reported gross annual salary, which is given in accordance to the general salary scale as a part of collective agreements, each teacher can receive – and typically will receive – personal bonuses, as decided at the school level or by the local authorities. Due to this personal bonus the reported annual salary is typically the minimum salary.

The gross annual teacher compensation includes the compulsory contribution to pension as decided by collective agreements with teacher unions. The part for pension is about 17% of the net salary. Formally the employee's share is 1/3 and the employer's share is 2/3, but both shares are handled identical and the distinction between the employee's share and the employer's share is of no practical importance. Therefore about 14 percent of the gross salary is not for immediate disposal for the teacher but is transferred to each single teacher's account for pension. There can be exceptions for this rule because it is possible for teachers to receive a minor part of the contribution for pension as salary for immediate disposal.

The teachers and other civil servants received a relatively high increase of salaries in 2009. The lack of increase of the salaries between 2010 and 2011 and between 2011 and 2012 follows the collective agreements for

teachers and other civil servants. The lack of increase of wage is in line with the development of wages in the private Danish labour market.

From 2013/14 there is an increase in teacher salaries for upper secondary teachers. This increase is based on a collective agreement with the union of teachers, for general upper secondary schools, in 2013 where teachers gave up their right to reach an agreement about the number of teaching hours, leaving the decision to the school leader. As compensation the teachers received an increase in salary of approximately 6% for the period 2013-2015.

*Comments on qualifications of teachers:* The minimum and typical education for a teacher at pre-primary level (i.e. *peadagog*), primary and lower secondary levels, is a Bachelor's degree or equivalent (ISCED 6). At the upper secondary level the minimum and typical education for a teacher is a Master's degree or equivalent (ISCED 7) followed by a pedagogical and practical training as a part of the initial teacher education. [Back to main table for this Indicator](#)

### England (United Kingdom):

*Comments on qualifications of teachers:* The unqualified teacher range (UTR) has been used to represent teachers with the minimum level of qualification. These are teachers that have not achieved what is termed Qualified Teacher Status (QTS). They are still able to teach and perform the duties of a teacher as they work towards QTS.

For those teachers with the typical level of qualification i.e. those that have QTS and some post graduate certificate relating to education, a combination of the main pay range, upper pay range and the leading practitioner pay range has been used. Again, each of these pay ranges has minimum and maximum value. The figures that have been used:

- Starting teacher with typical level of qualification - minimum of the main pay range
- Teacher with typical level of qualification and 10 years of experience - minimum of the upper pay range
- Teacher with typical level of qualification and 15 years of experience - maximum of the upper pay range
- Teacher with maximum level of qualification at top of salary scale - maximum of the leading practitioner pay range.

The figures are for England only and exclude pay data for the London area.

*Comments on way salary grows:* From September 2013 salary increases are performance related and determined by individual schools/school leaders See [salary scales](#). [Back to main table for this Indicator](#)

### Estonia:

See the comment on *Coverage and Methodology* or click [here](#). [Back to main table for this Indicator](#)

### Finland:

The salaries in pre-primary education for 6-year-olds are higher than at earlier stages of ECEC. For pre-primary education, data is reported on the majority, i.e. the kindergarten teachers.

Since February 2005, there have been some adjustments to the teachers' payroll system. The former salary class separation no longer exists and teachers' salaries are calculated using new methods. There is therefore a break in the series from 2005, and earlier figures are not necessarily comparable to the new data.

The salaries reported in this year's data collection correspond to the new salary scale that came into force on 1 July 2014.

*Comments on qualifications of teachers:* In Finland the typical qualification of teachers with 15 years of experience is the same as the minimum qualification and it is associated with the required degree and studies attained after initial teacher training.

*Comments on way salary grows:* For pre-primary education, the salary grows 3% after 5 years and 8% after 10 years. For primary and lower secondary education, it grows 4% after 5 years + 5% after 8 years + 6% after 10 years + 6% after 15 years and + 6% after 20 years. Finally, for the upper secondary education, it grows 6% after 5 years + 3% after 8 years + 10% after 10 years + 4% after 15 years and + 6% after 20 years. [Back to main table for this Indicator](#)

### France:

Changes with respect to last year's data:

- ISCED levels 02-1, the growth in income (by EUR 400) is due to the implementation of a new bonus in 2013 school year called "ISAE" (set at EUR 400 per year)
- ISCED level 24, the growth in income (by approximately EUR 10-12) is due to the increase of overtime hours
- ISCED level 34, the drop in income (by approximately EUR 9-17) is due to the decrease of overtime hours.



Since autumn 2010, new teachers are appointed directly to the 3rd step of the pay grid (index 410). In autumn 2011 (the beginning of the school year), the 3rd step had remained at 410 index. This step was upgraded to the index 432 in February 2012. This explains the increase in salaries at the beginning of the teacher career between 2010/11 and 2012/13.

*Comments on qualifications of teachers:* For the majority of teachers (all teachers without distinction) the typical diploma according to ISCED 2011 is a bachelor's degree (ISCED 6), but a great majority of new teachers (recruited since 2010/11) have a master's degree (ISCED 7). For this reason, the typical attainment of starting teachers in France differs substantially from the typical attainment of all the current teachers. Moreover, salary scales are not defined according to diploma but according to the teacher status (where status should be considered as equivalent as qualification), which is directly related to the type of competitive examination taken by the teacher. At ISCED levels 02 and 1, the minimum and typical qualification is "professeur des écoles". At ISCED levels 24 and 34, there are two different statuses: "enseignants certifiés" – lower salary but more teachers concerned; "agrégés" – better salary but fewer teachers. So, minimum and typical qualification at the secondary level is "certifiés".

*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.

*Comments on salary scales:* At the secondary level, the teachers on the Scale A considered here are the "certifiés" (minimal scale); the "vocational school" teachers" are added to them, because they are on the same salary scale.

*Comments on years to grow from minimum to maximum:* As for every civil servant, the teacher's basic remuneration increases as he climbs the ladder (called *echelons*) inside his scale; each level of the ladder corresponds to an index which defines the amount of the basic remuneration. The increases are more or less rapid depending on the yearly individual assigned score. Thus, depending on whether one advances in one's career, based on seniority or "choice", it will take 20 to 30 years to reach the top in one's scale. Since autumn 2010, new teachers are appointed directly to the 3<sup>rd</sup> step of the pay grid (index 410 and 432 since 2012).

*Comments on way salary grows:* There are 3 types of advancement for teachers. The promotion by seniority is automatic and linear. Further there are 2 types of accelerated progress (*au choix* and *au grand choix*), which are based on the rating of the teacher and permit to achieve the maximum salary scale faster. [Back to main table for this Indicator](#)

### Germany:

*Comments on the qualifications of teachers:* In Germany the minimum level of qualification is equal to the typical qualification level and associated with the typical diploma attained after initial teacher training. For pre-primary level programmes the typical qualification reported is not related to teachers in "Vorklassen" and "Schulkindergärten". Teachers in these two programmes have the same typical qualification as primary or secondary level teachers and are not included in the pre-primary education data.

*Comments on the social benefits of teachers:* Regarding teachers' pension and/or social security system in Germany teachers with civil servants (Beamte) status have no special pension and/or social security system in reference to other civil servants (Beamte). Employed teachers (Angestellte) have no special pension and/or social security system, too. The reference is "other workers" (alle Angestellten). The reference "other workers" means in this case other civil/public servants (i.e. Beamte) [Back to main table for this Indicator](#)

### Greece:

Salaries of pre-primary teachers refer only to teachers in kindergartens of the Hellenic Ministry of Education and Religious Affairs. Data on other programmes of pre-primary education and care are not available.

A bachelor's degree is considered as minimum level of training and a PhD degree is considered as the maximum qualification.

Also see the comment on *Coverage and Methodology* or click [here](#).

*Comments on the qualifications of teachers:* In Greece the minimum level of qualification is equal to the typical qualification level of qualification of teachers for all levels of education.

*Comments on years to grow from minimum to maximum:* The years of growth from minimum to maximum salary are reported according to the new wage grid (Act 4024/2011, article 28) as it was implemented for serving teachers on 1st November 2011. However, for 2014 (2 years and 2 months after the application of this wage grid) we report salaries taking into consideration the salary freeze imposed. In this salary freeze teachers and civil servants have stopped moving from one salary grade to the next one and the salary scales that are connected to the next grade when they have completed the number of year required for moving to the next salary grade.

Salary at the top of grade B (i.e. salary scale B8) is considered maximum salary within this framework.

The new payroll gradebook equates the additional qualification of teachers (maximum qualifications) with seniority (PhD = 6 years extra). For this reason the figures for maximum qualifications + experience referred to those who belong to that category without knowing if they were put into this only because of their service or combining experience with masters or doctoral degrees. The top of the scale is defined as B8 which requires 45 years of service, while the limit for retirement is 35 years of work.

*Comments on way salary grows:* Salary increases continue being linear but a positive evaluation is required for moving from one grade to the next. The salary scales are connected to the grades. Due to changes in the evaluation process, salaries have been frozen since 2011. Given the new wage grid (Act 4024/2011, article 28), only a small percentage of starting teachers will be able to be promoted to the top salary grade and scale. [Back to main table for this Indicator](#)

### Hungary:

*Comments on qualifications of teachers:* minimum and typical level of qualification is the same for the teachers in Hungary and the wage data of teachers with a minimum level of qualification are the same as the data on the salary of teachers with a typical level of qualification. Therefore the percentages of all teachers that receive the salary are only depending on their work experience.

In Hungary, “general school” integrates *ISCED 1* and *ISCED 24* education. Since data cannot be separated in case of “general school teachers”, the data about the percentage of all teachers which receive the salary for *ISCED 1* refers to *ISCED 1* and *ISCED 24* taken together.

*Comments on way salary grows:* Salaries depend on the service time and the category the teachers belongs to within the Promotion System of Teachers. (e.g. Trainee, Teacher I., Teacher II., Master teacher, Teacher-researcher.) [Back to main table for this Indicator](#)

### Iceland:

*Comments on typical 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, typical education of a teacher with 15 years of experience is the minimum requirement plus any additional credit worth of professional development attained during the course of these 15 years. This is estimated to be the equivalent of 60 ECTS credits (this is an estimate provided by the teacher union).

*Comments on social benefits of teachers:* In the Icelandic labour market to teachers, regarding the social benefits, applies the same as to all other workers. [Back to main table for this Indicator](#)

### Ireland:

*Comments on qualifications of teachers:* In Ireland, the typical qualifications of teachers are the qualifications held by the majority of teachers. The minimum and maximum qualifications inform the basis for payment of teachers as in circulars and pay scales.

Therefore for 2013/14 school year:

- minimum qualification for *ISCED 1* is: Primary Degree (Pass)
- typical qualification of the majority of teachers at *ISCED 1* is: Primary Degree (Honours)
- maximum qualification for *ISCED 1* is: Doctorate Degree
- minimum qualification for *ISCED 2&3* is: Primary Degree (Pass) and HDE- Higher Diploma in Education (Pass)
- typical qualification of the majority of teachers at *ISCED 2 &3* is: Primary Degree (Honours) and Primary Degree (Pass)
- maximum qualification for *ISCED 2&3* is: Doctorate Degree and HDE (Honours).

*Comment on salary scales:* Scale A: Circular 0004/2010 sets out the pay scales of appointees to teaching prior to 1 January 2011. Scale B: Circulars 0032/2013 and 005/2014 set out the revised pay scales for new appointees to teaching on or after 01 February 2012. Qualification allowances were abolished. This revision took effect from 1 July 2013. Scale C: Circulars 0032/2013 & 005/2014 set out revised pay scales for new appointees to teaching on or after 01 Jan 2011 but before 01 February 2012. This revision took effect from 1 July 2013.

*Comments on way salary grows:* The reported data relates to the salary scale for teachers appointed prior to 1 January 2011 which is the vast majority of teachers.

Teachers appointed on or after 01 Feb 2012 are subject to a revised salary scale which places all new appointees on the 1st point of the scale thereby taking 24 years to grow from the minimum (Point 1) to the maximum of the scale (Point 25).

*Comments on social benefits of teachers:* The pension and social security arrangements for teachers do not differ from the conditions of other public sector employees.

The social benefits that are part of employment contracts for public sector workers differ from arrangements for employees in the private sector whose conditions of employment depend on agreements with employers. [Back to main table for this Indicator](#)

#### **Israel:**

Annual statutory salaries are based on salary scales according to the wage agreements and include the necessary adjustments and supplements paid to all the teachers, (e.g. bonuses for holidays, clothing and "Long School Day", etc.).

The remuneration for subjects/level co-ordination has been cancelled for new teachers in their first year, under the assumption that new teachers will not receive such responsibility. The actual salary includes all the bonuses and allowances while for the statutory salary we reported only the basic salary paid to the most of the teachers. For example, the maximal possible supplement for a teacher in the lower secondary education (typical qualification and 15 years of experience) reaches ILS 44 000 (about USD 9 625 converted using PPPs), which represents 30% of the basic salary but is not included in the reported statutory salaries (although it is reported in the actual salaries). The calculation of the average of all the teacher's salaries (included supplements and bonuses) with 15 years of experience shows that the actual and the statutory salaries are similar.

*Comments on qualifications of teachers:* All teachers with a minimum and a typical 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 typical 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 typical qualification come from professional development activities. Teachers with typical qualifications have higher professional development. Professional development activities come with higher remuneration.

*Comments on how salary grows:* Prior to the "New Horizon" and "Oz Letmura" reforms, the increase in salaries was non-linear. During the first seven years, the salary increased by 5% each year; for the period between 7 and 25 years, the salary increased by 2% each year; and then, from years 25 to 36, there was an increase of 1% every year. However, for pre-primary, primary and lower secondary education, the "New Horizon" reform has changed the wage table completely compared to the previous one and the annual increase in salary is less differentiated over the whole teaching career; during the first 7 years, the salary increases by 2% each year and from years 8 to 36, the salary increases 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. The implementation of the "New Horizon" reform started in 2008 for primary and lower secondary education and in 2009 for the pre-primary level. In 2013/14, the reform was not fully implemented yet, therefore, there was a mixed linear and non-linear increase in teachers' salaries. For upper secondary education, the "Oz Letmura" reform (started in 2012) only involved an increase in base salary and no changes in the salary scales; thus, the increase in salaries is the same for upper secondary teachers as it was prior to the new reforms. In 2013-14, the reform was not yet fully implemented. [Back to main table for this Indicator](#)

#### **Japan:**

*Comments on qualifications of teachers:* The typical 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 typical qualifications of teachers are the same. In Japan, teachers have to obtain an "educational personnel certificate", defined by the Education Personnel Certification Law, 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 qualification. In order to receive the teacher certificate ISCED-A 540 graduates need more credit points than ISCED-A 660 graduates. Teachers certificates for pre-primary education are awarded to graduates with ISCED-A 540 and 660 but its proportions varies 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 a private sector are covered by a different one. [Back to main table for this Indicator](#)

#### **Korea:**

*Comments on qualifications of teachers:* In Korea, teachers have to hold a teaching certificate to be fully qualified teachers. Most often, teachers with 15 years of experience and typical qualification, teaching in all levels of education, hold the First Class Teacher Certificate as teaching certificate.

Between 2005 and 2009, the salaries of teachers with a typical qualification were the same as the salaries of teachers with a minimum qualification at pre-primary level. However, from 2010 onwards, the salaries of teachers with a typical qualification are higher than the salaries of teachers with a minimum qualification. At primary, lower secondary and upper secondary level the salaries of teachers with typical qualifications were the same as the salaries of teachers with a minimum level of qualification between 2005 and 2007.

In terms of their level of attainment, teachers with typical qualification at pre-primary level hold ISCED 7 qualifications, although there is a high proportion of teachers, almost half, that hold ISCED 6 qualifications. In primary and lower secondary education the majority of teachers hold an ISCED 6 qualification. This is also the case of teachers in upper secondary education; however, almost half of teachers hold an ISCED 7 qualification at this level. In what concerns the minimum qualifications of teachers, these are all identical as the typical 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](#)

#### **Luxembourg:**

*Comments on qualifications of teachers:* In Luxembourg the minimum level of qualification is equal to the typical qualification level of qualification of teachers for all levels of education. [Back to main table for this Indicator](#)

#### **Mexico:**

*Comments on qualifications of teachers:* The majority of teachers with typical qualification and 15 years of experience, teaching in pre-primary to lower secondary education, hold a bachelor's degree or equivalent (ISCED 6). However, the typical qualification of teachers with 15 years of experience is also associated with the horizontal promotion system (magisterial career) and not only with the typical diploma awarded at the end of initial teacher education. From pre-primary to lower secondary education, the typical teacher in Mexico is classified in the level "B" of the magisterial career (the programme consists of five stimuli levels or scales, as described below). The minimum qualification is equivalent to the level "A" of the magisterial career. At the upper secondary level, the typical teacher is classified in the "Full-time professor" range, at level B-Q3, while the minimum qualification is at level A-Q2 of the same "Full-time professor" range.

*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 (1<sup>st</sup>), personnel with directive or supervisory functions (2<sup>nd</sup>), and teachers who develop technical or pedagogical activities (3<sup>rd</sup>). 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.

*Comment on way salary grows:* Salaries increase according to the programme of the Magisterial Career (see above). [Back to main table for this Indicator](#)

#### **Netherlands:**

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.

*Comments on salary scales:* For pre-primary education, data are only based on teachers in the first two years of primary school (groups 1 and 2). Also, childcare and special education are excluded.

*Comments on way salary grows:* In pre-primary and primary education the salary steps increase every year by a small amount because the scales decrease by one step each year to 15 steps in 2011. For scale LA they start with EUR 46 and end with a step of EUR 99. For scale LB the steps start with EUR 57 and end with a step of EUR 120. In lower and upper secondary education there are three salary scales: LB, LC and LD. For scale LB the salary steps increase every year by some Euro. It starts at EUR 60 and ends with a step of EUR 197. Until 2009 the scales LC and LD were linear. From 2009 they will be non-linear because each year the scales will be decreased by one step. In 2014 it will be decreased to 12 steps. The first step in LC is 118 and the last step 197. See also [salary scales](#). [Back to main table for this Indicator](#)

#### **New Zealand:**

In New Zealand, primary school is from year 1 to 8, and secondary school is from year 9 to 13. For *Education at a Glance* reporting, ISCED 1, primary education, covers years 1 to 6, and ISCED 34, upper secondary, covers years 11 to 13. ISCED 24, lower secondary education figures, is averages of primary education and upper secondary education. The teachers of the first two years of *ISCED 24* (years 7 and 8) have the same salary conditions as those for *ISCED 1*, while the last two years of *ISCED 24* (year 9 and 10) have the same salary and as those for *ISCED 34*. Therefore the *ISCED 1* figure applies to Years 7 and 8 of *ISCED 24*. The *ISCED 34* figure applies to Years 9 and 10 of *ISCED 24*. The reported *ISCED 24* figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand.

Further changes to the information published in previous years do not reflect a real change as well, but a reporting revision. Therefore caution should be used when interpreting the figures.

Teachers reach the top of the scale typically after 7 years; hence statutory salaries will be the same for all three time point: 10 years, 15 years, and the typical point when they reach the top of the scale. Therefore in New Zealand, any teacher who has been teaching for 10 years is considered to be at the top of the salary scale. Progression is on an annual basis subject to competent performance (a test situation against national professional standards), so a teacher would be expected to progress one step each year. Entry points differ according to the level of qualification upon entry into the service. In addition, the number of years it takes teachers to progress to the maximum salary step is dependent upon their qualifications.

*Comments on way salary grows:* For primary, lower and upper secondary education, it is close to linear.

*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 typical 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 typical qualifications are the same (i.e. subject content qualification (usually a Bachelors) and a Graduate Diploma of Teaching). However, teachers who have trained overseas or are “primary trained” can work in secondary schools thus there could be differences between the minimum and typical for secondary teachers.

*Comments on social benefits for teachers:* New Zealand has a Teachers Retirement Savings Scheme, however this is now closed to new members. [Back to main table for this Indicator](#)

### Norway:

*Comments on qualifications of teachers:* In Norway there is not difference between minimum, typical and maximum qualification among pre-primary teachers. The salary data is the same regardless the level of qualification. At this level, the difference between teachers with a minimum qualification, a typical and a maximum qualification are the number of years of experience. At primary and secondary levels there are important differences between minimum and typical qualifications of teachers. Compared with previous data collections, Norway has now reported the salaries of the most typical qualifications, and no longer an average of different kinds of qualifications. By using the new method there is a significant increase in the salary compared to the last survey and therefore the new figures are not comparable to previous years.

There are five types of qualifications that are linked to a specific “occupation code” that determines the level of compensation:

- a) Teacher (three years of training)
- b) Teacher with four years of training (four years of training)
- c) Teacher with four years of training and one-year additional training (five years of training)
- d) Teacher who holds a full university degree (five years of training)
- e) Teacher who holds full university degree and additional training (six years of training)

At all levels, (a) is used as minimum qualification and (e) as maximum qualification. At each level the typical qualification depends on the share of teachers having the specific qualifications. At *ISCED 1 and 24* the share of teachers having (b) and (c) is very similar, resulting in a calculated average of these two groups. At *ISCED 34*, data refers to e).

*Comments on social benefits of teachers:* The pension system for teachers in Norway does not differ significantly to the one of other workers in the public sector, but it does differ for workers in the private sector.

*Comments on years to go from minimum to maximum salary:* The general agreement between municipalities and teachers specifies minimum wages for different types of teachers after 0, 4, 8 and 10 years of experience at the

pre-primary level, and after 0, 4, 8, 10 and 16 years of experience at the primary, lower and upper secondary levels. There is a considerably increase in salary from 10 to 16 years of experience. [Back to main table for this Indicator](#)

#### **Poland:**

The amended Teachers' Charter, adopted on the 18<sup>th</sup> of February 2000, introduced four categories in the teachers' career development: trainee teachers, contract teachers, appointed teachers and chartered teachers.

According to the government programme to increase teachers' salaries by 50% between 2007 and 2012, teachers' salaries had been increasing successively by 10% in 2008, 5% in January 2009 and another 5% in September 2009, 7% in September 2010 and another 7% in September 2011. In 2012 teachers' salaries increased by about 4% at the beginning of the school cycle 2012/13.

At the same time, in January 2009, the index used for calculating teachers' salaries was raised and this change also had an impact on teachers' salaries. As a result of both the salaries' increase and the index change the salaries of the beginning teachers are currently 76% higher than they were in 2007. For this group of teachers the salary increase was highest if compared with the increase of salaries of the teachers from other career development categories (around 44%-56%).

The aim of the government reform was to improve quality of education through providing financial incentives to attract the best possible teachers to work at schools. The promise of the government from 2007 was put in practice and teachers' salaries in 2012 were on average about 50% higher than in 2007.

*Comments on qualifications of teachers:* For Poland the "typical qualification" of teachers has been defined based on the fact that most teachers have an educational attainment at ISCED 7 (master's or equivalent) which is the qualification required to teach in upper secondary education (*ISCED 34*) but not in other levels of education. For this reason, the typical and minimum qualifications of teachers in upper secondary level are identical. The minimum qualification of teachers in pre-primary and primary education has been defined as consisting of an attainment level at ISCED 5 (Teachers training college graduation diploma or equivalent), and as an attainment at ISCED 6 (bachelor's or equivalent) for teachers in lower secondary education. In both cases, the proportion of teachers holding these qualifications is very low.

*Comment on years to go from minimum to maximum:* Teachers can achieve the highest category in their teachers' career development (chartered teacher) after 10 years in service. Later their salaries grow as a result of adding a seniority bonus that can amount to a maximum of 20% of the basic salary after 20 years in service.

*Comments on way salary grows:* The increase in teachers' salaries is related to achieving the succeeding grades of professional promotion and to receiving the seniority bonus. Shifts in basic statutory teachers' salary, resulting from achieving the succeeding grade of professional promotion, are step changes. [Back to main table for this Indicator](#)

#### **Portugal:**

The salaries reported are the statutory salaries already with salary reduction (due to the Financial Adjustment Programme).

*Comments on qualifications of teachers:* In Portugal minimum, typical and maximum qualification of teachers can be considered as the same. Therefore the typical qualification of teachers with 15 years of experience is a pre-bologna "Licenciatura" / post-Bologna "Maestrado" 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.

*Comments on way salary grows:* The teaching career is unicategorical. It is composed of ten levels, all with a duration of four years, except the 5<sup>th</sup> level with two years. The progression into the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> level occurs on the date when the teacher fulfils the minimum required time in that level, and fulfils the performance evaluation requirements, including classroom observation when mandatory. The progression into the 5<sup>th</sup> and 7<sup>th</sup> levels occurs on the date when the teacher had an opening for promotion and after the teacher fulfilled all remaining requirements. Progression is overall dependent on a set of rules, from participation in professional development activities to the setting of quotas. [Back to main table for this Indicator](#)

#### **Scotland (United Kingdom):**

The gross annual salary figures provided are the annual salaries as at 01.04.2013.

Teachers with the maximum level of qualification do not necessarily have 15 years of service, and teachers with 15 years of service will not necessarily have maximum levels of qualification. We do not hold information on teachers that have both the maximum level of qualifications and 15 years of service.

*Comments on qualifications of teachers:* In Scotland the minimum level of qualification is equal to the typical qualification level of teachers for all levels of education. Teachers require either BEd or PGDE qualifications to enter into the profession.

*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.

*Comments on years to go from minimum to maximum salary:* The minimum salary is that of probationer teachers (teachers who are completing their first year of teaching and have not yet achieved GTCS registration). Once a teacher has achieved GTCS registration they will move to the next point on the main grade salary scale, this is usually after their one year as a probationary teacher.

*Comments on salary scales:* There is a proportionally larger increase after the first year of teaching (probation year), with a linear increase afterwards. [Back to main table for this Indicator](#)

### **Slovak Republic:**

Data show a difference in salaries between 2012/13 and 2013/14. This is due to the increase in statutory salary schedule as statutory salaries are indexed each year by an amount determined in the state budget.

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 typical 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 typical 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 typical qualification.

*Comments on salary scales:* The reported data are only the basic salaries, there are no bonuses included.

*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 typical 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:**

*Comments on years to grow from minimum to maximum:* The estimated average number of years needed to reach the top of the salary scale is provided. The estimation is based on data from the electronic database managed by the Ministry.

*Comments on qualifications of teachers:* In Slovenia, the typical qualification of a teacher with 15 years of experience includes a fully qualified teacher. A fully qualified teacher is:

- *ISCED 0:* with adequate first cycle higher education degree (bachelor's) and passed state professional examination;
- *ISCED 1, 24 and 34:* with adequate second cycle higher education degree (master's) and passed state professional examination.

Teachers may enter the teaching profession after acquiring initial teacher education (starting salaries). After at least 6 months of experience they have to pass the state professional examination that qualifies them for teaching. Therefore, the minimum qualification categories for teachers with 10 or more years of experience do not apply in Slovenia's system.

Prior to 1996, the required minimum (and also typical) qualification of teachers at *ISCED levels 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 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 rose. [Back to main table for this Indicator](#)

### **Spain:**

There are some variations in the figures of the scheduled gross annual salary compared to previous publications. This is due to the fact that criteria have been changed since 2012, trying to make data homogeneous.

*Comments on qualifications of teachers:* In Spain the “typical qualification” for teachers is a bachelor’s degree for teachers at pre-primary and primary education and a master’s degree or equivalent for teachers in secondary education. Among teachers who teach in pre-primary and primary and have 15 years of experience, 100% has the “qualification typical”; in the case of lower secondary education, the percentage is 88% and in the case of upper secondary education the percentage is 95%.

*Comments on social benefits of teachers:* Since January 2011 Civil Servants, teachers are included in the same Pension and Social Security System as other workers in the private sector (General System). [Back to main table for this Indicator](#)

#### **Sweden:**

Salary scales do not exist in Sweden. “Starting teacher” has been interpreted as teachers having worked for 1-2 years and “Minimum level of training” as teachers with pedagogical qualifications. In both cases, the median salary value is reported for the teachers in this category and therefore there are no data on which percentage of all teachers receiving this salary. “Top of salary scale” has been interpreted as teachers belonging to the 90<sup>th</sup> percentile, which means that 10% of teachers have higher or the same salary. “Typical qualifications” has 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:* As explained above, in Sweden the minimum level of qualification is equal to the typical qualification level of qualification of teachers for all levels of education. [Back to main table for this Indicator](#)

#### **Switzerland:**

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 qualifications at ISCED 34 or at ISCED 64. [Back to main table for this Indicator](#)

#### **Turkey:**

Calculations of teacher salaries are based on maximum teaching hours (30 lessons per week).

*Comments on qualifications of teachers:* In Turkey the minimum level of qualification is equal to the typical qualification level of qualification of teachers for all levels of education. [Back to main table for this Indicator](#)

#### **United States:**

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.

*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 typical qualification (for most ISCED levels and data years) but as the minimum qualification. The methodology for the typical qualification was revised for all historic years starting with *EAG 2015*. Prior to *EAG 2015*, the United States had reported the typical qualification as the median value for all teachers. This is more a measure of typical salary than salary of teachers with typical qualification (since the educational attainment was not taken into account). This slight change was very close to the salary of teachers with typical qualifications, but it is more accurate to choose the modal qualification of the teachers in the sample and define that education level as “typical qualifications”.

Now the data on teachers with “typical” qualifications are based on the median salary of teachers with the qualification held by the largest proportion of teachers at each ISCED level (not necessarily the majority; but the most common qualification). This should be taken into account when comparing *EAG2015* and *EAG2016* estimates to previously published data. At the pre-primary level, the typical qualification for years 2000 and 2005 through 2007 was a bachelor’s degree; the typical qualification for years 2008 through 2014 was a master’s degree. At the primary level the typical qualification for the year 2000 was a bachelor’s degree; the typical qualification for years 2005 through 2014 was a master’s degree. At the lower secondary level, the typical



qualification for all years shown was a master's degree. At the upper secondary level, the typical qualification for all years shown was a master's degree.

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

## 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](#)

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
<b>Belgium (Flemish Community)</b> <a href="#">Back to main table for this Indicator</a>	<i>1 scale:</i> Pre-school teacher <i>Kleuteronderwijzer(es)</i> (Bachelor's degree) (100%)	<i>1 scale :</i> Elementary school teacher: <i>Onderwijzer(es)</i> (Bachelor's degree) (100%)	<i>3 scales:</i> Lower secondary teacher (bachelor for education) (96.37%) Master's degree ( <i>licentiaat</i> ) with secondary school teaching qualification (3.59%) Lower secondary teacher with function at teacher training institutions (0.03%)	<i>3 scales:</i> <b>Lower secondary teacher (bachelor for education) (36.46%)</b> <b>Master's degree (<i>licentiaat</i>) with secondary school teaching qualification (62.40%)</b> <b>Lower secondary teacher teaching in the last 3 years of upper secondary education (0.91%)</b>
<b>Czech Republic</b> <a href="#">Back to main table for this Indicator</a>	<i>4 scales:</i> Scale 8 (2%) Scale 9 (88%) Scale 10 (10%) Scale 11 (0%)	<i>3 scales:</i> Scale 11 (2%) Scale 12 (96%) Scale 13 (2%)	<i>3 scales:</i> Scale 11 (1%) Scale 12 (93%) Scale 13 (6%)	<i>3 scales:</i> <b>Scale 11 (1%)</b> <b>Scale 12 (95%)</b> <b>Scale 13 (4%)</b>
<b>England</b> <a href="#">Back to main table for this Indicator</a>	<i>4 scales:</i> Unqualified Teachers (m) Main Pay Range (58%) Upper Pay Range (42%) Pay Range for Leading Practitioners (0.3%)	<i>4 scales:</i> Unqualified Teachers (m) Main Pay Range (58%) Upper Pay Range (42%) Pay Range for Leading Practitioners (0.3%)	<i>4 scales:</i> Unqualified Teachers (m) Main Pay Range (42%) Upper Pay Range (57%) Pay Range for Leading Practitioners (1%)	<i>4 scales:</i> <b>Unqualified Teachers (m)</b> <b>Main Pay Range (42%)</b> <b>Upper Pay Range (57.3%)</b> <b>Pay Range for Leading Practitioners (1%)</b>
<b>Estonia</b> <a href="#">Back to main table for this Indicator</a>	Scale A: Young teacher (6.7%) Scale B: Teacher (76.6%) Scale C: Senior teacher (7.4%) Scale D: Teacher educationalist (expert in methods) (0.4%)	Scale A: Teacher	Scale A: Teacher	Scale A: Teacher
<b>France</b> <a href="#">Back to main table for this Indicator</a>	<i>Professeur des écoles</i> (98%)		<i>2 main scales reported:</i> <i>Certifiés</i> (86%) <i>Agrégés</i> (5%)	<i>2 main scales reported:</i> <i>Certifiés</i> (66%) <i>Agrégés</i> (27%)
<b>Greece</b> <a href="#">Back to main table for this Indicator</a>	<i>22 salary scales</i>	<i>22 salary scales</i>	<i>22 salary scales</i>	<i>22 salary scales</i>

	ISCED 02	ISCED 1	ISCED 24	ISCED 34
<b>Ireland</b> <a href="#">Back to main table for this Indicator</a>		<i>3 scales</i> <i>Circular Pay 0004/2010 (salary scale applies to teachers appointed prior to 01 Jan 2011)</i> <i>Circular pay 0032/2013 (twice) set out the revised pay scale for new appointees to teaching on or after 01 February 2012.</i>	<i>3 scales</i> <i>Circular Pay 0004/2010 (salary scale applies to teachers appointed prior to 01 Jan 2011)</i> <i>Circular pay 0032/2013 (twice) set out the revised pay scale for new appointees to teaching on or after 01 February 2012.</i>	<i>3 scales</i> <i>Circular Pay 0004/2010 (salary scale applies to teachers appointed prior to 01 Jan 2011)</i> <i>Circular pay 0032/2013 (twice) set out the revised pay scale for new appointees to teaching on or after 01 February 2012.</i>
<b>Israel</b> <a href="#">Back to main table for this Indicator</a>	<i>2 scales</i> <i>scale applicable before the reform (7%)</i> <i>New Horizon (93%)</i>	<i>2 scales</i> <i>scale applicable before the reform (3%)</i> <i>New Horizon (97%)</i>	<i>2 scales</i> <i>scale applicable before the reform (8%)</i> <i>New Horizon (92%)</i>	<i>2 scales</i> <i>scale applicable before the reform (69%)</i> <i>Oz Letmura (31%)</i>
<b>Mexico</b> <a href="#">Back to main table for this Indicator</a>	<i>Initial level:</i> <i>Tradicional</i> <i>6 scales of Carrera</i> <i>Magisterial:</i> Level A Level B Level BC Level C Level D Level E	<i>Initial level:</i> <i>Tradicional</i> <i>6 scales of Carrera</i> <i>Magisterial:</i> Level A Level B Level BC Level C Level D Level E	<i>Initial level:</i> <i>Tradicional</i> <i>5 scales of Carrera</i> <i>Magisterial:</i> Level A Level B Level C Level D Level E	<b>6 scales:</b> <b>1) Full-time professor (FTP) "A" Q2</b> <b>2) FTP "B" Q2</b> <b>3) FTP "C" Q2</b> <b>4) FTP "A" Q3</b> <b>5) FTP "B" Q3</b> <b>6) FTP "C" Q3</b>
<b>Netherlands</b> <a href="#">Back to main table for this Indicator</a>	<i>2 scales:</i> LA (79%) LB (21%)	<i>2 scales:</i> LA (79%) LB (21%)	<i>3 scales:</i> LB (47%) LC (32%) LD (21%)	<i>3 scales:</i> LB (47%) LC (32%) LD (21%)
<b>Scotland</b> <a href="#">Back to main table for this Indicator</a>	<i>2 scales :</i> Main Grade Salary scale (94%) Chartered Teachers (6%)	<i>2 scales :</i> Main Grade Salary scale (94%) Chartered Teachers (6%)	<i>2 scales:</i> Main Grade Salary scale (94%) Chartered Teachers (6%)	<i>2 scales :</i> <b>Main Grade Salary scale (94%)</b> <b>Chartered Teachers (6%)</b>
<b>Slovak Republic</b> <a href="#">Back to main table for this Indicator</a>	<i>4 scales:</i> 8 9 10 11	<i>4 scales:</i> 9 10 11 12	<i>4 scales:</i> 9 10 11 12	<i>4 scales:</i> 9 10 11 12
<b>Colombia</b> <a href="#">Back to main table for this Indicator</a>	<i>2 scales:</i> Statute teacher 2277/1979 56.5% Statute teacher 1278/2002 43.5%	<i>2 scales:</i> Statute teacher 2277/1979 57% Statute teacher 1278/2002 43%	<i>2 scales:</i> Statute teacher 2277/1979 49.2% Statute teacher 1278/2002 50.8%	

## The way *salaries* increase: (L)inear or (N)on-linear

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	ISCED 02	ISCED 1	ISCED 24	ISCED 34 (general programmes)
Australia	L	L	L	L
Austria	m	N	N	N
Belgium (Fl.)	N	N	N	N
Belgium (Fr.)	L	L	L	L
Canada	N	N	N	N
Chile	L	L	L	L
Czech Republic	N	N	N	N
Denmark	L	L	L	L
England	N	N	N	N
Estonia	m	m	m	m
Finland	N	N	N	N
France	N	N	N	N
Germany	m	N	N	N
Greece	L	L	L	L
Hungary	N	N	N	N
Iceland	m	m	m	m
Ireland	m	L	L	L
Israel	L/N	L/N	L/N	N
Italy	a	a	a	a
Japan	m	L	L	L
Korea	L	L	L	L
Luxembourg	L	L	L	L
Mexico	N	N	N	m
Netherlands	N	N	L/N	L/N
New Zealand	m	N	N	N
Norway	N	N	N	N
Poland	N	N	N	N
Portugal	N	N	N	N
Scotland	N	N	N	N
Slovak Republic	L	L	L	L
Slovenia	L	L	L	L
Spain	L	L	L	L
Sweden	a	a	a	a
Switzerland	m	m	m	m
Turkey	L	L	L	L
United States	m	m	m	m
Brazil	m	m	m	m
Colombia	N	N	N	N
Latvia	m	m	m	m
Russian Federation	m	m	m	m

***Nature of reported data on salaries and years to rise from minimum to maximum salary (2014)***[Back to main table for this Indicator](#)

	Salary of starting teacher with minimum level of training			Salary of teacher with minimum level of training at top of the scale			Years to rise from minimum to maximum salary		
	Is the reported data (R)egulations, (A)ctual base or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher (1) or lower (5) than actual salary <sup>1</sup>	Is the reported data (R)egulations, (A)ctual base or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher (1) or lower (5) than actual salary <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher (1) or lower (5) than actual salary <sup>1</sup>
<b>Australia</b>	R	T	3	R	T	3	R	MIN	3
<b>Austria</b>	M	T	3	R	T	3	R	T	3
<b>Belgium (Fl.)</b>	R	T	3	R	T	3	R	T	3
<b>Belgium (Fr.)</b>	R	MIN	3	R	MIN	3	R	T	3
<b>Canada</b>	R	T	3	R	T	3	R	T	3
<b>Chile</b>	R	MIN	3	R	MIN	3	R	T	3
<b>Czech Republic</b>	R	T	9	R	T	9	R	T	a
<b>Denmark</b>	R	MIN	4	R	MIN	4	R	T	0
<b>England</b>	R	MIN	3	R	MIN	3	m	m	m
<b>Estonia</b>	R	MIN	4	m	m	m	m	m	m
<b>Finland</b>	R	MIN	4	R	MIN	4	R	M	4
<b>France</b>	R	T	3	R	T	3	M	T	3
<b>Germany</b>	M	T	3	M	T	3	M	T	3
<b>Greece</b>	R	T	3	R	T	3	R	T	3
<b>Hungary</b>	R	T	9	R	T	9	R	T	9
<b>Iceland</b>	m	m	m	m	m	m	m	m	m
<b>Ireland</b>	R	MIN	3	R	MIN	3	R	T	9
<b>Israel</b>	M	T	3	M	T	3	R	MAX	3

Italy	R	T	3	R	T	3	R	T	a
Japan	R	T	9	R	T	9	R	T	9
Korea	R	T	3	R	T	3	M	T	3
Luxembourg	R	T	3	R	T	3	R	T	3
Mexico	R	T	3	R	T	3	R	MIN	3
Netherlands	M	T	3	M	m	m	M	T	3
New Zealand	M	MIN	4	M	MIN	4	M	MAX	4
Norway	R	MIN	5	R	MIN	5	R	T	9
Poland	R	min	4	R	min	4	R	T	3
Portugal	R	MAX	2	R	Max	2	R	Max	2
Scotland	R	MIN	9	R	MAX	9	R	T	M
Slovak Republic	R	T	3	R	MIN	4	R	T	3
Slovenia	R	T	3	a	a	a	M	T	3
Spain	M	T	4	M	T	4	M	T	3
Sweden	A			A			a	a	a
Switzerland	R	T	3	R	T	3	R	T	m
Turkey	R	MAX	2	R	MAX	2	R	MAX	2
United States	A			A			m	m	m
Brazil	m	m	m	m	m	m	m	m	m
Colombia	R	T	3	R	T	3	R	T	2
Latvia	m	m	m	m	m	m	m	m	m

1: Codes: 1 = Much higher; 2 = A little higher; 3 = About the same; 4 = A little lower; 5 = Much lower; and, 9 = Insufficient data/knowledge to make a reliable judgement. [Back to main table for this Indicator](#)

*Definition of minimum and typical qualification level for teachers with 15 years of experience, by level of education*

	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	Bachelor degree in primary/early childhood education	Bachelor degree in primary/early childhood education	Bachelor degree in primary education	Bachelor degree in primary education	Bachelor of education - secondary education	Bachelor of education - secondary education	Bachelor of education - secondary education	Bachelor of education - secondary education
Austria	m	m	Bachelor of education	Bachelor of education	Bachelor of Ed/ master degree	Bachelor of Ed/ master degree	Bachelor of Ed/ master degree	Bachelor of Ed/ master degree
Belgium (Fl.)	Teacher with sufficient qualifications and 15 years of experience	Teacher with required qualifications and 15 years of experience	Teacher with sufficient qualifications and 15 years of experience	Teacher with required qualifications and 15 years of experience	Teacher with sufficient qualifications and 15 years of experience	Teacher with required qualifications and 15 years of experience	Teacher with sufficient qualifications and 15 years of experience	Teacher with required qualifications and 15 years of experience
Belgium (Fr.)	Certificate of upper secondary teaching (CESS)	Bachelor pre-primary school teacher	Certificate of upper secondary teaching (CESS)	Bachelor primary school teacher	Certificate of upper secondary teaching (CESS)	Bachelor lower secondary school teacher (AESI)	Certificate of upper secondary teaching (CESS)	Master upper secondary school teacher (AESS)
Canada	m	m	m	ISCED-A 660 (bachelor's or equivalent)	m	ISCED-A 660 (bachelor's or equivalent)	m	ISCED-A 660 (bachelor's or equivalent)
Chile	Refers to absence of Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to Average Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to absence of Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to Average Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to absence of Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to Average Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to absence of Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system	Refers to Average Improvement for Allocation (Asignación de perfeccionamiento) of classroom teachers with 15 years of experience in the system

	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Czech Republic	Minimum level of qualification means the minimum educational requirement for teachers (it is 8th salary grade for pre-primary teachers).	Pre-primary education teachers most often obtain their qualification in four-year secondary school programmes completed with the school-leaving examination or in shortened study programmes completed with the school-leaving examination and at tertiary level. In salary tables there are grades (grades are depended on level of educational attainment) and steps (steps are depended on number of years of experience - 6 years of experiences, 12 years, 19 years, 27 years, more than 27 years of experiences). There are four grades (8-11) for pre-primary education teachers, typical qualification means 9th grade.	Minimum level of qualification means the minimum educational requirement for teachers (it is 11th salary grade for primary and secondary teachers).	Primary education teachers are required to have a master's degree in branch of pedagogical science or master's degree and set of pedagogical courses called pedagogical minimum. In salary tables there are grades (grades are depended on level of educational attainment) and steps (steps are depended on number of years of experience - 6 years of experiences, 12 years, 19 years, 27 years, more than 27 years of experiences). There are three grades (11-13) for primary education teachers, typical qualification means 12th grade.	Minimum level of qualification means the minimum educational requirement for teachers (it is 11th salary grade for primary and secondary teachers).	Lower secondary education teachers are required to have a master's degree or master's degree and set of pedagogical courses called pedagogical minimum. In salary tables there are grades (grades are depended on level of educational attainment) and steps (steps are depended on number of years of experience - 6 years of experiences, 12 years, 19 years, 27 years, more than 27 years of experiences). There are three grades (11-13) for lower secondary education teachers, typical qualification means 12th grade.	Minimum level of qualification means the minimum educational requirement for teachers (it is 11th salary grade for primary and secondary teachers).	Upper secondary education teachers are required to have a master's degree or master's degree and set of pedagogical courses called pedagogical minimum. In salary tables there are grades (grades are depended on level of educational attainment) and steps (steps are depended on number of years of experience - 6 years of experiences, 12 years, 19 years, 27 years, more than 27 years of experiences). There are three grades (11-13) for upper secondary education teachers, typical qualification means 12th grade.



	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Denmark	Professional bachelor	Professional bachelor. The minimum and normal education for a teacher at pre-primary level (i.e. peadagog) is a practical bachelor degree. At pre-primary the practical part of the education is integrated in the bachelor degree. During your work as a peadagog you will have in-service training, but normally no further formal education	Professional bachelor	Professional bachelor. The minimum and normal education for a teacher at primary level is a practical bachelor degree. At primary level the practical part of the education is integrated in the bachelor degree. During your work as a teacher you will have in-service training, but normally no further formal education	Professional bachelor	Professional bachelor. The minimum and normal education for a teacher at lower secondary level is a practical bachelor degree. The practical part of the education is integrated in the bachelor degree. During your work as a teacher you will have in-service training, but normally no further formal education.	Master degree	Master degree. The minimum and normal education for a teacher at upper secondary level is a master degree followed by a pedagogical and practical training as a part of the initial teacher education. Without this part you are not able to have a license to teach and to have a permanent job as a teacher. During your work as a teacher you will have in-service training, but normally no further formal education.
England	A classroom teacher that has not achieved Qualified Teacher Status (QTS) but is still able to teach	Post Graduate Certificate in Education (PGCE) this is equivalent to a Masters level qualification (ISCED 7)	A classroom teacher that has not achieved Qualified Teacher Status (QTS) but is still able to teach	Post Graduate Certificate in Education (PGCE) this is equivalent to a Masters level qualification (ISCED 7)	A classroom teacher that has not achieved Qualified Teacher Status (QTS) but is still able to teach	Post Graduate Certificate in Education (PGCE) this is equivalent to a Masters level qualification (ISCED 7)	A classroom teacher that has not achieved Qualified Teacher Status (QTS) but is still able to teach	Post Graduate Certificate in Education (PGCE) this is equivalent to a Masters level qualification (ISCED 7)
Estonia	A teacher with a valid contract or contracts since November 1998 and professional secondary education based on secondary education (ISCED-A 550)	A teacher with a valid contract or contracts since November 1998 and bachelor degree (ISCED-A 660)	A teacher with a valid contract or contracts since November 1998 and bachelor degree (ISCED-A 660)	A teacher with a valid contract or contracts since November 1998 and master degree (ISCED-A 760)	A teacher with a valid contract or contracts since November 1998 and bachelor degree (ISCED-A 660)	A teacher with a valid contract or contracts since November 1998 and master degree (ISCED-A 760)	A teacher with a valid contract or contracts since November 1998 and bachelor degree (ISCED-A 660)	A teacher with a valid contract or contracts since November 1998 and master degree (ISCED-A 760)
Finland	Bachelor's degree (ISCED 6)	Bachelor's degree (ISCED 6)	Master's level (ISCED 7)	Master's level (ISCED 7)	Master's level (ISCED 7)	Master's level (ISCED 7)	Master's level (ISCED 7)	Master's level (ISCED 7)

	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
France	"professeur des écoles" teacher status, same as for "minimal qualification"	"professeur des écoles" teacher status, same as for "minimal qualification"	"professeur des écoles" teacher status, same as for "minimal qualification"	"professeur des écoles" teacher status, same as for "minimal qualification"	"professeur certifié" teacher status, same as for "minimal qualification"	"professeur certifié" teacher status, same as for "minimal qualification"	"professeur certifié" teacher status, same as for "minimal qualification"	"professeur certifié" teacher status, same as for "minimal qualification"
Germany	Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools	Qualification of Kindergarten teacher training (3 years) with programme at trade and technical schools	Master of Education plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED 7 or 8) plus preparatory service (12-24 months)	Master of Education plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED 7 or 8) plus preparatory service (12-24 months)	Master of Education plus preparatory service (12-24 months)	Master of Education or Equivalence (ISCED 7 or 8) plus preparatory service (12-24 months)
Greece	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
Hungary	ISCED6 / 665	ISCED6 / 665	ISCED6 / 665	ISCED6 / 665	ISCED6 / 665	ISCED6 / 665	ISCED7 / 766	ISCED7 / 766
Iceland								
Ireland	m	m	Pass Degree	Honours degree	Pass degree plus H. Dip	Honours degree plus H. Dip.	Pass degree plus H. Dip	Honours degree plus H. Dip
Israel	BA	Typical qualification is BA with a teaching certificate, internship and rank (or proficiency allowance) that typical most of the teachers with 15 years of experience. About 18% of the teachers at this ISCED level have master's degrees	BA	Typical qualification is BA with a teaching certificate, internship and rank (or proficiency allowance) that typical most of the teachers with 15 years of experience. About 35% of the teachers at this ISCED level have master's degrees or higher	BA	Typical qualification is BA with a teaching certificate, internship and rank (or proficiency allowance) that typical most of the teachers with 15 years of experience. About 45% of the teachers at this ISCED level have master's degrees or higher	BA	Typical qualification is BA with a teaching certificate, internship and rank (or proficiency allowance) that typical most of the teachers with 15 years of experience. About 42% of the teachers at this ISCED level have master's degrees or higher
Italy	a	Teachers have a qualification at level Isced7	a	Teachers have a qualification at level Isced7	a	Teachers have a qualification at level Isced7	a	Teachers have a qualification at level Isced7

	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Japan	m	m	A teacher who has educational personnel certificates which are defined by the Education Personnel Certification Law, and has been working for 15 years in educational institutions which are regulated by the School Education Law	A teacher who has educational personnel certificates which are defined by the Education Personnel Certification Law, and has been working for 15 years in educational institutions which are regulated by the School Education Law	A teacher who has educational personnel certificates which are defined by the Education Personnel Certification Law, and has been working for 15 years in educational institutions which are regulated by the School Education Law	A teacher who has educational personnel certificates which are defined by the Education Personnel Certification Law, and has been working for 15 years in educational institutions which are regulated by the School Education Law	A teacher who has educational personnel certificates which are defined by the Education Personnel Certification Law, and has been working for 15 years in educational institutions which are regulated by the School Education Law	A teacher who has educational personnel certificates which are defined by the Education Personnel Certification Law, and has been working for 15 years in educational institutions which are regulated by the School Education Law
Korea	560	760, 660	660	660	660	660	660	660, 760
Luxembourg	a	a	a	a	a	a	a	a
Mexico	Teacher level "A" of Magisterial Carrier	Teacher level "B" of Magisterial Carrier	Teacher level "A" of Magisterial Carrier	Teacher level "B" of Magisterial Carrier	Teacher level "A" of Magisterial Carrier	Teacher level "B" of Magisterial Carrier	Full-time professor "A", Q2	Full-time professor "B", Q3
Netherlands	Bachelor degree in primary education	Bachelor degree in primary education	Bachelor degree in primary education	Bachelor degree in primary education	Bachelor degree in secondary education	Bachelor degree in secondary education	Master degree in secondary education	Master degree in secondary education
New Zealand	m	m	m	Bachelor of Teaching (ISCED 6)	m	m	Most will have a Graduate Diploma of Teaching, with subject qualification at bachelor's (ISCED 6) level. However some teachers who were trained overseas or are "primary trained" teachers can also teach at ISCED 34	Graduate Diploma of Teaching, with subject qualification at bachelor's (ISCED 6) level
Norway	Bachelor degree (3 years)	Bachelor degree (3 years)	Bachelor degree (3 years)	An average of teachers with 4 and 5 years of education (bachelor degree)	4 years of education (bachelor degree)	An average of teachers with 4 and 5 years of education (bachelor degree)	4 years of education (bachelor degree)	6 years of education (master's degree)

	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Poland	Educational attainment classified as ISCED-A 550: Teachers training college graduation diploma or equivalent	Educational attainment classified as ISCED-A 760: Master's or equivalent	Educational attainment classified as ISCED-A 550: Teachers training college graduation diploma or equivalent	Educational attainment classified as ISCED-A 760: Master's or equivalent	Educational attainment classified as ISCED-A 660: Bachelor's diploma or equivalent	Educational attainment classified as ISCED-A 760: Master's or equivalent	Educational attainment classified as ISCED-A 760: Master's or equivalent	Educational attainment classified as ISCED-A 760: Master's diploma or equivalent
Portugal	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations	"Licenciatura" degree, being fully qualified teachers, length of service and the result of the periodical evaluations
Scotland	BEd or PGDE	BEd or PGDE	BEd or PGDE	BEd or PGDE	BEd or PGDE	BEd or PGDE	BEd or PGDE	BEd or PGDE
Slovak Republic	354	354	760	760	760	760	760	760
Slovenia	a	See notes on interpretation (above)	a	See notes on interpretation (above)	a	See notes on interpretation (above)	a	See notes on interpretation (above)
Spain	Bachelor's University degree	Bachelor's University degree	Bachelor's University degree	Bachelor's University degree	Bachelor's University degree and master's degree or equivalent	Bachelor's University degree and master's degree or equivalent	Bachelor's University degree and master's degree or equivalent	Bachelor's University degree and master's degree or equivalent
Sweden	Teacher with pedagogical education for the pre-primary level	Teacher with pedagogical education for the pre-primary level	Teacher with pedagogical education for grades 1-6	Teacher with pedagogical education for grades 1-6	Teacher with pedagogical education for grades 7-9	Teacher with pedagogical education for grades 7-9	Teacher with pedagogical education for the upper secondary level	Teacher with pedagogical education for the upper secondary level
Switzerland	ISCED 34	ISCED 34	ISCED 34	ISCED 34	ISCED 64	ISCED 34 / ISCED 64	ISCED 74	ISCED 74
Turkey	ISCED 6 (665)	ISCED 6 (665)	ISCED 6 (665)	ISCED 6 (665)	ISCED 6 (665)	ISCED 6 (665)	ISCED 6 (665)	ISCED 6 (665)
United States	Bachelor's degree or less	Master's degree - this is the qualification held by the largest proportion of teachers at this ISCED level (not necessarily the majority; but the most common qualification)	Bachelor's degree or less	Master's degree - this is the qualification held by the largest proportion of teachers at this ISCED level (not necessarily the majority; but the most common qualification)	Bachelor's degree or less	Master's degree - this is the qualification held by the largest proportion of teachers at this ISCED level (not necessarily the majority; but the most common qualification)	Bachelor's degree or less	Master's degree - this is the qualification held by the largest proportion of teachers at this ISCED level (not necessarily the majority; but the most common qualification)

	Pre-primary		Primary		Lower secondary, general programmes		Upper secondary, general programmes	
	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification	Minimum qualification	Typical qualification
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Bachelor degree in primary/early childhood education	Bachelor degree in primary/early childhood education	Bachelor degree in primary education	Bachelor degree in primary education	Bachelor of Education - secondary education	Bachelor of Education - secondary education	Bachelor of Education - secondary education	Bachelor of Education - secondary education
Brazil	m	m	m	m	m	m	m	m
Colombia	Graduate in normal training school. Teachers graduate from normal training school, once completed upper secondary, follows the process of formation for two years more	Bachelor's degree in education or professional with different title more pedagogy program or second degree (following a bachelor) in education	Graduate in normal training school. Teachers graduate from normal training school, once completed upper secondary, follows the process of formation for two years more	Bachelor's degree in education or professional with different title more pedagogy program or second degree (following a bachelor) in education	Graduate in normal training school. Teachers graduate from normal training school, once completed upper secondary, follows the process of formation for two years more	Bachelor's degree in education or professional with different title more pedagogy program or second degree (following a bachelor) in education	Bachelor's degree in education or professional with different title more pedagogy program or second degree (following a bachelor) in education	Bachelor's degree in education or professional with different title more pedagogy program or second degree (following a bachelor) in education
Costa Rica	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m

## Ratios of teachers' salaries: Tables D3.2

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

**Australia:** see comment on actual salaries (Table D3.4) or click [here](#).

**Austria:** see comment on actual salaries (Table D3.4) or click [here](#).

**Belgium (Flemish Community):** see comment on actual salaries (Table D3.4) or click [here](#).

**Belgium (French Community):** see comment on actual salaries (Table D3.4) or click [here](#).

**Canada:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Chile:** see comment on actual salaries (Table D3.4) or click [here](#).

**Denmark:** see comment on actual salaries (Table D3.4) or click [here](#).

**England:** see comment on actual salaries (Table D3.4) or click [here](#)

**Estonia:** see comment on actual salaries (Table D3.4) or click [here](#).

**France:** see comment on actual salaries (Table D3.4) or click [here](#).

**Greece:** see comment on actual salaries (Table D3.4) or click [here](#).

**Hungary:** see comment on actual salaries (Table D3.4) or click [here](#).

**Israel:** see comment on actual salaries (Table D3.4) or click [here](#).

**Italy:** see comment on actual salaries (Table D3.4) or click [here](#).

**Korea:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Netherlands:** see comment on actual salaries (Table D3.4) or click [here](#).

**New Zealand:** see comment on actual salaries (Table D3.4) or click [here](#).

**Norway:** see comment on actual salaries (Table D3.4) or click [here](#).

**Poland:** see comment on actual salaries (Table D3.4) or click [here](#).

**Spain:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Sweden:** see comment on actual salaries (Table D3.4) or click [here](#).

**Switzerland:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Turkey:** see comment on statutory salaries (Table D3.1) or click [here](#).

**United States:** see comment on actual salaries (Table D3.4) or click [here](#).

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

**Australia:** see comment on actual salaries (Table D3.4) or click [here](#).

**Austria:** see comment on actual salaries (Table D3.4) or click [here](#).

**Belgium (French Community):** see comment on actual salaries (Table D3.4) or click [here](#).

**Canada:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Chile:** see comment on actual salaries (Table D3.4) or click [here](#).

**Czech Republic:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Denmark:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Estonia:** see comment on actual salaries (Table D3.4) or click [here](#).

**Finland:** see comment on actual salaries (Table D3.4) or click [here](#).

**Greece:** see comment on actual salaries (Table D3.4) or click [here](#).

**Ireland:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Israel:** see comment on actual salaries (Table D3.4) or click [here](#).

**Italy:** see comment on actual salaries (Table D3.4) or click [here](#).

**Korea:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Netherlands:** see comment on actual salaries (Table D3.4) or click [here](#).

**Poland:** see comment on actual salaries (Table D3.4) or click [here](#).

**Portugal:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Scotland:** see comment on actual salaries (Table D3.4) or click [here](#).

**Slovak Republic:** see comment on actual salaries (Table D3.4) or click [here](#)

**Spain:** see comment on statutory salaries (Table D3.1) or click [here](#).

**Sweden:** see comment on actual salaries (Table D3.4) or click [here](#).

**Switzerland:** see comment on statutory salaries (Table D3.1) or click [here](#)

**Turkey:** see comment on statutory salaries (Table D3.1) or click [here](#).

**United States:** see comment on actual salaries (Table D3.4) or click [here](#).

## Actual salary: Table D3.4.

### **Methodology**

#### **Australia:**

Data are based on weighted averages of state and territory education department responses. [Back to main table for this Indicator](#)

#### **Austria:**

The actual average salaries were calculated for full-time equivalent teachers. As for statutory salaries, the actual salaries of pre-primary teachers have been reported missing. The salary of headmasters, deputies and assistants as well as heads of departments is included in the average salaries. [Back to main table for this Indicator](#)

#### **Belgium (Flemish Community):**

Only full-time teachers aged 25 to 64 are included. The data include bonuses and allowances. For secondary education, figures include full-time teachers in general classes in general education in public schools. [Back to main table for this Indicator](#)

#### **Belgium (French Community):**

The data on actual average salaries refers to teachers' gross salaries including end of year bonuses and holiday allowances. Employer contributions are excluded in order to have comparable data to statutory rates of teachers' salaries. [Back to main table for this Indicator](#)

#### **Chile:**

The actual annual average gross salary was calculated for full-time teachers in public institutions. [Back to main table for this Indicator](#)

#### **Denmark:**

The reported actual salaries for teachers at primary level is a weighted average of salary for teachers at grade 1 (*børnehaveklasse/class 0*) and for teachers at grade 2-7 (class 1-6). Teachers at grade 1-6 are the same as at lower secondary level and therefore their salary is sourced from the same salary database. The salary for teachers at grade 1 (*børnehaveklasseledere*) is a little lower because it is regulated by another salary scale and it is possible to separate this population in aggregation of salary. For primary level in general the salary is calculated by weighting the salary for teachers at grade 1 with factor 1 and the salary for teachers at grade 2-7 with factor 6.

The salary for educators (pedagogues) at pre-primary level is an average of salary for pedagogues working at different institutions, including pre-primary school. Pre-primary institutions (*børnehaver/kindergarten*) are typical integrated with institutions for children aged 0-3 and the staff is occupied at both levels. As a result it is not possible to isolate the salary for pedagogues at pre-primary level. [Back to main table for this Indicator](#)

#### **England:**

Actual salaries are calculated from the underlying data from the 2013 School Workforce Census. They are for England only and exclude pay figures for the London area. [Back to main table for this Indicator](#)

#### **Estonia:**

The cost of wages (bonuses are included) of public school teachers (municipal and government owned schools) and municipal kindergarten teachers is divided by the number of teachers in full-time equivalence; data are based on the average gross salaries in 2013 and 2014. [Back to main table for this Indicator](#)

#### **France:**

The data are from the database for public services (*Siasp*), produced by INSEE.

The *Siasp* database uses monthly payroll records of the state for the majority of their public servants and covers three sectors of the public service: the state (*en fonction publique d'Etat (FPE)*), territorial units (FTP) and hospitals (FPH). This source is based on the concept of "post" periods, aggregating the periods the employee served at one workplace. The database considers the remuneration of active staff (full-time/part-time/ordinary leave payments) and of inactive (non-working) staff (dismissal wages /unemployment benefits/long sick leave payments). The data reported on teachers' salaries refer to annual full-time equivalent remunerations. The annual full-time equivalent is calculated based on the active periods of the databases.

The scope is the whole of France (excluding Mayotte), public sector. At the secondary level, the VET programmes are not included.



The gross actual salary is obtained by adding to gross salary indexes the residence allowance (IR), the family allowance (SFT) and further bonuses and allowances such as the NBI (new salary bonus), overtime, and other bonuses depending on the specific education or substitute activities (e.g. as a director), etc.

Concerning the percentage of teachers by ISCED level of attainment:

- ISCED 02 and 1: the teacher of reference is "*professeur des écoles*" (PCS "421b"), and the available data do not permit a separation between ISCED 02 and ISCED 1;
- ISCED 24 and 34: the teacher of reference is "*professeurs du secondaire agrégés et certifiés*" (PCS "341a") and the available data do not permit a separation between ISCED 24 and ISCED 34. [Back to main table for this Indicator](#)

#### **Greece:**

The figures are based on administrative data. For the average salaries reported in ISCED 02 and ISCED 1 administrative data from 55 688 teachers have been used. For the average salaries reported in ISCED 24 and ISCED 34 administrative data from 66.262 teachers have been used including teachers in vocational secondary schools. [Back to main table for this Indicator](#)

#### **Hungary:**

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

#### **Israel:**

1) The actual salary is based on the annual salary of all the full-time equivalents which is 90% or more of full-time statutory job. For each level of education, the actual salary was calculated by dividing total wages by the number of full-time equivalents; necessary adjustments and supplements that are paid once a year, like bonuses for vacation, clothing and "Long School Day" have been taken into account.

2) The data reported in the table consider full-time working teachers (over 90% statutory definition of a local job in Israel). To calculate the average salary pooling all employments (including part-time teachers) the wage is lower by about 3-5% of the salary reported.

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#### **Italy:**

The wages are calculated including allowances, bonuses and social insurance. The administrative database used to pay monthly wages to all teachers did not distinguish pre-primary from primary teachers. Thus, aggregated figures for these two levels have been used. [Back to main table for this Indicator](#)

#### **Netherlands:**

The data base contains the salary scale and the job scale of teachers. Only the teachers from whom the salary scale corresponds to the job scale are taken into account. The data base does not contain the salary data of (some) temporary teachers (payroll construction, employment agencies). Most of them are young (starting) teachers. So actually the average gross annual salary of teachers is probably a bit overestimated.

The reference period for the number of teachers' full-time equivalents is 1 October. [Back to main table for this Indicator](#)

#### **New Zealand:**

Teachers that worked over 90% of the February-November period were selected, given that December-January is the summer holiday period.

Schools can cover more than one ISCED level, teachers were split by ISCED level using the type of employment contract (either primary or secondary) and the type of school they worked in. [Back to main table for this Indicator](#)

#### **Norway:**

The numbers are averages of the actual wages as per 1 December 2013. [Back to main table for this Indicator](#)

**Poland:**

Teachers' salaries for the school year 2013/14 were calculated on the basis of the actual data collected in the system of educational data collection (SIO) as of 31 March 2014. The base salary, benefits, overtime payments, rural area residence allowances are included as well as holiday payments. The reference date for calculation is 31 March 2014 and the data were then extrapolated for the entire year. The calculation excludes equalization supplements as well as payments for ad hoc substitutions. [Back to main table for this Indicator](#)

**Slovenia:** All data on the average actual teachers' salaries is composed of a sum of 3 average monthly salaries received by teachers in 2013 [final data] and 9 average monthly salaries received in 2014 [provisional data]. [Back to main table for this Indicator](#)

**Sweden:**

Actual teachers' salary are based on data of teachers with pedagogical qualifications from Statistics Sweden (SCB) and do not include bonuses and allowances.

The source for data is the Register of Teachers, managed by Statistics Sweden and was combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual. Teachers on ISCED 0 were included in the register in 1999. Therefore the data on this level is not as reliable as for other ISCED levels.

Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education. [Back to main table for this Indicator](#)

**United States:**

The salaries are derived from the Schools and Staffing Survey (SASS), 2011-12 Public School Teacher questionnaire, and the Consumer Price Index. This is a sample survey that is representative of teachers in public schools in each state in the United States. Data reported include teacher earnings from base pay, extracurricular activities, and merit/bonus pay.

Please note that other combinations of earnings are also possible with the inclusion of pay from teaching summer school, non-teaching jobs at school during the summer, and non-school jobs. Please see notes for D3.1, D3.3, D3.5, and D3.6 for more information. [Back to main table for this Indicator](#)

**Interpretation****Australia:**

There may be considerable variations across states and territories, and hence the national response should be considered indicative only.

There are some changes in the actual salaries reported from 2013 due to Australia's methodology based on calculating weighted averages for the states and territories. In 2013, data included for the first time one of the larger states who had previously been unable to provide information. The inclusion of this State has led to the apparent decrease in actual salaries. This should be taken into account when comparing the data. [Back to main table for this Indicator](#)

**Austria:**

The headmasters, deputies and assistants as well as heads of departments are included in the reported actual teachers' salaries. They are paid additional allowances in a range of annually EUR 2 000 to EUR 21 000 depending on their position, qualification, experience and school size. In primary schools about 10%, in lower secondary schools 4% and in upper secondary schools 4% of all teachers are affected.

ISCED 02: The large majority of pre-primary education in Austria 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, this information is reported as "missing" (m). [Back to main table for this Indicator](#)

**Belgium (French Community):**

The statutory teacher's salary is about the same as the actual salary except concerning the minimum level of qualification of upper secondary teachers whose actual salary is much lower. Moreover their level of qualification is lower than the typical level of qualification of lower secondary teachers. [Back to main table for this Indicator](#)

**Chile:**

The gross salary of teachers is reported by some school's principals and it is not compared with other sources of information. This should be considered when interpreting the national figure. [Back to main table for this Indicator](#)

**Estonia:**

These data show average gross annual wages of public school teachers (including bonuses; divided by the number of teachers in full-time equivalence) and of kindergarten teachers (if the kindergarten-primary school belongs to a municipality). [Back to main table for this Indicator](#)

**Finland:**

For the pre-primary level, data is reported on the majority of pre-primary teachers, i.e. kindergarten teachers. [Back to main table for this Indicator](#)

**Greece:**

Gross salaries include base salaries, bonuses and benefits given to individual teachers depending on their circumstances (e.g. number of dependent children, allowances for teaching in disadvantaged or remote areas etc.). Salaries of teachers who do not teach full-time or do not teach at all because they serve as school counsellors or directors or regional directors etc. have not been included this year. Salaries of pre-primary teachers refer only to teachers in kindergartens of the Hellenic Ministry of Education and Religious Affairs. Statutory salary grades and scales do not distinguish between male and female teachers. Statutory salary grades and scales do not distinguish between male and female teachers. Also, they do not distinguish between secondary education teachers in general programmes and teachers in vocational upper secondary programmes. [Back to main table for this Indicator](#)

**Israel:**

For the average actual teachers' salaries (including bonuses and allowances) there is no statistically significant data for male teachers at ISCED 02 as there are less than 50 male kindergarten teachers in the system.

The distribution of salary data by age and gender for teachers in upper secondary school is not available. [Back to main table for this Indicator](#)

**Italy:**

The average of actual salary for 35-44 year-olds seems to be affected by the low number of teachers in this age, thus the weight of new entrants in this age have an effect on the average salary. [Back to main table for this Indicator](#)

**Netherlands:**

In November 2007 the Dutch government launched the "actieplan Leerkracht". This action plan contains measures to address the qualitative and quantitative teacher shortages. In the period 2009-2014 about 55 000 teachers could get a higher salary scale as the plan included the reduction of steps from the start to the maximum salary. The reduction in primary education went from 18 steps in 2009 to 15 in 2011 while for secondary education the reduction went from 18 steps in 2009 to 12 in 2014. Teachers who are already on their maximum step receive an allowance. [Back to main table for this Indicator](#)

**Norway:**

The figures for the percentage of teachers aged 25-64 by ISCED level of attainment do not include employees with unknown education. For some employees it is hard or impossible to determine their ISCED level of attainment. Therefore, the figures reported this year do not include these employees. [Back to main table for this Indicator](#)

**Poland:**

Teachers' salaries vary depending on various factors, among which is the location of their school. Teachers who are employed in schools situated in localities with less than 5 000 inhabitants receive additional payments (rural area residence allowances). Due to the fact that most of upper secondary schools are located in towns with more than 5 000 inhabitants and that teachers who are employed in these schools do not receive rural area residence allowances, their salaries are lower than the salaries of the teachers of primary and lower secondary schools. Rural area residence allowances are so substantial (above 10% of basic teachers' salary) that if they were not taken into account, actual teachers' salaries of upper secondary schools would be the highest ones. [Back to main table for this Indicator](#)

**Scotland:**

The figures provided for the average gross annual salary for teachers aged 25-64 are for all teachers, not just those aged 25-64, as there is no data available on teachers' salaries by age.

The data are based on the total full-time equivalent teachers and the annual salary they were on in September 2013. [Back to main table for this Indicator](#)

#### **Slovak Republic:**

The collected data on average salary refers to average salaries for *ISCED 1* and *ISCED 24*. Both categories are pooled together and cannot be separated.

The data for *ISCED 34* refers exclusively to *Gymnasiums*, which account for 98% of all general programmes.

Allowances for headmaster and deputy headmaster are included as they are also classroom teachers. The bonuses cannot be separated. Overall, the allowances included cover those for management positions, allowances related to their level of education/training of teachers (credit system), mentoring allowances, allowances for substitution and personal allowances. [Back to main table for this Indicator](#)

#### **Slovenia:**

Data on the average actual teachers' salaries includes bonuses but does not include the annual holiday bonus (for all levels of education). The calculations are based on the pays of teachers who worked for the same employer the entire year and had full-time employment.

Data on the average actual teachers' salaries at the *ISCED 0* include the salaries for pre-school teacher assistants (whereas the data on the annual statutory teacher compensation at the *ISCED 0* only include teachers' salaries). According to legislation different qualification requirements apply for pre-school teacher assistants. In order to work in a kindergarten, they must have completed at least a four-year upper secondary school in pre-school education or another four-year upper secondary school plus one-year supplementary training in pre-school education and must have passed the state professional examination. Their salaries are also determined by the Public Sector Salary System Act and the Collective Agreement for Public Sector (for more see comments to statutory salary). Pre-school teacher assistants are placed on a salary scale from 19 to 29. [Back to main table for this Indicator](#)

#### **Sweden:**

Average salary is reported. The data is based on salaries of teachers with pedagogical qualifications. [Back to main table for this Indicator](#)

#### **United States:**

The average gross annual salaries for teachers aged 25-64 include teacher earnings from base pay, extracurricular activities, and merit/bonus pay. [Back to main table for this Indicator](#)

## Criteria and decision level for various types of salary payments: Tables D3.7 and D3.8.

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

#### **Belgium (Flemish Community):**

*Participation in school management / management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade):* The amount of payments depends on the function the person executes.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* The hours performed above the maximum hours of a duty are paid in the same way as the hours within the duty. This regulation applies only on the total number of periods allocated by the Flemish Community for funding purposes. The school head or the group of school divides the total number of periods allocated for funding purposes among the teaching staff. This regulation applies to all the teachers. The prestations of a teacher may be maximum 140% of a full time. (*Besluit van de Vlaamse Regering betreffende bepaalde aspecten van de administratieve en geldelijke toestand van bepaalde personeelsleden van het onderwijs die opnieuw in actieve dienst treden of prestaties leveren die als overwerk of bijbetrekking worden beschouwd (goedkeuringsdatum : 04 September 2009) (publicatiedatum : B.S.23/10/2009)*)

*Holding an initial educational qualification higher than the minimum qualification required entering the teaching profession:* Teachers with a *licentiaat* degree or master's degree receive a higher salary than lower secondary teachers (with a bachelor's degree) in the second grade of secondary education.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* There are specific bonuses for teachers who have a specific diploma (for instance Diploma of Higher Educational Studies or a Certificate of Advanced Educational Studies).

*Family status (e.g. married, number of children):* The gross wage remains the same but the net salary might change due to the changes in the family status (no education legislation but tax legislation).

*Other (salary payments related to other benefits):* The Flemish Community is paying a Christmas and holiday bonus which is considered here. [Back to main table for this Indicator](#)

### **Belgium (French Community):**

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* Teachers with a master's degree receive a higher salary than teachers with a bachelor's degree.

*Special tasks (e.g. training student teachers, guidance counselling):* The French Community grants a complementary allowance to teachers who receive trainees from schools of teacher formation. The schools concerned must have concluded a contract of collaboration:

[http://www.enseignement.be/hosting/circulaires/upload/docs/FWB%20-%20Circulaire%204858%20\(508220140604\\_110457\).pdf](http://www.enseignement.be/hosting/circulaires/upload/docs/FWB%20-%20Circulaire%204858%20(508220140604_110457).pdf)

*Holiday benefits (e.g. for religious and/ or official holidays):* The French Community provides holiday benefits on two different dates (December and June). The allowance is calculated as follows: indexed gross salary x 70% x 86.93%.

*Thirteen month benefits:* The allowance is not equal to a "13th month" (e.g. a salary identical to the one corresponding to other months). In the French Community of Belgium there is a "*prime de fin d'année*", which is calculated as follows: a fixed part (EUR 567.37) + a variable part (indexed gross salary x 2.5%) [Back to main table for this Indicator](#)

### **Colombia:**

*Teaching:* People who enter the teaching profession in the public sector have to pass through an entrance appraisal. To be promoted to higher salary levels, teachers have to approve their skills in the Skills Assessment.

*Individual planning or preparation of lessons either at school or elsewhere:* Defined in regulation 1850/2002.

*Marking/correcting of student work:* Defined in regulation 1850/2002.

*General administrative work (including communication, paperwork and other clerical duties a teacher undertakes as part of his/her job):* The given data refer to administrative activities which are related to the academic work.

*Communication and co-operation with parents or guardians:* Defined in regulation 1850/2002.

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* Extracurricular activities are part of the follow-curricular activities the teacher plays normally therefore they are contained in the base salary.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* The amount of payments depends on the level of qualification.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* The amount of payments depends on the level of qualification.

*Years of experience as a teacher:* The amount of payments of a teacher depends on her/his years of experience and the level of qualification. [Back to main table for this Indicator](#)

### **Denmark:**

*Applicable to all criteria:* Concerning the decision level for the criteria applicable to the formation of base salary or additional payments of teachers, mostly, the regulations of these matters during the school year 2012/13 at primary and lower secondary level were made by collective agreements between the Danish Union of Teachers and the member authority of Danish municipalities, Local Government Denmark. At upper secondary level the regulations were made by collective agreements between the Danish National Union of Upper Secondary School Teachers and the Ministry of Finance.

New collective agreements at upper secondary level with effect from the school year 2013/14 have introduced significant changes in the regulations made by collective agreements. From 2013/14 the school leaders in general have the competences to decide about the teachers working activities, how many hours to teach and how many other duties and tasks related to teaching to take care of as a part of the ordinary job and without further payment.

At primary and lower secondary level the negotiation of the new collective agreement in 2013 resulted after a nationwide 25-day long lockout of the teachers with a regulatory intervention by the parliament (*Folketinget*). Regulated by law with effect from the school year 2014/15 it was decided to give the school leaders the competence to decide about the teachers working activities, how much to teach and how many other duties and tasks related to teaching to take care of as a part of the ordinary job without further payment. [Back to main table for this Indicator](#)

### England:

The relevant body may award additional payments to teachers for undertaking a sustained additional responsibility for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. These additional responsibilities may include participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade). The additional annual payments are in the form of teaching and learning responsibility (TLR) payments. The relevant body must determine whether to award a first TLR ("TLR1") or a second TLR ("TLR2") and its value, in accordance with their pay policy, provided that:

- a) The annual value of a TLR1 must be no less than GBP 7 397 and no greater than GBP 12 517.
- b) The annual value of a TLR2 must be no less than GBP 2 561 and no greater than GBP 6 259.
- c) If the relevant body awards TLRs of different annual values to two or more teachers, the minimum difference in the annual value between each award of a TLR1 is GBP 1 500 and between each award of a TLR2 is GBP 1 500.

A fixed-term third TLR (TLR3) can be awarded to a classroom teacher for time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than GBP 505 and no greater than GBP 2 525.

Teachers who are qualified to teach students with special educational needs may also be entitled to additional payments. In 2013/2014 these ranged from annual payments of GBP 2 022 to GBP 3 994 in 2013/2014.

Performance bonuses can be administered through increases in basic salary. An increase in salary can be administered where a teacher meets the criteria for performance-based pay progression as assessed through the school or authority's appraisal arrangements and as recorded as part of the teacher's appraisal report. Pay decisions must be clearly attributable to the performance of the teacher in question, and 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. [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.

*Teaching:* The criteria and amounts of payment are decided in the collective salary agreement made between the teachers' representatives and representatives for local authorities.

*Individual planning or preparation of lessons either at school or elsewhere:* This criterion is not defined anywhere, but understood as part of the teaching.

*Marking/correcting:* This criterion is not defined anywhere, but understood as part of the teaching.

*General administrative work (including communication, paperwork and other clerical duties a teacher undertakes as his/her job):* This criterion is not defined anywhere, but understood as part of the teaching.

*Communication or co-operation with parents or guardians:* This criterion is defined in the collective salary agreement.

*Supervision of students during breaks:* The decision-making level is formally the local authorities, but in practice it is at school level.

*ISCED 02:* The reason for classifying this as n/a is, that for kindergarten teachers the agreement is different. The agreement only recognises two categories of tasks, i.e. child-related and management/planning, which makes the difference. They do not have "breaks", everything is part of the pedagogical activities which are supervised by staff.

*Team work and dialogue with colleagues at school or elsewhere:* This criterion is defined in the collective salary agreement.

*Participation in school management /management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade):* This is defined in the collective salary agreement. In primary, lower secondary and upper secondary school serving as vice principal is compensated by reducing the teaching time.

There are no regulations on "Who decides whether it is mandatory or voluntary to perform the criterion?" at any ISCED level, but generally participation in school management is up to the individual teacher, whereas the teacher is expected to serve as form teacher, not every year, but now and then.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* This criterion and level of compensation is defined in the collective salary agreement.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency guidance):* This criteria and level of compensation is defined in the collective salary agreement.

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs summer school etc.):* This criterion and level of compensation is defined in the collective salary agreement. However, such extracurricular activities are not common in Finnish schools.

*Special tasks (e.g. training student teachers; guidance counselling):* This criteria and level of compensation is defined in the collective salary agreement. In primary and lower secondary education these duties include e.g. responsibilities of the school library and collections, music performances and ICT/language lab responsibilities. In upper secondary education e.g. duties relates to the organisation of the national-level matriculation examination.

*Class teacher/form teacher:* This criteria and level of compensation is defined in the collective salary agreement.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* Although a qualification above the minimum is not as such a criteria, it can indirectly lead to a higher salary based on the higher "demand level" of the individual teachers job description.

*Successful completion of professional development activities: Although PhD activities are not as such a criteria, these can indirectly lead to a higher salary based on the higher "demand level" of the individual teacher's job description.*

*Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.):* Compensation for outstanding performance can be paid as a so-called discretionary bonus.

*Years of experience as a teacher:* Years of experience provide a raise which is determined as a percentage of the base salary which is paid in the form of annual additional payments.

*Holiday benefits (e.g. religious and/or official holidays):* According to the law a so-called holiday compensation must be paid to all employees in Finland. This corresponds to half a month's salary. Thus the annual salary is paid 12.5 months. [Back to main table for this Indicator](#)

### France:

*All criteria:* Concerning the data in "Who decides whether this criterion is met", "Central authorities" include decentralised administration. For an overview on the territorial organisation of the Ministry of education in France, see: <http://www.education.gouv.fr/cid3/les-rectorats-services-departementaux-education-nationale.html>.

*Participation in school management/management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade):*

- *ISCED 1:* Payment for a school principal with 5 to 9 classes.

- At *ISCED levels 24* and *34*, the pedagogical inspector has a say, but the main authority is the principal him/herself.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* At *ISCED levels 24* and *34*, there are annual additional payments and incidental/occasional payments. These payments correspond to the "year overtime" paid to a "certifié" teacher (*heures supplémentaires année*).

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency guidance):* For pre-primary and primary levels there is a fixed annual salary bonus (ISAE). For lower and upper secondary education (*ISCED levels 24* and *34*) there is a fixed annual salary bonus named "ISOE" (*indemnité de suivi et d'orientation des élèves*).

*Special tasks (e.g. training student teachers, guidance counselling):* The fixed portion of ISOE, awarded to all teachers at *ISCED levels 24* and *34*, is indicated under “Student counselling” above. In this category only the part of ISOE related to tutorial activities for beginning teachers (trainee teachers) is retained.

At *ISCED levels 02* and *1*, this role is fulfilled by the “*maîtres formateurs*” who have a 24h service obligation, spread between 18h of teaching and 6h of different activities of their professional development as well as support for trainees and students under the responsibility of DASEN (directors of educational services in the “*départements*”).

At *ISCED levels 24* and *34*, tutors are nominated by the “*recteurs d’académie*” (central power) on a proposal from inspectors and principal. The amount is fixed by the ministry ([http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=D1D68D17F401C92618301C7A8B6C43CE.tpdila15v\\_2?idArticle=JORFARTI000022740637&cidTexte=JORFTEXT000022740632&dateTexte=29990101&categorieLien=id](http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=D1D68D17F401C92618301C7A8B6C43CE.tpdila15v_2?idArticle=JORFARTI000022740637&cidTexte=JORFTEXT000022740632&dateTexte=29990101&categorieLien=id)).

Concerning the category “Who decides whether this criterion applies for the formation of base salary and/or additional payments” at *ISCED levels 24* and *34* the work of a teacher is controlled jointly by principals and inspectors.

*Class teacher/form teacher:* In lower and upper secondary education a variable part of the “ISOE” allowance is only given to the class teachers.

*Outstanding performance in teaching (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.):* At *ISCED levels 02* and *1*, inspectors evaluate/grade teachers; at *ISCED levels 24* and *34* this role is shared between inspectors and school leaders, but the inspector’s grade has a higher weight (that is why “central authorities” is indicated).

*Teaching in a disadvantaged, remote or high cost area (location allowance):* An allowance for teachers teaching in priority education zones (ZEP allowance) (ZEP- teaching in disadvantaged area) exists.

*Residence allowance (not dependent on any location allowance):* A residence allowance is provided to all public sector employees. It corresponds to 0%, 1% or 3% of the teacher’s gross salary, according to the area in which he/she works: <http://www.fonction-publique.gouv.fr/fonction-publique/statut-et-remunerations-48>.

*Family status (e.g. married, number of children):* The family income supplement (SFT) is an annual additional payment available to teachers and paid every month: <http://vosdroits.service-public.fr/particuliers/F461.xhtml#N10157>. [Back to main table for this Indicator](#)

### Greece:

*All criteria:* The salaries are calculated according to the new wage grid (Act 4024/2011, article 28) as it was implemented for all the employers of the public sector, including the teachers.

In pre-primary and primary schools headmasters receive a monthly allowance of EUR 100 or EUR 250 or EUR 300 gross depending on the size of the school. Headmasters at *ISCED 24* schools receive a monthly allowance of EUR 250 gross (for schools with less than 9 classes) or EUR 300 gross (for schools with more than 9 classes). Headmasters at *ISCED 34* schools receive an allowance of EUR 300 or EUR 350 gross per month depending on the size of the school.

*Participation in the administration of the school by taking part in the school teachers association:* A school’s teachers association has a variety of responsibilities in school administration (e.g. programming educational activities, safeguarding student health and safety, spotting needs for further teacher training and proposing to school counsellors topics of training programmes for serving teachers). All teachers serving in a school including part-time teachers are members of the school’s association and have to take part in its meetings. The school’s principal/director is the chairperson of the school’s teacher association.

*Years of experience as a teacher:* The base salary is determined by years of experience as a teacher but an additional evaluation is needed to progress to higher grades and the related salary scales.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* The initial educational qualification is a Bachelor’s degree; the possession of a relevant Master’s or Ph.D. degree is considered as additional years of experience as a teacher.

*Teaching more classes or hours than required by a full-time contract (e.g. overtime compensation):* There is overtime compensation when a teacher teaches more hours than is required in normal situations. The compensation depends on the number of extra hours she/he teaches per week. It is 10€ gross per extra teaching hour.

*Special tasks (e.g. training student teachers, guidance counselling):* Public school teachers who are school counsellors receive an annual allowance of EUR 4 800 gross (EUR 400 gross per month). When teachers are



appointed as school counsellors they do not teach students. When a teacher teaches in seminars or in training programmes, she/he receives an additional amount of money.

*Class teacher/form teacher:* Although it is the duty of a teacher to be a class/form teacher if s/he is asked to do so by the school principal, there is not an extra compensation for this duty and it does not affect a teacher's base salary.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* According to G.G. 1340/B/2002 it is a teacher's duty 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.

*Teaching in a disadvantaged, remote or high cost area (location allowance):* The allowance for teaching in a disadvantaged or borderline region is EUR 100 gross per month.

*Family status (e.g. married, number of children):* Teachers with one dependent child receive an allowance of EUR 50 gross per month, teachers with two children receive an allowance of EUR 70 gross per month, teachers with three children receive an allowance of EUR 120 gross per month, teachers with four children receive an allowance of EUR 170 gross per month, teachers with five children receive an allowance of EUR 240 gross per month. [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.

Local authorities run pre-primary, primary and lower secondary schools. Wages and compensation are decided for the most part through wage agreements between local authorities and teacher unions. Wage payments are the responsibility of local authorities, Schools and schools boards are responsible for assuring that requirements of employees are met and work duties are fulfilled. Central government runs upper secondary schools. The same applies to wages and compensations.

*Teaching:* At pre-primary, primary and lower secondary schools local authorities decide on compensation for various duties through wage agreements with the teacher unions while central authorities do at upper secondary schools.

*Individual planning or preparation of lessons either at school or elsewhere:* Decisions on whether certain work duties are mandatory are made in legislation and through wage agreements between local and central authorities and the teacher unions.

*Team work and dialogue with colleagues at school or elsewhere:* Teacher professional development is required for all teachers in primary and lower secondary schools. Each year a certain amount of hours are allocated within the overall working hours of teachers.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency guidance):* It is mandatory for schools to employ specially qualified personnel who can offer student counselling and career guidance. But it is not mandatory for individual teachers to take on such tasks.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* The initial educational qualification for teachers at all levels is a master's degree or equivalent. A teacher with a Ph.D. degree is compensated by reaching a higher tier within the wage structure decided through wage agreements between local or central authorities and teacher unions.

*Successful completion of professional development activities:* Professional development may form a basis for an increase in base statutory salary. Such increases are calculated within a tiered structure based on percentage increases.

*Holding a higher than the minimum level of teacher certification or training obtained during professional life (e.g. master teacher, holding an advanced certificate rather than an ordinary certificate):* There is just one teacher certificate. A teacher may acquire a higher degree, e.g. Ph.D. which can form a basis for a higher salary.

*Outstanding performance in teaching: (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.):* These criteria may have effect on advancement on the pay scale but there are no such stipulations in wage agreements. [Back to main table for this Indicator](#)

### **Ireland:**

*Teaching:* Teaching is a core responsibility of classroom teachers and it is an implicit requirement that is reflected in the statutory salary scales for teachers. A specific amount of payment or proportion of a teacher's monetary compensation is not allocated in respect of the teaching function.

*Individual planning or preparation of lessons either at school or elsewhere:* Planning and preparation are required of classroom teachers and these functions are implicitly reflected in the statutory salary scales for teachers. A specific amount of payment or proportion of a teacher's monetary compensation is not allocated in respect of the teacher's planning and preparation.

*Marking/correcting of student work:* Marking student work is a core responsibility of classroom teachers and it is an implicit requirement that is reflected in the statutory salary scales for teachers. A specific amount of payment or proportion of a teacher's monetary compensation is not allocated in respect of marking work.

*General administrative work (including communication, paperwork and other clerical duties a teacher undertakes as part of his/her job):* Administrative work is an inherent part of the work of classroom teachers. It is an implicit requirement that is reflected in the statutory salary scales for teachers. A specific amount of payment or proportion of a teacher's monetary compensation is not allocated in respect of administrative work.

*Communication and co-operation with parents or guardians:* Communication with parents is an inherent part of the work of classroom teachers. It is an implicit requirement that is reflected in the statutory salary scales for teachers. A specific amount of payment or proportion of a teacher's monetary compensation is not allocated in respect of communication and collaboration with parents.

*Supervision of students during breaks:* Supervision of students during breaks is part of the work of classroom teachers. In the past an additional monetary payment was made to teachers in respect of supervision but this was changed in 2013 following the Public Service Stability Agreement. The revised conditions relating to supervision are set out in Department Circular 33/2013 and 0006/2014.

*Team work and dialogue with colleagues at school or elsewhere:* Team work, collaborative school planning and discussion are among the normal responsibilities of classroom teachers and these functions are implicitly reflected in the statutory salary scales for teachers. Collaborative work in School Self Evaluation is mandatory for all teachers. A specific amount of payment or proportion of a teacher's monetary compensation is not allocated for this function.

*Participation in school management /management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade):* The provision of new management posts in schools was curtailed in March 2009 under a moratorium introduced by the government. Some alleviation of the constraints on filling such posts was introduced in 2014. The revised limited arrangements for making appointments to posts of responsibility are set out in Circular 0004/2014.

*Class teacher/form teacher:* A school may assign Year Head duties to a teacher who is assigned additional special duties. The provision of new management posts in schools was curtailed in March 2009 under a moratorium introduced by the government. Some alleviation of the constraints on filling such posts was introduced in 2014. The revised limited arrangements for making appointments to posts of responsibility are set out in Circular 0004/2014.

*Years of experience as a teacher:* There is an incremental statutory scale based on number of years teaching.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* Teachers who were first appointed to a department-paid teaching position on or after 1 February 2012 do not benefit from qualification allowances and are, therefore, paid according to a revised "new entrants" salary scale. Teachers appointed prior to 1 February 2012 receive compensation based on a statutory salary scale with the addition of specified qualification allowances.

*Attaining high scores in the qualification examination:* Teachers who were first appointed to a department-paid teaching position on or after 1 February 2012 do not benefit from qualification allowances (e.g. Pass or Honours in their qualification examination) and are, therefore, paid according to a revised "new entrants" salary scale. Teachers appointed prior to 1 February 2012 receive compensation based on a statutory salary scale with the addition of specified qualification allowances. For example, new appointees to teaching prior to 1 February 2012 who attain an Honours result in their qualification examination receive a higher allowance than those who attained a pass result in their qualification examination.

*Holding a higher than minimum teacher certification or participating in training during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* At ISCED 1, ISCED 24 and ISCED 34, the payment of annual additional allowances in accordance with level of qualification applies only to teachers appointed prior to 1 February 2012. [Back to main table for this Indicator](#)

#### **Israel:**

*Criteria for salary payments related to tasks of teachers:* Concerning criteria for teachers salary payments related to their tasks, the teacher's salary includes compensation for all the following activities: teaching, individual planning or preparation of lessons either at school or elsewhere, marking/correcting of student work, general administrative work, communication and co-operation with parents or guardians (including parents meetings,

preparation of year-end parties and ceremonies for the holidays (18 hours per semi-annual)), supervision of students during breaks, team work and dialogue with colleagues at school or elsewhere, long school days and remuneration to coordinate grade, professional school or matriculation exams. Not every kindergarten teacher has to be manager. Some do not wish to, others are not approved by the supervisor. The distribution of times for each task is estimated, so the earnings are not divided between tasks. However, if a teacher will be absent from duty during working hours from one of the tasks required, the fee will be deducted from his salary.

*Participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class/grade):* Vice-principals receive additional fees for administration hours. This does not affect the working hours of full-time teachers. They have to teach as well. At the upper secondary education the maximum payment refers to the maximum of vice-principal management remuneration (depending on the size and complexity of the school).

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* The allocation of subjects and hours is up to the school and the decision of the principal (the obligation for the teacher is to one full-time equivalent). Figures represent a weekly hour payment, for the entire year of a teacher with a full-time job.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency guidance):* The teacher receives remuneration for consulting and besides that she/he is committed to teach a third of full-time equivalent. A master's degree is the minimal condition for the consultant role and the person has to be consultant in his formation.

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* This is a part of the normal responsibilities of teachers which are included in their working hours at school and they do not receive remuneration. Except accompaniment travel remuneration for outdoor activities like going to the theatre, concerts, shows and other trips for a day or a few days.

*Special tasks (e.g. training student teachers; guidance counselling):* 1. Ministry of Education authorises teachers to guide qualified teachers. 2. The principal chooses trainers for training and mentoring student teachers, for this task they receive remuneration.

*Outdoor activities:* Teachers get accompaniment travel remuneration for shows and trips for which they have to leave the school for a day or a few days. Class teacher must take part of those activities.

*Activity in the educational institution after school as preparation plays and concerts, parties, holiday events and year-end with/without parents:* Teachers get an accompaniment travel remuneration for shows and trips for which they have to leave the school for a day or a few days. Class teacher must take part of those activities. In the primary education, for example, the principal is checking for activities. In the pre-primary education, there are no principals and the regional supervisor is responsible for checking the performance of these activities.

*Successful completion of professional development activities:* Compliance with other conditions (such as the completion of the seminar duty hours, accumulated seniority for progress in the higher salary scale) has to be evaluated by the supervisor. The addition payment will increase the base salary scale.

*Participation in professional development activities (not dependent on their successful completion):* The participation in professional development activities will define a percentage of statutory base salary paid to the teachers only in case of successful completion.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* An advanced certificate such as a Master's degree or a Ph.D. changes the base salary in percentage.

*Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.):* In the "New Horizon Reform", highly qualified senior teachers who are above the 7<sup>th</sup> level in the salary scale, need to be assessed by their school principal in order to move to a higher salary level. Once achieved, this level is permanent in the reform in upper secondary school - an annual bonus and extra percentages (promotion in rank). All other levels of education, compensation exists only high levels teachers (The teacher have to get assessment by the principal) The nature of conditions - impossible to quantify the amounts of payments. The gap between bachelor's and master's degree (in the minimum with 1 year of experience, in the maximum with 36 years of experience and in the typical, with 15 years of experience).

*Teaching in a disadvantaged, remote or high cost area (location allowance):* The maximum payment for required teachers is very rare and it is based on an individual contract.

*Vacation/Clothing/Jubilee Grant:* Every teacher gets a vacation allowance, clothing allowance and supplementary wage. The Jubilee Grant is for teachers with more than 25 years of experience and is only included in the maximum payments.

*Dormitories:* Dormitories - additional remuneration for teachers who have children younger than 5 years old. If there is more than 1 child, the payment is higher.

*Family status (e.g. married, number of children):* There is a mother remuneration which not necessarily decreases the hours of instruction (teaching time) but as a result there is a decrease in working hours (working time). In upper secondary school - the teacher can receive higher wages instead of reducing working hours.

*Age (independent of years of teaching experience):* There is not necessarily a decrease in hours of instruction (teaching time) but as a result there is a decrease in working hours (working time).

*Sabbatical year:* All teachers are entitled to take a sabbatical year. Every seventh year the teacher can decide to take a gap year in order to reach his studies in the education domain. In the sabbatical year his wage is not paid by the Ministry of Education, the study fund in which he is member pays for the year. If he decides to continue to teach, he can use the fund under certain conditions. One of the conditions for a sabbatical is that the teacher sets aside a certain percentage of the salary for the study fund and then the employer doubles the amount.

*Transportation expenses:* All the teachers in every education level are entitled to receive a refund for expenses of transportation. [Back to main table for this Indicator](#)

#### **Italy:**

*Answers concerning the decision level for the criteria applying for the formation of base salary and additional payments:* The category "Other" includes the school's head teacher with the collaboration of the teachers' assembly as regards the criteria for assigning teachers to these roles, but the criteria regarding the awarding of additional payments are determined through negotiations with teachers' unions at the school level.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* At the lower and upper secondary levels, teachers on a full teaching load may be requested to take on up to 6 extra hours of teaching a week in their subject areas, when these teaching hours are available and "left over" once all the full teaching loads have been assigned. If they accept, they are expected to handle the extra load for the duration of the school year and they receive a monthly additional payment corresponding to the extra load as defined by national contract. [Back to main table for this Indicator](#)

#### **Japan:**

*Participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade):* It comprises an additional annual payment of JPY 200 per day.

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* Comprises incidental or occasional additional payments of about JPY 2 400 per activity.

*Teaching students with special educational needs (in regular schools):* Comprises an additional annual payment of JPY 13 650 per month. [Back to main table for this Indicator](#)

#### **Korea:**

*Participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade):* This is usually negotiated with teachers considering what they want.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* In Korea the nature of compensation for this can be either defined as a percentage of statutory base salary or as incidental/occasional additional payments.

*Class teacher/form teacher:* This can be negotiated with teachers considering what they want or need.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* No additional payment is paid when a teacher acquires a master's degree. This is related to the situation when a teacher acquires an advanced certificate.

*Outstanding performance in teaching (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.):* The central government provides the range of money and suggests recommended differences among different ranks of teachers. School principal decides the ratio of difference among different ranks.

*Years of experience as a teacher:* In Korea the nature of compensation for this can be either defined as part of the statutory base salary paid to teachers, as a percentage of statutory base salary or as annual additional payments. [Back to main table for this Indicator](#)

**Netherlands:**

*All criteria: ISCED 02* only refers to teachers teaching group 1 and 2 in primary schools.

*Holiday benefits (e.g. for religious and/or official holidays):* This allowance is part of the salary agreements between social partners. [Back to main table for this Indicator](#)

**Poland:**

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Overtime is distributed annually and paid every month. The amount is specified in the regulations and adopted by the local authorities.

*Special tasks (e.g. training student teachers; guidance counselling):* The amount of additional payments is specified in the regulations and adopted by the local authorities.

*Class teacher/form teacher:* The amount of additional payments is specified in the regulations and adopted by the local authorities.

*Outstanding performance in teaching (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.):* The amount of additional payments is specified in the regulations and adopted by the local authorities.

*(Other) Holding a professional promotion grade:* The minimum of the base salary is specified in regulations and adopted by central authorities. Professional promotion grades (e.g. trainee teacher, a contract teacher, an appointed teacher and a chartered teacher; chartered teachers who have outstanding professional achievements may be awarded an honorary title of education professor) have an impact on teachers' salaries. In order to receive this grade, teachers have to fulfil certain criteria independently of the number years of experience as a teacher. In order to be promoted to the higher grade, the teacher (depending on the specified grade) should:

- hold the required qualifications;
- complete a "probationary period" and receive a positive assessment of his/her professional achievements during this period;
- have his/her application for promotion approved by a "qualifying board" or, in the case of a contract teacher, pass an exam before an examination board.

*Teaching students with special educational needs (in regular schools):* The amount of additional payments is specified in the regulations and adopted by the local authorities.

*Teaching in a disadvantaged, remote or high cost area (location allowance):* There is an annual rural additional payment, the accommodation allowance which is specified in the regulations and adopted by the local authorities.

*Residence allowance (not dependent on any location allowance):* Teachers that are transferred to another school receive an additional payment for difficult working conditions.

*Age (independent of years of teaching experience):* Additional payment for annual work experience.

*Length of service:* In Poland, teachers receive an annual work experience additional payment for the years in service, not only for years spent on teaching but also for all sorts of documented work.

*Holiday benefits (e.g. for religious and/or official holidays):* The given data are an annual value.

*Thirteen month benefits:* The given data are an annual value.

*Entering the teaching profession for the first time:* A contract teacher who entered the teaching profession for the first time can be awarded once the additional payment of a double received salary. [Back to main table for this Indicator](#)

**Portugal:**

*For all criteria:* All tasks in the second cycle of *ISCED 1* are identical to the *ISCED levels 24* and *34*. 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:* Teachers at *ISCED 02* who teach children aged 5 years old coordinate with the teachers of the first grade at *ISCED 1*.

*Participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade):* 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. Educational guidance managers - heads of curricular departments, class tutors' coordinators and class tutors - have their teaching time reduced, during the

time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Teachers are paid overtime 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 first extra hour is paid 25% above the cost of the ordinary hour and each of the following extra hours is paid 37.5% above the ordinary one. The cost per hour depends on the position in the teaching career and the number of overtime hours (12.5% for the first hour and 18,75% for the second or more hours).

*Special tasks (e.g. training student teachers; guidance counselling):* Teacher trainers receive a reduction in teaching time during the time they hold the task.

*Participation in mentoring programmes and/or supporting new teachers in induction programmes:* Educational guidance managers – heads of curricular departments, class tutors' coordinators and class tutors – have their teaching time reduced, during the time they hold the position. The school board defines the criteria to distribute the statutory available amount of time among the educational guidance structures.

*Participation in professional development activities (not dependent on their successful completion):* In case of non-successful completion, the teacher will not progress in the teaching career and the salary will not increase.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* All teachers who enter the teaching profession have *ISCED 5A* qualifications and begin at *ISCED 1* (Index 167). They need to have a teacher certification and having successfully been selected in the first phase of the assignment contest.

*Successful completion of professional development activities:* 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.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* 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.

*Years of experience as a teacher:* The teacher's career is structured in ten levels.

*Family status (e.g. married, number of children):* Family status is not specific to teachers but corresponds to a social allowance to every family with children. The values are decided by the Ministry of Finance and the Ministry of Labour and Social Solidarity and it is applicable for families with a salary per capita equal or lower than EUR 600 in any profession. [Back to main table for this Indicator](#)

### Scotland:

*For all criteria:* The central authority referred to in columns "who decides whether it is mandatory or voluntary to perform the criterion?" and "Who decides whether this criterion applies for the formation of base salary and/or additional payments?" for all the different *ISCED* levels is the Scottish Negotiating Committee for Teachers (SNCT). This is a tripartite body comprising members from teaching organisations, local authorities and the Scottish government. The SNCT Handbook sets out the pay and conditions of service for teachers and associated professionals employed by Scottish councils.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* The Chartered Teacher scheme that was referred to in previous years was abolished in 2012. This is why this category does not apply anymore.

*Teaching in a disadvantaged, remote or high cost area (location allowance):* Teachers may receive an additional allowance if they teach in a remote school or on a distant island. The details of these allowances are stipulated by the SNCT ([Scottish Negotiating Committee for Teachers](#)). [Back to main table for this Indicator](#)

### Slovak Republic:

*Teaching:* Part-time teaching means a reduction of base salary.

*Communication and co-operation with parents or guardians:* In the classes or also in the hallways.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* In the columns “Nature of compensation “on every ISCED level, there is mix of answers (1) and/or (2). (1) is met according to the amount of funds allocated to the school, otherwise the teacher receives overtime compensatory leave.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency guidance):* In the columns “Nature of compensation “on every ISCED level, there is mix of answers (2) and/or (3).

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* In the columns “Nature of compensation “on every ISCED level, there is mix of answers (3) and/or (4).

*Special tasks (e.g. training student teachers; guidance counselling):* The amount of compensation depends on the number of guided students.

*Class teacher/form teacher:* These amounts depend on the number of classes (1 or 2 or more), where she/he is the class teacher.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* The amount of payments is an additional payment after only 1 year of experience.

*Reaching high scores in the qualification examination:* It is meaningful only, if teacher passes it or not.

*Successful completion of professional development activities:* There are more kinds of professional development for teachers existing.

*Outstanding performance in teaching (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.):* The nature of compensation can be monetary or not, like a moral valuation. It depends on the amount of funds allocated to the school.

*Teaching courses in a particular field (e.g. mathematics or science):* In minimum and maximum payments, there are differences between the base salary of pedagogical experts and the base salary of normal pedagogues.

*Teaching students with special educational needs (in regular schools):* In minimum and maximum payments, there are differences between the base salary of pedagogical experts and the base salary of normal pedagogues.

*Residence allowance (not dependent on any location allowance):* Applicable if an employee is on long-term mission and separated from his/her family.

*Years of experience as a teacher:* a bonus is in place stating on the first year and up to 32 years of experience.

*Other:* There are special additional payments for special duties or for an anniversary of 50 years as a teacher, both are according to the amount of funds allocated to the school. [Back to main table for this Indicator](#)

### **Slovenia:**

All the given criteria for salary payments related to tasks of teachers are mandatory in Slovenia (except “marking/correcting of student work” and “Supervision of students during breaks” which do not apply in Slovenia for *ISCED 02*), so they apply for the formation of base salary – actually they are “part of statutory base salary paid to teachers”. However, base salary of teachers is not conditional upon the performance of a particular task, the minimum and maximum are reported in the statutory salary. Namely, the base salary is not different if a teacher does or does not perform listed tasks.

*Participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade):* *ISCED levels 02, 1, 24:* Head of a smaller kindergarten or branch unit of basic school.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* *ISCED levels 1, 24, 34:* 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.

*ISCED levels 02 to 34:* overtime compensation – according to the Article 144 of the Employment Relationship Act in exceptional cases upon the head teacher’s request, the teacher is obliged to perform work exceeding full working time – overtime work.

*Students counselling (including student supervising, virtual counselling, career guidance and delinquency guidance):* The tasks are mandatory for every ISCED level, so they apply for the formation of base salary – actually they are “part of statutory base salary paid to teachers”. However, base salary of teachers is not conditional upon the performance of a particular task, the minimum and maximum are reported in the statutory salary. Namely, the base salary is not different if a teacher does or does not perform listed tasks.

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* At *ISCED 02* the tasks are mandatory, so they apply for the formation of base salary – actually they are “part of statutory base salary paid to teachers”. However, base salary of teachers is not conditional upon the performance of a particular task, the minimum and maximum are reported in the statutory salary. Namely, the base salary is

not different if a teacher does or does not perform listed tasks. At ISCED levels 1 and 24 the tasks are mandatory and teachers who do the tasks receive additional payment.

*Special tasks (e.g. training student teachers; guidance counselling):* The tasks are mandatory for every ISCED level, so they apply for the formation of base salary – actually they are “part of statutory base salary paid to teachers”. However, base salary of teachers is not conditional upon the performance of a particular task, the minimum and maximum are reported in the statutory salary. Namely, the base salary is not different if a teacher does or does not perform listed tasks.

*Class teacher/form teacher: ISCED levels 1, 24 and 34:* There are two ways of compensation teachers receive for this task. Namely, their teaching time is reduced by 1 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. In addition to that teachers receive additional payment.

*Other (mentoring to teachers beginners):* Mentoring to teachers beginners at all ISCED levels increases the salary of teachers.

There are also some other tasks and responsibilities that their performance is compensated as a reduction of teaching time:

*ISCED levels 1 and 24:* membership in a subject testing committee for national assessment of knowledge in basic school.

*ISCED 34:* engaging as a secretary of a of School *matura* committee (*matura* is the national school-leaving exam required for the completion of general upper secondary education), an organiser of compulsory elective content, an educational or sports co-ordinator, an organiser of meals

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* at ISCED levels 02, 1, 24 and 34, teachers receive additional payment if they acquired academic specialisation, research master’s degree or doctor’s degree (Ph.D.).

*Holding an educational qualification in multiple subjects (e.g. history and mathematics): ISCED levels 1, 24 and 34:* Holding an educational qualification in three or more different subjects increases the basic salary for teaching hours.

*Successful completion of professional development activities:* Professional development activities are a both a duty and right of each teacher. Teachers do not receive additional payments, as this is part of their base salary.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate): ISCED levels 02, 1, 24, 34:* According to the Organisation and Financing of Education Act teachers can be promoted to professional titles Mentor (mentor), Advisor (*svetovalec*) and Councillor (*svetnik*). The basic salary is higher (higher salary grade) if a teacher is promoted to a higher professional title.

*Outstanding performance in teaching (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.): ISCED levels 02, 1, 24 and 34:*

- Regular work performance allowance: In 2013/14 additional payments for regular work performance have been also excluded from teachers’ salaries due to the economic crisis (Public Finance Balance Act (2012)).
- Work performance allowance (due to occasional additional tasks) teachers may receive occasional additional payment.

*Teaching students with special educational needs (in regular schools):* One is learning support and the other is the support to overcome their disabilities, impairments and deficiencies. Learning support is provided by teachers who offer additional learning support to students with special education needs. These teachers receive an additional payment. Support to overcome their disabilities, impairments and deficiencies is provided by special pedagogues within their scheduled teaching time. This is part of their statutory base salary.

At the ISCED 3 only the learning support is provided to students with special educational needs.

At the ISCED 02 teachers offer additional support within their scheduled teaching time.

*Other (bilingualism, in-hospital classes (ISCED levels 1, 24 and 34), multi-grade classes (ISCED levels 1 and 24)):* teachers receive payment (defined as a percentage of statutory base salary:

ISCED levels 02, 1, 24 and 34: bilingualism and teaching in-hospital classes

ISCED levels 1 and 24: teaching multi-grade classes

*Years of experience as a teacher:* Teachers can be promoted to a higher salary group after a specified number of years of being a teacher as well as based upon a positive evaluation by the head teacher. As a consequence, a teacher receives a higher base salary.

*Other (years of employment, years of employment and years of experience in education):*



*ISCED levels 02, 1, 24 and 34:* - There is a bonus for years of employment. For each year of employment the salary increases.

- Teaching time is reduced by 2 teaching hours per week for male teachers with 35 years of employment and 30 years in education. It is the same for female teachers with 30 years of employment and 25 years of those in education.

*Holiday benefits (e.g. for religious and/or official holidays):\_ISCED levels 02, 1, 24 and 34:* There is an allowance for working on Sundays or official holidays or days that are officially non-working days. This is extremely rare and realised in exceptional cases only.

*Thirteen month benefits:\_ISCED levels 02, 1, 24 and 34:* The holiday bonus is paid once a year (diversified according to a teacher's salary scale (from 2013 onwards). [Back to main table for this Indicator](#)

### **Spain:**

*Years of experience as a teacher:* The *trienios* are small salary bonuses added to the salary of teachers and are paid every three years, and the *sexenios* are salary supplements added after each six-year period and are related to in-service training (i.e. a minimum of 100 hours of officially recognised in-service training activities).

*Participation in school management/ management responsibilities in addition to teaching duties (e.g. serving as a head of department or co-ordinator of teachers in a particular class / grade):* The head in each department is chosen by the school principal and receives a fixed salary bonus during the period they hold this responsibility.

*Successful completion of professional development activities:* "Sexenios" are salary supplements received by teachers in most regions after each six-year period and are related to in-service training (i.e. a minimum of 100 hours of officially recognised in-service training activities).

*Teaching in a disadvantaged, remote or high cost area (location allowance):* Teachers in Ceuta and Melilla and the Canary Islands receive a salary supplement for remote location. [Back to main table for this Indicator](#)

### **Sweden:**

*For all criteria for salary payments related to tasks of teachers:* The criteria for various types of salary payment are difficult to determine from a Swedish perspective. Therefore Sweden's information corresponds to the closest circumstance in Sweden.

Teachers working in the public sector are salaried employees of municipalities. Pay and working conditions are governed by five-year agreements between the employers' organisation (SALAR) and the teacher unions. 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. Career posts for teachers are senior subject teachers and senior master teachers.

The pre-primary level in this ad hoc survey only refers to teachers in pre-school. Teachers in "*förskoleklassen*" (pre-school class), which is the last year of the pre-primary school, are not included. This is due to the fact that they mostly have the same conditions of employment as other teachers, while most teachers in pre-school have a different agreement.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* Through government grants the monthly salary can be increased by SEK 10 000 for a senior subject teacher.

*Outstanding performance in teaching (e.g. based on higher student achievement, annual appraisals, independent assessment of teaching skills, etc.):* Through government grants the monthly salary can be increased by approximately SEK 5 000 for a so-called senior master. [Back to main table for this Indicator](#)

### **Switzerland:**

*Teaching students with special educational needs (in regular schools):* This criterion does not apply in all cantons. [Back to main table for this Indicator](#)

### **Turkey:**

*Individual planning or preparation of lessons either at school or elsewhere:* Teachers receive additional payment of 1 hour for every 10 teaching hours as preparation and planning remuneration.

*Years of experience as a teacher:* Teachers move up by one level in the salary scale for each year of experience as a teacher.

*Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession:* Teachers with a master's or doctorate degree move up by one level in the salary scale for a master's degree and by two levels for a doctorate certificate. In addition, teachers with a masters' or doctorate degree

receive an additional payment that is 5% (or 15% for doctorates) higher than the remuneration of other teachers.

*Successful completion of professional development activities:* Teachers obtaining a relevant level (A, B or C) from the National Public Staff Foreign Language Exam receive additional payments according to the level obtained.

*Holding a higher than minimum level of teacher certification or training obtained during professional life (e.g. master teacher; holding an advanced certificate rather than an ordinary certificate):* Master teachers and prime teachers receive additional payment.

*Outstanding performance in teaching (e.g. based on higher student achievement, independent assessment of teaching skills, etc.):* Teachers demonstrating outstanding performance in their profession may be awarded by a monetary reward upon an evaluation made by the Provincial Directorate of National Education and then the Ministry. Teachers who have not been subject to any disciplinary action for the past 8 years move up by one level in the salary scale.

*Teaching more classes or hours than required by full-time contract (e.g. overtime compensation):* Teachers should teach more hours than required by a full-time contract if requested by the school administration. In this case, teachers receive additional payment per additional teaching hour/lesson. For primary teachers this applies to all hours above 18 per week and above 15 hours per week for lower and upper secondary teachers.

*Engaging in extracurricular activities (e.g. sports and drama clubs, homework clubs, summer school etc.):* Teachers who have responsibilities for carrying on extracurricular activities receive additional payment for each additional hour.

*Special tasks (e.g. training student teachers, guidance, counselling):* In courses or seminars teacher trainers are appointed as lecturers and lesson fee is paid to them per teaching hour (These duties are usually conducted out of education and training time).

*Class teacher/form teacher:* Lower and upper secondary teachers who are appointed as a form teacher receive additional payment for 2 teaching hours a week.

*Teaching in a disadvantaged, remote or high cost area (location allowance):* Teachers working in developmental priority areas move up by one level in the salary scale for every two years of service in this area.

*Family status (e.g. married, number of children):* A teacher whose spouse is unemployed receives a spouse allowance. In addition, teachers with children benefit from child allowance.

*Other:* Teachers receive a payment named "new school year preparation appropriation" at the beginning of each school year. [Back to main table for this Indicator](#)

#### **United States:**

*Applicable to all criteria:* The USA does not report statutory salaries; all salary payments are decided individually. A distinction cannot be made between tasks for which teachers may acquire additional payments beyond their base salary and those tasks which are considered required for their base salary. [Back to main table for this Indicator](#)

*Sources and references:*

Country	Sources	Reference period
Australia	Data are sourced from the respective state and territory education departments	2014
Austria	Legal documents ( statutory pay schemes), Management information systems	School year: 2013/14
Belgium (Fl.)	Database of the policy domain of education and training Years to grow from minimum to maximum salary and way salary grows: regulations	statutory salaries: January 2014
Belgium (Fr.)	Entreprise publique des Technologies Nouvelle de l'Informatique et de la Communication de la Communauté française (ETNIC); Ministère de la Fédération Wallonie-Bruxelles - Administration générale de l'enseignement (AGE)	School year: 2013/14
Brazil	National Law for Teacher's Wage Floor n. 11.738, 16/07/2008	2014
Canada	Combination of Collective Agreements and Payroll Files (which includes certification data) Years to grow from minimum to maximum salary and way salary grows: In most jurisdictions the source is a combination of collective agreements, payroll files and school board financial data	School year: 2013/14
Chile	National Law for Teachers' and administrative information	2014
Czech Republic	i) salary tables for teachers in force since 2012 ii) database MEYS 2012 (Ministry of Education, Youth and Sports and governmental decrees)	School year: 2013-14
Denmark	Collective agreements with teachers' unions (2013)	School year: 2013/14
England	School Workforce in England (available at <a href="https://www.gov.uk/government/statistics/school-workforce-in-england-november-2013">https://www.gov.uk/government/statistics/school-workforce-in-england-november-2013</a> ) School Teachers Pay and Conditions Document 2013 (available at <a href="https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2013">https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2013</a> ) School Workforce in England	School year: 2013/14
Estonia	Legislative acts; Estonian Education Information System (EHIS); Statistics Estonia; database of the Ministry of Finance of the Republic of Estonia	School year: 2013/14
Finland	General Collective Agreement for the local government sector 2014-2016 Collective agreement for teaching personnel 2014-2016 Actual salaries: Statistics Finland	2014  School year: 2012/13
France	Sources for general comments : (1) Code de l'éducation; (2) Arrêté du 1-7-2013 - J.O. du 18-7-2013 portant référentiel des compétences professionnelles des métiers du professorat et de l'éducation; (3) Décret du 17 décembre 1933 (article 1). Link to source (2) <a href="http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=73066">http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=73066</a> Link to source (3) <a href="http://www.sudeducalsace.info/IMG/pdf/decrets_exam_et_circulaires_-_2.pdf">http://www.sudeducalsace.info/IMG/pdf/decrets_exam_et_circulaires_-_2.pdf</a> . Sources for data on ISCED 0-1: (1) Décret n°90-680 du 1 août 1990 relatif au statut particulier des professeurs des écoles; (2) Circulaire n° 13-019 relatives aux obligations de service des instituteurs et professeurs des écoles. Link to source (1) <a href="http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT00000350637&amp;categorieLien=cid">http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT00000350637&amp;categorieLien=cid</a>	School year: 2013/14 Actual salaries: 2013 (Calendar year)

Country	Sources	Reference period
	<p>Link to source (2)  <a href="http://cache.media.education.gouv.fr/file/02_Fevrier/39/7/Circulaire_OR_S_prof_des_ecoles_242397.pdf">http://cache.media.education.gouv.fr/file/02_Fevrier/39/7/Circulaire_OR_S_prof_des_ecoles_242397.pdf</a></p> <p>Sources for data on ISCED 2-3: (1) Obligations des personnels enseignants du second degré des personnels d'éducation et d'orientation et action disciplinaire (2000); (2) Circulaire n° 97-123 du 23 mai 1997 relative à la Mission du professeur exerçant en collège, en lycée d'enseignement général et technologique et en lycée professionnel; (3) Décret n°72-581 du 4 juillet 1972 relatif au statut particulier des professeurs certifiés; (4) Décret n°50-581 du 25 mai 1950 portant règlement d'administration publique pour la fixation des maximums de service hebdomadaire du personnel enseignant des établissements d'enseignement du second degré; (5) Décret n°90-978 du 31 octobre 1990 modifiant le décret n° 85-924 du 30 août 1985 relatif aux établissements publics locaux d'enseignement; (6) -Circulaire n° 65-87 du 17 février 1965 relative aux obligations du personnel enseignants; (7) Circulaire du 20 avril 1961 concernant les obligations du personnel enseignant; (8) <b>Circulaire n°2013-060 du 10-4-2013 d'orientation et de préparation de la rentrée 2013.</b></p> <p>Link to source (1) :  <a href="http://www.education.gouv.fr/pid25535/bulletin_officiel.html&amp;cid_bo=87302">http://www.education.gouv.fr/pid25535/bulletin_officiel.html&amp;cid_bo=87302</a></p> <p>Link to source (2) :  <a href="http://eduscol.education.fr/eps/textes/travaux/mission_du_professeur">http://eduscol.education.fr/eps/textes/travaux/mission_du_professeur</a></p> <p>Link to source (3) :  <a href="http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006061962&amp;dateTexte=20110218">http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006061962&amp;dateTexte=20110218</a></p> <p>Link to source (4) :  <a href="http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006060582&amp;dateTexte=20080714">http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006060582&amp;dateTexte=20080714</a></p> <p>Link to source (5) :  <a href="http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000709649&amp;dateTexte">http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000709649&amp;dateTexte</a></p> <p>Link to source (6) :  <a href="http://circulaire.legifrance.gouv.fr/pdf/2009/04/cir_253.pdf">http://circulaire.legifrance.gouv.fr/pdf/2009/04/cir_253.pdf</a></p> <p>Link to source (7) :  <a href="http://circulaires.legifrance.gouv.fr/pdf/2009/04/cir_1093.pdf">http://circulaires.legifrance.gouv.fr/pdf/2009/04/cir_1093.pdf</a></p> <p>Link to source (8) :  <a href="http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=71409">http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=71409</a></p> <p>"Base-relais"; publication RERS 2013, table 9.10  Actual salaries : SIASP, INSEE  Percentage of teachers by ISCED level of attainment: INSEE, Enquête emploi en continu</p>	
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany	School year: 2013/14
Greece	Hellenic Ministry of Culture, Education and Religious Affairs, Directorate of Financial Management (data on annual salaries per salary scale); ITYE "DIOFANTOS" (data on the percentage of teachers per salary scale), General Directorate of Financial Services, Years to grow from minimum to maximum salary: National Legislation	Financial year 2014 (1/1/2014-31/12/2014)
Hungary	2011 year CXC. Law on National Public Education. Appendix 7	School year: 2013/14
Iceland	The Teachers Union. Current negotiated wage contracts for all school levels for the school year 2012/2013 Actual salaries: The Icelandic Teachers Union and The Ministry of Finance	School year: 2012/13
Indonesia	Government Regulation No. 8, year 2009/List of Salary Scale for Civil Servants 2009	2012

Country	Sources	Reference period
Ireland	Department of Education Circulars: Circular 0032/2013 (primary) Public Service Stability Agreement 2013 – 2016 (Haddington Road Agreement) and the Financial Emergency Measures in the Public Interest Act 2013 Circular 0005/2014 (post-primary) Public Service Stability Agreement 2013 – 2016 (Haddington Road Agreement) and the Financial Emergency Measures in the Public Interest Act 2013 Circular 0004/2010 (primary and post-primary): Revision of Teachers' Salaries with effect from 1 January, 2010	School year: 2013/14
Israel	The main data sources are: Employment Agreement between teachers unions and the Ministry of Education, the departments of the Ministry of Education and the publications of the Ministry's General Manager Ministry of Education	School year: 2013/14
Italy	National Teachers' Collective Contract : Administrative database	School year: 2013-14
Japan		School year: 2013-14
Korea	The presidential decree of public servant compensation and allowance (2014), the data from the Ministry of Education on teachers' 2014 salary and "Statistical yearbook of education" (Ministry of Education & Korean Educational Development Institute, 2014), The presidential decree of public servant salary (2014)	2014
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse/service des statistiques et analyses</i>	School year: 2013/14
Mexico	Secretariat of Public Education (Secretaria de Educación Pública, SEP)	School year: 2013/14
Netherlands	<i>Financiële arbeidsvoorwaarden PO en VO</i> , collective salary agreement primary education, collective salary agreement secondary education	School year: 2013/14
New Zealand	Primary Teachers Collective Agreement 2010-2012. Secondary Teachers' Collective Agreement 2011-2013	at the end of 2014
Norway	Centralised agreement between municipalities and teachers unions. (Municipalities = Norwegian Association of Local and Regional Authorities). Actual salaries: database named PAI which is owned by the Norwegian Association of Local and Regional Authorities (KS)	School year: 2013/14
Poland	Education Information System database (SIO) administered by the Ministry of National Education; laws and regulations (e.g. Act of 26 January 1982 - The Teachers' Charter (with further amendments), Regulation by the Minister of National Education of 12 March 2009 on the specific qualifications required from teachers, as well as on determining schools and cases in which teachers without having tertiary education attainment can be employed (Journal of Laws 2015, item 1264)	School year: 2013/14
Portugal	i) Directorate-General of Education and Science Statistics; ii) Education Financial Management Institute, P.I. Teachers' Career Statute: Decreto-Lei n.º 41/2012 Dispatch nr. 5452-B/2011 Decree-Law nr. 75/2010, of 23rd July 2010; Dispatch nr. 4654/2010 Rectification declaration nr. 84/2009 Regulatory Decree nr. 27/2009 Decree-Law nr. 270/2009 Legislative Order nr. 13-A/2012 Dispatch nr. 5328/2011 School organisation and management: Decree-Law 137/2012 Family allowances: Decree-Law nr. 116/2010, of 22 October 2010	School year: 2013/14

Country	Sources	Reference period
	Budget Law for 2012: Law nr. 64-B/2011, of December 30 2011 Budget Law for 2013: Law nr. 66-B/2012, of December 31 2012 Overtime: Law nr. 59/2008, of 11 September Law nr. 64-B/2011, of 30 December	
Russian Federation		2012 (2011 for actual salaries)
Scotland	The salaries have been taken from Part 2: Section 3 of the SNCT Handbook of Conditions of Service, a copy of this can be found at: <a href="http://www.snct.org.uk/wiki/index.php?title=Main_Page">http://www.snct.org.uk/wiki/index.php?title=Main_Page</a>  The percentages have been taken from the September 2013 Teacher Pay Data Collection	School year: 2013/14
Slovak Republic	Degree of the government Actual salary: statistics questionnaire	School year: 2013/14
Slovenia	MINISTRY OF EDUCATION, SCIENCE AND SPORT, regulations regarding salaries Actual salary: STATISTICAL OFFICE OF THE REPUBLIC OF SLOVENIA	School year: 2013/14
Spain	Data collection on Statutory salaries provided by the Education Departments of the Autonomous Communities	School year: 2013/14
Sweden	Actual salaries: Register of Teachers managed by Statistics Sweden (SCB), combined with other data on salaries also managed by Statistics Sweden, Steering documents, general guidelines from the national agency, collective agreement on a national level	2013
Switzerland	i) <i>Schulpersonal, Bundesamt für Statistik</i> / national statistics (data on populations); ii) <i>Besoldungsstatistik, Dachverband Schweizer Lehrerinnen und Lehrer (LCH)</i> / law or policy documents (data on formal arrangements)	i) 2013/14,
Turkey	-Regulation on Secondary Education Institutions, -Regulation on Primary Education Institutions, -Regulation on Pre-Primary Education Institutions, -Law Numbered 657 on Civil Servants -MoNE Decision on Salaried Teaching Hours of Teachers and Administrators -Administrative records	School year: 2013/14
United States	Schools and Staffing Survey (SASS) 2011-12	School year: 2013/14
Colombia	- Ministerio de Educación Nacional - SINEB - Statute teacher 277 / 1979 - Statute teacher 1278 / 2002 - Law 1850 /2002	2013

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## Tertiary Faculty Salaries Box D3.1

### Coverage and interpretation

Definitions of full professors used in table D3.10 are included in table below.

	Official, national definition for "full professor"	Country notes on official, national or unofficial ("proxy") definitions for "full professor"
	(1)	(2)
<b>OECD</b>		
Australia	No	m
Austria	Yes	A "Universitätsprofessor" according to § 98 Universities Act, who is appointed by way of appointment procedure characterised by a binding appointment proposal by an independent committee
Belgium (Flemish)	No	m
Belgium (French)	No	m
Canada	No	There is not a formal national definition of "full professor". However, unofficially, it is generally recognised that a full professor is the highest academic rank involving tenure that one can achieve at universities and other post-secondary institutions.
Chile	No	There is no official or unofficial definition. However, a systematization of the definitions of "full professor" of CRUCH universities indicates that this is the highest academic rank a university professor may hold, and that full professors have a profound knowledge and mastery of their discipline, and are widely acknowledged in their field by the scholarly community, nationally or internationally, for their significant, original and permanent contribution to teaching, research and/or creation in any of its forms. Full professors typically hold a master's or doctoral degree, or demonstrate equivalent proficiency, competences, knowledge and experience; have several years of relevant academic experience; and have high levels of scientific, humanistic or artistic production. Also, some universities require full professor candidates to excel in their academic evaluation, and/or to demonstrate commitment to institutional principles and values.
Czech Republic	Yes	Only the professor or docent who is the academic staff at the respective university can guarantee the quality and development of the study programme provided by the university (or its components). Professor of specific field is appointed by the President of the Republic on proposal institution's scientific council, submitted through the minister.
Denmark	m	m
Estonia	Yes	According to the Universities Act § 35. (2) "A professor is a leading faculty member in his or her speciality who participates actively in research, development or other creative activity on an international level, who organises and conducts the teaching of his or her subject, directs research, development or other creative activity and instructs students, teaching staff and research staff involved in these activities in an efficient manner." Official minimum requirements for being eligible to become a professor, are also in place, however, universities are free to impose additional criteria, which is the case in several occasions.
Finland	No	The unofficial definition of "Full professor" is similar to its definition in level 4 of the research career (compare to also R4 Leading Researcher [researchers leading their research area or field]) in the European Framework for Research Careers ( <a href="http://ec.europa.eu/euraxess/pdf/research_policies/Towards_a_European_Framework_for_Research_Careers_final.pdf">http://ec.europa.eu/euraxess/pdf/research_policies/Towards_a_European_Framework_for_Research_Careers_final.pdf</a> ).
France	No	m
Germany	No	Professors (including Junior Professors) are responsible for tasks of scientific research, arts and teaching within their academic institution. They act independently for their subject in accordance with their contract design. Technical note: For the calculation of the figures reported, professors have been identified by state function and salary classes.
Greece	m	m
Hungary	No	Full professor is equivalent to university professor and college professor.
Iceland	No	The University Act nr. 63/2006 stipulates that whoever carries the title professor shall possess "knowledge and experience in accordance with international standards required by those who carry such titles in their subject, validated by an impartial committee or by completing a PhD degree from an accredited university."
Ireland	No	There is no definition defined by law or statute.
Israel	No	No definition was found, but may exist in practice.

	Official, national definition for "full professor"	Country notes on official, national or unofficial ("proxy") definitions for "full professor"
	(1)	(2)
Italy	Yes	Full professor ( <i>Professore Ordinario</i> ) is the top of the academic career, it is accessed by a qualifying examination. In addition to the activities of teaching and research, a full professor can be appointed for the office of Rector, Dean of the Faculty, as well as for the functions of co-ordination of PhD research and co-ordination between the research groups.
Japan	m	As the concept of a "full professor" is not clear, it is impossible to answer whether or not an official definition is available.
Korea	No	"Full professors" generally refer to professors who get tenure.
Latvia	m	m
Luxembourg	Yes	As per the law of 12/08/2013 concerning the creation of the University, a professor is a researcher and a teacher who holds a PhD. A professor's research is validated by publication in other recognised works and is authorised to supervise research.
Mexico	No	m
Netherlands	m	m
New Zealand	m	m
Norway	m	m
Poland	Yes	A position in a higher education institution which may be occupied by a person holding the title of professor.
Portugal	m	m
Slovak Republic	Yes	Professor is the highest scientific-pedagogical degree or artistic-educational degree.
Slovenia	Yes	The Higher Education Act ( <a href="http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172">http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172</a> ) defines teachers, researchers, and other higher education staff (ISCED levels 6, 7, and 8), general qualification requirements, procedure for title appointment, and working and teaching obligations. According to the legislation, higher education teachers (ISCED 6, 7, 8) include assistant professors, associate professors, full professors and lectors (language teachers). Higher education teachers in professional higher education programmes are also lecturers and senior lecturers. Full professor is the highest academic rank.
Spain	No	The highest grade with full teaching and research autonomy. There are two categories that satisfy this condition : Tenured and <i>Catedrático</i> (highest academic rank), both positions have the same teaching and research autonomy.
Sweden	No	Previously, only academic department chairs had the title professor, but since the 1990s, a second career path has been opened, allowing qualified lecturers to apply for promotion. A successful evaluation automatically confers the title of professor. Regardless of the hiring mechanism, to qualify as a professor, the applicant must have a PhD degree, a strong publication record, proven teaching skills, and have served as the main supervisor for PhD students who have successfully obtained their PhD. The title of professor in Sweden is similar to a senior, full professor in the USA. Since 1 January 2011, the individual right to be promoted to professor was removed from the general university legislation. It is instead delegated to the respective university and the local rules governing employment positions. Usually there is still a possibility for promotion, but the right to be promoted, as found in the previous legislation, is removed.
Switzerland	No	m
Turkey	Yes	Professor is defined as the "individual holding the highest academic title" in Law No. 2547 on Higher Education.
United Kingdom	Yes	Professor indicates a member of staff holding a contract that aligns with the Universities and Colleges Employers Association (UCEA) contract level 5A "Professor". This level indicates a senior academic appointment which may carry the title of professor but which does not have departmental line management responsibilities.
United States	No	For the U.S. national survey (the Integrated Post-secondary Education Data System [IPEDS]), institutions are instructed to report "instructional staff at the institution by academic rank (e.g., professor, associate professor, etc.), as designated by the institution." IPEDS definitions for "academic rank" and "faculty" can be accessed here: <a href="https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx">https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx</a> .
<b>Partners</b>		
Argentina	m	m
Brazil	Yes	For federal institutions, the full professor ("professor titular") has to be approved in a specific public competition for this position. He or she must have a doctoral degree and 10



	Official, national definition for "full professor"	Country notes on official, national or unofficial ("proxy") definitions for "full professor"
	(1)	(2)
		years of experience or be 10 years from doctoral graduation, both in the field of the full professor position. The number of "profesores titulares" represents around 2% of the total number of professors. Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries: Data include only public federal institutions of higher education.
China	m	m
Colombia	No	m
India	m	m
Indonesia	m	m
Russian Federation	m	m
Saudi Arabia	m	m
South Africa	m	m

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### Australia

Private institutions might not have salaries determined by schedules.

*Levels at which salary schedules are determined:* Determined in full autonomy at state level for Institutes of Technical and Further Education (TAFE), which are public vocational education institutions that mainly teach courses at ISCED 5 and below. Salaries are determined in full autonomy at institutional level for universities and other tertiary education institutions.

*Involvement of national teacher organisations:* Salary negotiations are at the institutional or state level, rather than at the national. Teacher organisations are involved in determining salary schedules at these levels.

*Institutional discretion in setting salaries:* Institutions have discretion in setting salaries with the exception of Technical and Further Education (TAFE) institutions.

*Factors considered in establishing faculty salaries:* Educational attainment can be a prerequisite for academic employment.

*Monthly salary contract is based on:* Average faculty salaries are based on full-time equivalent employment.

*Activities included in faculty compensation:* Other activities: community service.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Figure includes expenditures on salaries and leave. An alternate figure includes expenditures on salaries, leave, and other employee benefits (such as medical care, housing, cars, parking, and other free or subsidised goods or services). Both figures include all higher education activities of public universities (teaching and research), and exclude other tertiary education institutions. These figures represent around 95% of activity at ISCED levels 6, 7, and 8, but exclude most activity at ISCED level 5.

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* The estimates include a small amount of teaching at ISCED 5 (around 5% of the total activity). [Back to main table for this Indicator](#)

### Austria

For staff at public universities, the Federal Civil Service Codes and the Collective Agreement for Employees at Universities applies.

*Levels at which salary schedules are determined:* Salaries are determined in full autonomy at the central level following the Federal Civil Service Code. Salaries are determined in full autonomy at the institutional level following the Collective Agreement for Employees at Universities.

*Monthly salary contract is based on:* A full year regularly equals 14 months of salary.

*Official, national definition for "full professor":* A "Universitätsprofessor", according to § 98 Universities Act, is appointed by way of a procedure characterised by a binding appointment proposal by an independent committee. [Back to main table for this Indicator](#)

### Belgium (Flemish Community)

Both for universities and university colleges, the information integrated in this survey refers only to the staff members financed via the lump sum financing of universities and university colleges. Staff who are financed via other sources, such as research, are not included in the salary schedules.

*Levels at which salary schedules are determined:* Salaries are determined in full autonomy at the state level (see related information below).

*Involvement of national teacher organisations:* During the development of legislation concerning staff, the teachers' unions and institutions take part in formal negotiations about the legislation. Before this process there can be informal consultations.

*Institutional discretion in setting salaries:* Universities have discretion in setting salaries; university colleges sometimes have discretion in setting salaries.

*Factors considered in establishing faculty salaries:* Educational attainment, specifically a minimum degree, is requested for academic staff. Institutions may recognise length/level of experience when establishing salaries. Additionally, there are different salary scales for universities and university colleges. However, there are no differences between public and private institutions.

*Monthly salary contract is based on:* In accordance with regulations, salaries are based on a full-time contract for a full year at 100% (without wage indexation).

*Activities included in faculty compensation:* Faculty positions at a university include both instructional and research activities and can include administrative activities and scientific service. Faculty positions at a university college include instructional activities, and can also include research activities, administrative activities and social services. All these activities are included in the faculty salaries. [Back to main table for this Indicator](#)

### **Belgium (French Community)**

*Involvement of national teacher organisations:* During the development of legislation concerning staff, teachers' unions and institutions take part in formal negotiations regarding the legislation. Before this process begins, there can be informal consultations.

*Monthly salary contract is based on:* In accordance with regulations, salaries are based on a full-time contract for a full year at 100% (without wage indexation).

*Average actual annual salaries of FTE tertiary academic instructional faculty:* Figures include average annual gross income (as of January 2014, employer's contributions are excluded) of a full-time equivalent faculty in public and government-dependent private institutions (called "Hautes écoles " and "Ecoles supérieures des arts") only; actual salaries in universities are excluded as they are not managed by the Ministry.

*Bonuses in addition to average annual actual salaries:* Estimates include holiday pay and year-end bonuses. [Back to main table for this Indicator](#)

### **Brazil**

*Levels at which salary schedules are determined:* Faculty salaries in federal institutions follow the Federal Law nº 12.772/2012. Twenty-six percent of Brazilian tertiary faculty are employed in federal institutions. The salaries for faculty in state institutions are established by state laws. Fourteen percent of the Brazilian tertiary faculty are employed in state institutions. The salaries for faculty working in municipal institutions are established by municipal laws. Three percent of the Brazilian tertiary faculty are employed in municipal institutions. Faculty salaries of private institutions are independently set by the institution. Fifty-seven percent of the Brazilian tertiary faculty are employed in private institutions.

*Involvement of national teacher organisations:* The unions participate in negotiations of salary schedules but they do not have any official role in determining salaries at federal institutions. That is largely done by the Ministry of Planning and the National Congress.

*Institutional discretion in setting salaries:* Only private institutions have discretion in setting salaries. All public institutions have to follow the specific laws for salary schedules.

*Academic ranks:* Most public universities and some private universities use the same or a similar rank established for federal institutions.

*Activities included in faculty compensation:* Professors can receive fellowships for research activities from different research agencies, but these fellowships are not included as part of their salaries. Professors receive salary bonuses when posted in an administrative position (e.g. chief of department, co-ordinator of graduate programme).

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Data comprise only faculty professors from public federal institutions of higher education which accounts for two-thirds of professors from public institutions. We expect another data source to become available in 2017 containing information for all Brazilian faculty (public and private).

*Average annual actual salaries of full professors:* Data comprise only faculty professors from public federal institutions of higher education which accounts for two-thirds of professors from public institutions.

*Official, national definition for "full professor":* For federal institutions, the full professor ("*professor titular*") has to be approved in a specific public competition for this position. He or she must have a doctoral degree and 10 years of experience or be 10 years from doctoral graduation, both in the field of the full professor position. The number of "*professores titulares*" represent around 2% of the total number of professors.

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* Data include only public federal institutions of higher education. [Back to main table for this Indicator](#)

## Canada

All responses relate to publicly funded university faculty only.

*Unofficial definition for "full professor":* There is not a formal national definition of "full professor". However, unofficially, it is generally recognised that a full professor is the highest academic rank involving tenure that one can achieve at universities and other post-secondary institutions. [Back to main table for this Indicator](#)

## Chile

Information reported includes universities grouped under the Rectors' Council (CRUCH) only.

*Levels at which salary schedules are determined:* Salary schedules are generally established at an institutional level, but they usually determine a base and not the full salary. Therefore, within an institution there may be large wage differentials between similarly ranked academics of different schools or departments. In addition, wage compensation for management positions are determined within the university.

*Academic ranks:* Salary schedules usually determine a base but not the full salary. On average, only professors with permanent contracts are categorised by rank.

*Activities included in faculty compensation;* Compensation for research experience depends on the institutional settings of the university.

*Average annual actual salaries:* Expenditure on academic faculty divided by FTE academic faculty. [Back to main table for this Indicator](#)

## Colombia

Decree 1279 of 2002 sets the salary and benefits structure for teachers of state universities. Occasional and part-time teachers are not public employees and are not classified as career teachers. Consequently, their wage and social benefits are defined according to the rules that each university defines, subject to the provisions of law 30 of 1992, and other constitutional and legal provisions.

*Involvement of national teacher organisations:* Union organisations may submit proposals; however, salaries and performance are based on the regimen for teachers of state universities determined by law, except for occasional and part-time teachers, since their pay and conditions are defined by each university.

*Institutional discretion in setting salaries;* The salary and professional requirements of state universities are established by law, except in the case of temporary and part-time teaching staff whose salary and conditions are defined according to the rules that are determined by each university. However, these public universities may not make monetary awards based on academic productivity.

*Academic ranks:* By mandate of the law previously mentioned, the ranks of university professors include the following categories: Auxiliary Professor, Assistant Professor, Associate Professor, and Professor.

*Factors considered in establishing faculty salaries:* Wages are determined, in accordance with established law, by considering college titles, undergraduate or graduate category on the educational ladder, skilled experience, and academic productivity. The initial monthly salary of full-time teachers who are linked to public universities is established based on the points obtained by qualifications, qualified experience, and academic productivity. For teachers linked to public universities, changes in salary points are made based on the following factors: undergraduate or graduate studies within the National Teachers, academic productivity, academic and administrative activities, outstanding performance in teaching and extension, and ranked experience.

*Monthly salary contract is based on:* The aspects are defined autonomously and independently by the higher education institutions.

*Activities included in faculty compensation:* These aspects are defined autonomously and independently by the higher education institutions. In some institutions, these include compensation for teachers', instructional activities, research, and even the administration of social projects. In other cases, these activities are compensated for in addition to the regular salary of teachers.

*Bonuses in addition to average annual actual salaries:* Article 18 of Decree 1279 of 2002, provides that the Higher College Council may establish a clear assessment mechanism that sets forth demanding and rigorous criteria for the recognition of salary points and bonuses. [Back to main table for this Indicator](#)

### **Czech Republic**

*Levels at which salary schedules are determined:* Salaries are determined at the central level for higher professional schools, conservatoires. Salaries are determined in full autonomy at the institutional level for universities.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Data include only public institutions.

*Average annual actual salaries of full professors:* Data include only public institutions.

*Official, national definition for "full professor":* Only the professor or docent who is the academic staff at the respective university can guarantee the quality and development of the study program provided by the university (or its components). Professor of specific field is appointed President of the Republic on proposal institution's scientific council, submitted through the Minister. [Back to main table for this Indicator](#)

### **Denmark**

Salaries are determined by collective agreements.

*Institutional discretion in setting salaries:* The level of the salaries is determined by collective agreement, but institutions can grant salary increments.

*Academic ranks:* Full professor is a rank only at universities. A reform of academic ranks and positions was implemented at university colleges and academies in August 2013. The reform introduced ranks equivalent to associate professor at these institutions (*lektor* and *docent*).

*Factors considered in establishing faculty salaries:* A range of factors are considered when employment and rank are determined, and thus these factors also have an influence on salary. Traditionally, research experience has been the most important factor at universities. [Back to main table for this Indicator](#)

### **Estonia**

Universities set the minimum salary levels for different ranks. These salary levels vary between institutions. The basic salary is agreed upon in the contract. In addition, some extra money can be earned either through additional payments, such as for additional responsibilities or through separate contracts (e.g. through some projects, consultations, etc.).

*Levels at which salary schedules are determined:* Salary schedules are not directly determined at the central level, but the overall minimum salary level for the entire economy is fixed by the government. Provincial/regional and local governments do not play a role.

*Involvement of national teacher organisations:* Universities have their own academic professionals unions. Their role varies but remains modest in determining salary levels.

*Factors considered in establishing faculty salaries:* Educational level attained by faculty and length/level of experience are considered at one university. Minimum salary levels are defined for academic ranks, and, in some cases, additional conditions apply (e.g. lecturers with PhDs have different salary levels than those without PhDs, and lecturers with varying lengths of experience have different salary levels). Institutions of professional higher education are not included in these responses.

*Monthly salary contract is based on:* Salary is specified in most contracts as a monthly rate (as opposed to a yearly rate) and is fixed for an unspecified term. Until 2015, academic positions had fixed-term contracts, and tenure was granted only to professors upon three consecutive re-elections.

*Official, national definition for "full professor":* According to the Universities Act § 35. (2), a professor is "a leading faculty member in his or her speciality who participates actively in research, development or other creative activity on an international level, who organises and conducts the teaching of his or her subject, directs research, development or other creative activity and instructs students, teaching staff and research staff involved in these activities in an efficient manner." Official minimum requirements for being eligible to become a professor are also in place; however, universities are free to impose additional criteria, which has been the case on several occasions.

*Bonuses in addition to average annual actual salaries:* Bonuses are based on separate decree, and universities keep track of these separately. In Estonia, there are not any national bonuses, or even very traditional bonuses, which could be considered similar across the system. One important aspect of the Estonian system which makes it difficult to compare its data internationally (and even nationally) is the fact that the salary rate, which is specified in the contract and considered as a basic salary, is usually smaller than individuals' actual income from the employer. Part of the salary could be in the form of additional salary, which is not related to the academic rank but rather fulfilling some extra duties or participating in different kind of research projects. The underlying cause of such a system is that public research funding is by and large project based. Extremely limited amount of institutional (and stable) research funds do not allow for fixing competitive basic salary levels. Taking these additional salaries into account generates some statistical concerns, which is the reason behind our present lack of numeric data. [Back to main table for this Indicator](#)

## Finland

Data refer to universities, not to polytechnics where the collective agreement and system for defining salary levels is different from universities. In regards to the teaching and research personnel of universities, the salary consists of two main elements: job-related salary element based on the requirement of duties and a personal salary element based on personal performance. The main factors taken into account when assessing the requirement are the nature and responsibility of work, the required interaction skills, and the knowledge and skills required for the position. The main criteria when defining the personal salary component are pedagogical merits, research merits, and social and university community merits. (Source: Association of Finnish Independent Education Employers. General collective agreement for universities. 1 April 2014 to 31 January 2017. Unofficial translation).

*Involvement of national teacher organisations:* Salary schedules are determined at the national level by collective agreements negotiated between the employer and employee organisations.

*Institutional discretion in setting salaries:* There is room for institution-level discretion within the collective agreement. Universities can also pay separate bonuses and supplements based on their own decisions.

*Academic ranks:* The salary schedules are not based on ranks, but on the job requirement levels. In practice, the requirement levels are to some extent associated with academic ranks, the highest salary schedules being typically targeted for jobs held by professors.

*Factors considered in establishing faculty salaries:* Length/level of experience is not directly considered in the sense that, for example, after five years one would automatically move to a higher level, but indirectly it does have an effect. A criterion may be, for example, a long-term teaching experience or diversified teaching experience, which, by nature, assumes a certain length and level of experience. Academic rank is indirectly considered (e.g., eligibility to serve as a professor may be one of the criteria to qualify in a certain salary level). Field of study is sometimes considered. The requirement levels are defined separately for creative and performing in the collective agreement. Moreover, there are differences in the actual mean salaries between universities and fields. Finally, the type of institution is also considered. The collective agreement governing university salaries is different from the one governing salaries in polytechnics.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Mean salaries for university faculty includes a small number of academic staff with research duties only. (Reference year 2014.)

*Average annual actual salaries of full professors:* Mean salaries for professors, including associate professors (in line with the definition in the Frascati Manual and data provided for the STI). (Reference year 2014.)

*Unofficial definition for "full professor":* The unofficial definition of "Full professor" is similar to its definition in level 4 of the research career (compare to also R4 Leading Researcher [researchers leading their research area or field]) in the European Framework for Research Careers ([http://ec.europa.eu/euraxess/pdf/research\\_policies/Towards\\_a\\_European\\_Framework\\_for\\_Research\\_Careers\\_final.pdf](http://ec.europa.eu/euraxess/pdf/research_policies/Towards_a_European_Framework_for_Research_Careers_final.pdf)).

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* For ISCED 6 and 7, data include the university sector only. Polytechnics are not included. [Back to main table for this Indicator](#)

## France:

Private institutions may not have salaries determined by schedules.

*Levels at which salary schedules are determined:* Some salary schedules—for example, index-related salaries (*traitement*) of appointed titular teachers (*enseignants titulaires*) – are validated at the central level. In addition, for all types of personnel including contract teachers, some bonuses/allowances are set at the central level (e.g. residence allowance, with variable rate depending on municipality, family supplement...). This does not apply to part-time temporary teachers with "*vacataire*" status, "temporary staff in charge of research and teaching" (*attachés temporaires d'enseignement et de recherche* – ATER), and "doctoral students under contract"

(*doctorants contractuels*). Some salary schedules are also validated at the institutional level. Index-related salary (*traitement*) of associate teachers (*enseignants associés*) and of some other contract teachers (those working under "LRU (*Liberté et Responsabilité des Universités*) law contracts", assistants...) are set locally by higher education institutions (HEI), within the framework of national pay scales. In addition, for all staff including contract teachers, some bonuses/allowances are also set by HEI, within the framework set by national scales: bonuses for participation in scientific research (*prime de participation à la recherche scientifique*) and bonuses for participation in higher education research and teaching (*prime de recherche et d'enseignement supérieur*).

*Factors considered in establishing faculty salaries:* Length/level of experience and academic rank are considered for index-based salaries (*traitement*). In some cases, institutions have discretion in setting salaries.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* In line with the methodology of the data collection, some contract teachers in France were excluded from the scope. This is the case, in particular, for the temporary staff in charge of research and teaching (*attachés temporaires d'enseignement et de recherche - ATER*) and the doctoral students under contract (*doctorants contractuels*). [Back to main table for this Indicator](#)

## Germany

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Average annual gross income of a full-time equivalent employee in public and private-dependent public institutions in the year 2013. As salary for civil servants does not include insurance contributions and pension funds, a supplement of 16.8% was added to make the income for civil servants and employees comparable.

*Unofficial definition for "full professor":* Professors (including Junior Professors) are responsible for tasks of scientific research, arts, and teaching within their academic institution. They act independently in their subject in accordance with their contract design. Technical note: For the calculation of the salary estimates reported, professors have been identified by state function and salary classes.

*Bonuses in addition to average annual actual salaries:* Data are based on monthly salary reported by a key date. Any regular lump sum payments are included.

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* Statistics of public service personnel only allows for the reporting of average annual actual salary data according to the Länder function plan. The data provided mainly refer to the academic branch of the ISCED levels, not the vocational branch. [Back to main table for this Indicator](#)

## Greece

*Factors considered in establishing faculty salaries:* The salaries of tertiary teachers are determined by a special payroll. The gross annual salaries reported are according to the new wage grid (Act 4093/2012). They receive basic salary, seniority allowance, allowance for class preparation and extracurricular academic employment in universities, special research allowance to perform post-doctoral research and enjoy faster and more effective promotion of the research programmes, a fixed rate for creating and updating the library and participating in conferences and family benefits for those with children. Type of institution: The salaries of professors in higher technological institutions are slightly lower than that of their colleagues in universities.

*Monthly salary contract is based on:* Professors and associate professors are hired as permanent; lecturers and assistant professors are hired with tenure. [Back to main table for this Indicator](#)

## Hungary

For public institutions, the salary schedule is determined by law.

*Involvement of national teacher organisations:* National teacher organisations are sometimes involved in determining salary schedules. For public institutions, the main part of the salary is determined by law.

*Institutional discretion in setting salaries:* At public institutions, the main part of the salary is determined by law. Higher salaries can be based on additional resources available at the institution.

*Academic ranks:* For public institutions, the academic staff salary schedule is determined by law.

*Factors considered in establishing faculty salaries:* Educational level attained by faculty sometimes affects salaries (information is not available for government-dependent private institutions). The type of institution also affects faculty salaries. The salary schedule contains different rates for high school and university faculty salaries.

*Monthly salary contract is based on:* The length of contract is unknown, but contracts are usually concluded for an indefinite period of time.

*Activities included in faculty compensation:* Compensation for research activities, administrative activities, and other activities are sometimes included in faculty salaries, depending on the scope of the activity.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Data are solely for public institutions (public employee salaries) and for full-time faculty. Data do not include earnings elements for activities in addition to normal assigned duties. The average annual salary is based on the Hungarian Structure of Earnings Survey (SES). The individual wage/earnings survey has been carried out according to the EU requirements for the SES in Hungary since 2002. 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.

*Average annual actual salaries of full professors:* Data are solely for public institutions (public employee salaries) and for full-time faculty. Data do not include earnings elements for activities in addition to normal assigned duties.

*Unofficial definition for “full professor”:* Full professor is equivalent to university professor and college professor. [Back to main table for this Indicator](#)

### Iceland

*Levels at which salary schedules are determined:* Salary schedules, which are validated at the central level, are subject to negotiation in wage agreements with the teachers' unions. Government-dependent private institutions determine salaries in full autonomy.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Totals exclude government-dependent private institutions.

*Average annual actual salaries of full professors:* Totals exclude government-dependent private institutions.

*Official, national definition for “full professor”:* The University Act nr. 63/2006 stipulates that whoever carries the title professor shall possess "knowledge and experience in accordance with international standards required by those who carry such titles in their subject, validated by an impartial committee or by completing a PhD degree from an accredited university." [Back to main table for this Indicator](#)

### Ireland

*Levels at which salary schedules are determined:* Under relevant legislation, e.g. the Universities Act 1997 and the Institutes of Technology Act 2006, salaries payable to staff of higher education institutions are subject to the approval of the Minister for Education and Skills and the Minister for Public Expenditure and Reform. Changes in salary levels are notified by the departments to higher education institutions via the Higher Education Authority. In some cases, specific salary scales are provided. In other cases, institutions are advised to apply the changes to salary scales.

*Involvement of national teacher organisations:* The government determines salary schedules at the national level. There is consultation and discussion with the unions in the context of collective agreements but pay is set by the government.

*Institutional discretion in setting salaries:* Institutions do not have discretion. However, under the Universities Act 1997, a university may depart from approved salary levels in order to meet the objectives of the university, e.g. the advancement of knowledge through teaching, scholarly research and scientific investigation. It enables universities to attract a person to its academic and research staff who would, because of exceptional or scarce expertise and/or qualifications, command remuneration higher than the norm and who would not be prepared to work for the university unless so rewarded. Such departures from approved salary levels can only be made within a framework agreed by the Higher Education Authority and universities.

*Factors considered in establishing faculty salaries:* There is no single set of salary scales for academic staff in Irish higher education institutions. There is broad similarity in academic salary scales among Ireland's seven universities, and there is a common set of salary scales for Ireland's 14 Institutes of Technology. Salary scales in operation in higher education institutions do not differentiate between fields of study.

*Activities included in faculty compensation:* Generally, total salary paid covers teaching, research, and administration. Faculty may sometimes also receive research awards or grants.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* It is not possible to obtain average salaries, as different salary scales are in use. Similarly, it is not possible to provide a salary breakdown by gender. The following are the ranges for certain academic salary scales: Professor (University, 6 point scale), EUR 106 516 to EUR 136 276; Associate Professor (University, 6 point scale), EUR 78 332 to EUR 103 253; Senior Lecturer III (Institutes of Technology, 9 point scale), EUR 77 453 to EUR 98 388; Lecturer (Institutes of Technology, 10 point scale), EUR 48 247 to EUR 71 281.

*Average annual actual salaries of full professors:* It is not possible to obtain average salaries, as different salary scales are in use. Similarly, it is not possible to provide a salary breakdown by gender. The salary scale for Professor in Irish universities is as follows: (6 point scale), EUR 106 516 to EUR 136 276; Associate Professor (University, 6 point scale), EUR 78 332 to EUR 103 253; Senior Lecturer III (Institutes of Technology, 9 point scale), EUR 77 453 to EUR 98 388; Lecturer (Institutes of Technology, 10 point scale), EUR 48 247 to EUR 71 281.

*Official, national definition for “full professor”:* There is no definition defined by law or statute.

*Bonuses in addition to average annual actual salaries:* Salaries do not include bonuses and also exclude pension and social security contributions. [Back to main table for this Indicator](#)

## Israel

*Levels at which salary schedules are determined:* For publicly funded institutions, salary schedules are determined at the national level between the Council of Higher Education, Ministry of Education, Ministry of Finance, Lecturer Union, and Representatives of Higher Education Institution. Privately funded institutions determine their own schedules at the institutional level.

*Institutional discretion in setting salaries:* Privately funded institutions determine their own schedules. Publicly funded institutions have some leeway in determining salaries, but are generally tied to schedules.

*Academic ranks:* There are four Tenure-track Ranks: Professor, Associate Professor, Senior Lecturer, and Lecturer. Non-tenure ranks include Adjunct Lecture and Junior Staff (including Teaching and Research Assistants).

*Monthly salary contract is based on:* Only includes tenure-track faculty on 12-month contracts and adjunct faculty on 8-month contracts.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* At present there are only limited data on salaries directly from the higher education institutions. In the future, linked administrative data from the Tax Authority will make it possible to determine overall salary levels of higher education teaching staff.

*Average annual actual salaries of full professors:* At present there are only limited data on salaries directly from the higher education institutions. In the future, linked administrative data from the Tax Authority will make it possible to determine overall salary levels of higher education teaching staff.

*Official, national definition for “full professor”:* No definition was found, but may exist in practice.

*Unofficial definition for “full professor”:* Highest ranking, tenured, employee involved in both teaching and research activities in accredited higher education institutions in Israel. [Back to main table for this Indicator](#)

## Italy

Faculty salaries were typically determined by salary schedules, specifically by years of service and academic rank, until 2010. The last Reform of the University System (Law n. 240/2010), approved in December 2010, established that for new recruits—and gradually also for those already in service—the salary scale is up to each institution, and is based on the assessment of their overall commitment to teaching, research, and management (Art. 6, comma 14).

*Levels at which salary schedules are determined:* Salary schedules are determined in full autonomy at the central level. After Law n. 240/2010, institutions propose salary schedules.

*Institutional discretion in setting salaries:* According to Law n. 240/2010 (Art. 9), each university has a special fund to be used—according to its own regulations—to assign additional compensation to its professors and researchers.

*Activities included in faculty compensation:* There is extra compensation only for those professors who also work at university hospitals or clinics.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Includes full-time academic staff with a permanent contract at ISCED levels 6 through 8.

*Average annual actual salaries of full professors:* Includes full-time academic staff with a permanent contract at ISCED levels 6 through 8.

*Official, national definition for “full professor”:* Full professor (*Professore Ordinario*) is the top of the academic career. It is accessed by a qualifying examination. In addition to the activities of teaching and research, a full professor can be appointed for the office of Rector, Dean of the Faculty, as well as for the functions of co-ordination of PhD research and co-ordination between the research groups. [Back to main table for this Indicator](#)

## Japan



*Official, national definition for “full professor”:* As the concept of a “full professor” is not clear, it is impossible to answer whether or not an official definition is available. [Back to main table for this Indicator](#)

### **Korea**

*Levels at which salary schedules are determined:* Institutions can decide the criteria for the evaluation of the faculty.

*Involvement of national teacher organisations:* The government may consider the opinions of unions, but unions are not involved in determining salary schedules.

*Institutional discretion in setting salaries:* Basically, public institutions do not have discretion in setting salaries. However, there are cases in which incorporated public universities choose not to adopt the Performance-based Annual Salary System that was started in 2012.

*Unofficial definition for “full professor”:* “Full professors” generally refer to professors who get tenure. [Back to main table for this Indicator](#)

### **Latvia**

*Average annual actual salaries:* Data are for 2010. [Back to main table for this Indicator](#)

### **Luxembourg**

*Academic ranks:* The salary grid recognises the following categories for academic staff: Lecturer, Sr. Lecturer, Associate Professor, and Professor.

*Factors considered in establishing faculty salaries:* The current salary grid is only based on age.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Data include salaries for Sr. Lecturers, Associate Professors and Professors.

*Official, national definition for “full professor”:* As per the law of 12/08/2013 concerning the creation of the University, a professor is a researcher and a teacher who holds a PhD. A professor’s research is validated by publication in other recognised works and is authorised to supervise research. [Back to main table for this Indicator](#)

### **Netherlands**

*Levels at which salary schedules are determined:* Determined in full autonomy at the central level by salary agreements between the two employers’ organisations (VSNU and HBO-Raad) and unions.

*Academic ranks:* At the universities:

- Full professor aligns with *hoogleraar*
- Associate professor aligns with *universitair hoofddocent*
- Assistant professor aligns with *universitair docent*
- Ranks below assistant professor – *overig WP onderwijs, overig WP onderzoek, overig WP*
- Other teaching staff – *promovendus*.

*For the universities of applied science:* Ranks are salary scale numbers (8, 9, 10, 11, 12, 12 and 13).

*Factors considered in establishing faculty salaries:* Institutions have discretion in setting factors.

*Activities included in faculty compensation:* Institutions have discretion in determining activities. [Back to main table for this Indicator](#)

### **New Zealand**

*Academic ranks:* Full professor aligns with professor/dean or head of school; associate professor aligns with associate professor/head of department; assistant professor aligns with senior lecturer/principal lecturer/senior researcher; ranks below assistant professor align with lecturer/senior tutor/tutor/researcher; other teaching staff aligns with other academic staff/other teaching or combined teaching and research staff/tutorial assistants.

*Monthly salary contract is based on:* Mid-point of salary scales and in some cases the mean salary that is actually provided to staff within the different academic categories. [Back to main table for this Indicator](#)

### **Norway**

*Average salary data refer to public higher institutions only.* Data on government-dependent private institutions are missing. Public institutions cover 95% of the faculty in the higher education sector.

*Levels at which salary schedules are determined:* Salaries are determined in full autonomy at the central level;

there is a national tariff agreement that decides the salary span for each academic rank.

*Institutional discretion in setting salaries:* Institutions have discretion within the span determined by the national tariff agreement. This agreement sets the lower and upper limits; the institutions must operate within the limits for each academic rank.

*Factors considered in establishing faculty salaries:* The field of study sometimes influences salaries by taking into account the salary level for the same competence in sectors outside academia. Additionally, research results (e.g. publications, external funding) rather than research experience sometimes influence the determination of actual salaries at the local level (faculties, departments) as well as the possibility of achieving a higher rank.

*Activities included in faculty compensation:* Compensation for other activities such as the dissemination of research results to users as well as to the wider public is included.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Data provided are the total average monthly salaries as of October 1, 2013.

*Average annual actual salaries of full professors:* Data provided are the total average monthly salaries as of October 1, 2013.

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* Institutions offering ISCED 5 programmes are run by regional authorities. Salary statistics for teaching personnel in these institutions are not available in our central salary register. [Back to main table for this Indicator](#)

## Poland

The ministry determines the minimum basic monthly salary of academic staff in public institutions, broken down by position.

*Levels at which salary schedules are determined:* The central authority proposes salary schedules. Specifically, the Ministry determines the minimum basic monthly salary of academic staff in public institutions, broken down by position.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Data include faculty in ISCED 6 through 8. Separate data for males and females are not available.

*Average annual actual salaries of full professors:* Data include full professors and associate professors. Separate data for males and females are not available.

*Official, national definition for “full professor”:* A position in a higher education institution which may be occupied by a person holding the title of professor. [Back to main table for this Indicator](#)

## Portugal

Information refers only to public tertiary education.

*Average annual actual salaries:* Full-time full professor data includes data on full professors and principal co-ordinating professors.

*Academic ranks:* Full professor aligns with *professor catedrático* (full professor)/*professor coordenador principal* (principal co-ordinating professor); associate professor aligns with *professor associado* (associate professor)/*professor coordenador* (co-ordinating professor); assistant professor aligns with *professor auxiliar* (assistant professor)/*professor adjunto* (adjunct professor); ranks below assistant professor: *assistente convidado* (guest assistant); *monitor* (tutor).

*Factors considered in establishing faculty salaries:* Type of institution: there are different careers, and consequently, different wage scales for the university subsystem and for the polytechnical subsystem

*Average annual actual salaries:* Full-time: full professors (or country equivalent) calculations are based on full professors (university subsystem) and on principal co-ordinating professors (polytechnical subsystem). [Back to main table for this Indicator](#)

## Slovak Republic

*Involvement of national teacher organisations:* Only for comment.

*Factors considered in establishing faculty salaries:* An academic rank is not always considered alone, but together with engagement.

*Activities included in faculty compensation:* Compensation for administrative activities is sometimes included. For example, some professors and associate professors may have a secretary. Other activities, specifically, publishing and artistic activities, are included in compensation.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Estimates apply to public tertiary

institutions only.

*Average annual actual salaries of full professors:* Estimates apply to public tertiary institutions only.

*Official, national definition for “full professor”:* Professor is the highest scientific-pedagogical degree or artistic-educational degree. [Back to main table for this Indicator](#)

## Slovenia

*Levels at which salary schedules are determined:* The central authority proposes faculty salary schedules. Faculty salaries are determined by the Public Sector Salary System Act, which stipulates common salary bases of all employees in the public sector, and by the Collective Agreement for Public Sector. Salaries consist of a base salary (according to the salary scale) and bonuses (additional payments) that are determined by the Act (for all public servants) and collective agreements. For ISCED levels 6, 7, and 8, professors (full, associate and assistant) are assigned on a salary scale from 43 to 55 (out of 65). Other academic teaching staff are assigned on a salary scale from 30 to 45. For ISCED level 5, in short-cycle higher education, lecturers are assigned on a salary scale from 31 to 44, and instructors are assigned on a scale from 30 to 43.

*Institutional discretion in setting salaries:* Institutions can decide only whether the criteria for additional payments are met.

*Factors considered in establishing faculty salaries:* Faculty salaries include compensation for other activities. Specifically, additional payments are defined by the Public Sector Salary System Act and collective agreements and are related to qualifications, performance, years of employment, working conditions, mentoring, and similar factors.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* Salaries for males include ISCED levels 6, 7 and 8 for those ages 25–64. Salaries for females include ISCED levels 6, 7, and 8 for those ages 25–64. Salaries for both males and females (total) include ISCED levels 6, 7, and 8 for those ages 55–64.

*Average annual actual salaries of full professors:* The data on actually paid average salaries of full professors are not gathered at the national level. Based on the estimation, full professors are, on average, assigned to the 52 salary grade.

*Official, national definition for “full professor”:* The Higher Education Act (<http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172>) defines teachers, researchers, and other higher education staff (ISCED levels 6, 7, and 8), general qualification requirements, procedure for title appointment, and working and teaching obligations. According to the legislation, higher education teachers (ISCED 6, 7, 8) include assistant professors, associate professors, full professors and lectors (language teachers). Higher education teachers in professional higher education programmes are also lecturers and senior lecturers. Full professor is the highest academic rank.

Higher education teachers are responsible for education, artistic and research programmes. In their work they have to follow and contribute to the development of science, art and the profession in the field for which they are appointed, they independently develop certain areas of science, art and their profession, and they have to ensure the transfer of such knowledge.

The title of assistant professor, associate professor and full professor may be awarded to a holder of a doctorate who has demonstrated educational skills. In addition, they have to fulfil the requirements specified by the Minimum Standards for Appointment of a Title (<http://test.nakvis.si/sl-SI/Content/GetFile/130>) adopted by the National Quality Assurance Agency for Higher Education (SQAA), and they are elaborated in detail by higher education institutions within their internal regulations (statutes). Teachers of artistic disciplines are required to have at least a second cycle (master’s) degree, recognised artistic work and verified teaching skills.

Full professors are appointed by the senate of the university or higher education institution which is not a member of the university for an indefinite period (other teachers are appointed for 5 years).

Higher education teachers have to teach five to seven hours per week.

Short-Cycle Higher Vocational Education Act (<http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4093>) defines education staff (lecturers, instructors, librarians and laboratory assistants) in short-cycle higher vocational education (ISCED 5), general qualification requirements, procedure for lecturers’ appointment, and promotion to titles.

Candidates who wish to teach at a higher vocational college must hold the title of lecturer. They are required to have at least a second cycle (master’s) degree or equivalent, a pedagogical qualification, three years of relevant work experience and notable achievements in their professional field. They are appointed for five years (and can be re-elected) by the assembly of lecturers of the higher vocational college with the consent of the national commission for accreditation. Lecturers can be promoted to the title of mentor, advisor or councillor.

According to legislation, the workload of lecturers includes instruction time (full-time employed lecturer 16 hours per week) and other forms of organised work with students, teaching preparation, assessment, and other work necessary for implementing the study programme.

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* Data for ISCED 5 are reported above. Data for ISCED 6, 7 and 8 are reported together. [Back to main table for this Indicator](#)

### Spain

*Levels at which salary schedules are determined:* Some salary components are determined in full autonomy at the central level, and some salary components are determined in full autonomy by regional governments at the state level. Public university institutions determine some components of salary schedules (practically all components at ISCED levels 6 through 8), but the non-university public institutions do not determine any components (mostly at ISCED level 5).

*Institutional discretion in setting salaries:* Only for part of salary.

*Activities included in faculty compensation:* Research activities are not included in compensation of ISCED 5 teachers. Other activities such as academic post are considered (for example, department head).

*Unofficial definition for "full professor":* The highest grade with full teaching and research autonomy. There are two categories that satisfy this condition: Tenured and *Catedrático* (highest academic rank). Both positions have the same teaching and research autonomy. [Back to main table for this Indicator](#)

### Sweden

The salary is set individually.

*Involvement of national teacher organisations:* The national teacher organisations are involved when wages are set individually.

*Unofficial definition for "full professor":* Previously, only academic department chairs had the title professor, but since the 1990s, a second career path has been opened, allowing qualified lecturers to apply for promotion. A successful evaluation automatically confers the title of professor. Regardless of the hiring mechanism, to qualify as a professor, the applicant must have a PhD degree, a strong publication record, proven teaching skills, and have served as the main supervisor for PhD students who have successfully obtained their PhD. The title of professor in Sweden is similar to a senior, full professor in the USA. Since 1 January 2011, the individual right to be promoted to professor was removed from the general university legislation. It is instead delegated to the respective university and the local rules governing employment positions. Usually there is still a possibility for promotion, but the right to be promoted, as found in the previous legislation, is removed. [Back to main table for this Indicator](#)

### Turkey

*Involvement of national teacher organisations:* Annual salary increases and other benefits of tertiary faculties are determined with collective contracts bi-annually signed between the government representatives and unions.

*Average annual actual salaries of FTE tertiary academic instructional faculty:* For both males and females, the reported data reflect the annual gross statutory salaries. Statutory salaries of tertiary faculties range between TRY 54 672 and TRY 68 712 (Associate professor: TRY 68 712; Assistant professor: TRY 58 212; Lecturer: TRY 56 820; Language Instructor: TRY 54 672; Research assistant: TRY 54 696). There is no difference between the statutory salaries of males and females.

*Average annual actual salaries of full professors:* The reported data reflect the annual gross statutory salaries. There is no difference between the statutory salaries of males and females.

*Official, national definition for "full professor":* Professor is defined as the "individual holding the highest academic title" in Law No. 2547 on Higher Education.

*Bonuses in addition to average annual actual salaries:* The reported data reflect the annual gross statutory salaries. [Back to main table for this Indicator](#)

### United Kingdom

The Joint Negotiating Committee for Higher Education Staff is the central committee for multi-employer negotiations and dialogue on pay and pay-related issues. This committee comprises heads of higher education institutions and produces a single, national 51-point pay scale that almost all higher education institutions follow.

*Levels at which salary schedules are determined:* Pay rates for academic staff below the level of professor are based on the nationally determined 51-point pay scale. Pay rates for staff at or above the level of professor are determined by individual institutions.

*Involvement of national teacher organisations:* The Joint Negotiating Committee for Higher Education Staff consists of higher education unions and representatives of higher education employers.

*Academic ranks:* Each institution has slightly different job titles and roles. In the 2011 survey of pay in higher education in the United Kingdom, staff rank falls into these broad descriptions, in order of seniority: junior researchers; researchers; lecturers; and professors/heads of department.

*Monthly salary contract is based on:* Data provided are for academic year 2013/14 (i.e., September 2013 to August 2014).

*Factors considered in establishing faculty salaries:* Faculty salaries include compensation for other activities. Specifically, the average salaries include staff who have an academic function requirement as part of their employment contract, such as medical practitioners and health-care providers at the higher education institution.

*Official, national definition for "full professor":* Professor indicates a member of staff holding a contract that aligns with the Universities and Colleges Employers Association (UCEA) contract level 5A "Professor". This level indicates a senior academic appointment which may carry the title of Professor but which does not have departmental line management responsibilities.

*Bonuses in addition to average annual actual salaries:* Average salaries are based on the contract salary of the staff member, and do not include any additional amounts.

*Inclusion of ISCED levels 5 through 8 faculty in average annual actual salaries:* The average salaries quoted are from staff based at higher education institutions. While many ISCED Level 5 courses take place in further education institutions, there will be some ISCED level 5 courses that take place at higher education institutions. [Back to main table for this Indicator](#)

## **United States**

*Factors considered in establishing faculty salaries:* Education level attained by faculty, length/level of experience, field of study, and research experience are sometimes used to determine faculty salaries. However, only old data on these factors are available.

*Unofficial definition for "full professor":* For the U.S. national survey (the Integrated Post-secondary Education Data System [IPEDS]), institutions are instructed to report "instructional staff at the institution by academic rank (e.g., professor, associate professor, etc.), as designated by the institution." IPEDS definitions for "academic rank" and "faculty" can be accessed here: <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>. [Back to main table for this Indicator](#)

## INDICATOR D4: How much time do teachers spend teaching?

[\(Back to chapter D\)](#)

	D4				
	D4.1 and D4.2		D4.3	D4.4 (Annex 3)	
	Coverage and methodology	Interpretation	Interpretation	Coverage and methodology	Interpretation
Australia	<a href="#">AUS</a>	<a href="#">AUS</a>		<a href="#">AUS</a>	<a href="#">AUS</a>
Austria	<a href="#">AUT</a>	<a href="#">AUT</a>			
Belgium (Fl.)	<a href="#">BFL</a>	<a href="#">BFL</a>	<a href="#">BFL</a>		
Belgium (Fr.)	<a href="#">BFR</a>	<a href="#">BFR</a>	<a href="#">BFR</a>		
Canada	<a href="#">CAN</a>	<a href="#">CAN</a>			
Chile	<a href="#">CHL</a>	<a href="#">CHL</a>			
Czech Republic	<a href="#">CZE</a>				
Denmark	<a href="#">DNK</a>	<a href="#">DNK</a>	<a href="#">DNK</a>	<a href="#">DNK</a>	
England	<a href="#">ENG</a>	<a href="#">ENG</a>	<a href="#">ENG</a>	<a href="#">ENG</a>	<a href="#">ENG</a>
Estonia	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	<a href="#">EST</a>	
Finland	<a href="#">FIN</a>	<a href="#">FIN</a>	<a href="#">FIN</a>		
France	<a href="#">FRA</a>		<a href="#">FRA</a>	<a href="#">FRA</a>	<a href="#">FRA</a>
Germany	<a href="#">DEU</a>				
Greece	<a href="#">GRC</a>	<a href="#">GRC</a>	<a href="#">GRC</a>		
Hungary	<a href="#">HUN</a>				
Iceland		<a href="#">ISL</a>	<a href="#">ISL</a>		
Ireland	<a href="#">IRL</a>	<a href="#">IRL</a>	<a href="#">IRL</a>		
Israel	<a href="#">ISR</a>	<a href="#">ISR</a>	<a href="#">ISR</a>		
Italy	<a href="#">ITA</a>	<a href="#">ITA</a>	<a href="#">ITA</a>		
Japan	<a href="#">JPN</a>		<a href="#">JPN</a>		<a href="#">JPN</a>
Korea	<a href="#">KOR</a>		<a href="#">KOR</a>		
Latvia					
Luxembourg					
Mexico	<a href="#">MEX</a>				
Netherlands		<a href="#">NLD</a>	<a href="#">NLD</a>		
New Zealand	<a href="#">NZL</a>	<a href="#">NZL</a>			
Norway	<a href="#">NOR</a>	<a href="#">NOR</a>			
Poland	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	<a href="#">POL</a>	
Portugal	<a href="#">PRT</a>	<a href="#">PRT</a>	<a href="#">PRT</a>	<a href="#">PRT</a>	
Scotland	<a href="#">SCO</a>		<a href="#">SCO</a>		
Slovak Republic	<a href="#">SVK</a>		<a href="#">SVK</a>		
Slovenia	<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>	<a href="#">SVN</a>	
Spain	<a href="#">ESP</a>	<a href="#">ESP</a>	<a href="#">ESP</a>		
Sweden	<a href="#">SWE</a>	<a href="#">SWE</a>	<a href="#">SWE</a>		
Switzerland	<a href="#">CHE</a>		<a href="#">CHE</a>		
Turkey	<a href="#">TUR</a>	<a href="#">TUR</a>	<a href="#">TUR</a>		
United Kingdom					
United States	<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>		
Argentina					
Brazil	<a href="#">BRA</a>	<a href="#">BRA</a>			
China					
Colombia	<a href="#">COL</a>		<a href="#">COL</a>	<a href="#">COL</a>	
India					
Indonesia					
Russian Federation					
Saudi Arabia					
South Africa					

## General notes

The indicator draws on data from the annual system-level data collection of the INES NESLI Network on Teachers and the curriculum data sheet

CURR 2: Teaching and working time of teachers by level of education.

CURR 2\_Actual: Actual teaching time of teachers by level of education.

For information on the nature of the reported data on teaching time and working time (2014) [click here](#). Country specific sources and references are listed [here](#).  
[Back to main table for this Indicator](#)

### Notes on specific countries

## Statutory teaching time: Tables D4.1 and D4.2

### Coverage and methodology

#### **Australia:**

Data are based on a weighted average of state and territory responses.

Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences. [Back to main table for this Indicator](#)

#### **Austria:**

In Austria, the large majority of pre-primary education takes place at kindergartens. The remaining minority of pre-primary schools are not an independent entity but integrated into the schools at 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, the corresponding data has been reported as "missing" (m).

For all teachers at different educational levels, teaching time is defined in legal documents. However, the legal framework for teachers in the compulsory school system is different to the legal framework for teachers in medium and advanced schools. For the former group, teaching time (and total working time) is defined on a yearly basis. Teachers of the other group are employed on the basis of a defined weekly teaching time (but no total working time is defined). At ISCED levels 02 and 1 all teachers are in the first group. At ISCED levels 24 and 34 both groups occur. Therefore a weighted mean was calculated on the basis of the distribution of teachers in the two groups.

In neither of the two systems is the working time at school defined.

The total working time is only defined for teachers working in the compulsory school system. As this applies to 100% of teachers at ISCED 02 and 1 the relevant figure is given. At ISCED 24 both systems are found but more than 70% of teachers work at compulsory schools (*Neue Mittelschulen / Hauptschulen*). Therefore, the total working time is given at this level. At ISCED 34 the two systems also apply. However, only a very small minority of teachers at this level works according to a legally defined total working time. [Back to main table for this Indicator](#)

#### **Belgium (Flemish Community):**

Data on teachers' teaching time includes professional development days that are dependent on teachers' decision, but excludes those that are foreseen in regulations.

At the secondary level (ISCED 24 and 34), teaching time also excludes 30 days per year devoted to student examinations. These 30 days are the maximum established in legislation but are not necessarily applied fully in every school. Comparisons with other countries should take this into account.

#### Number of hours a teacher teaches per week:

For *ISCED 0*, teaching time consists of minimum 24 and maximum 26 hours (50 minutes) per week.

The school assignment consists of a maximum of 26 hours (60 minutes) per week.

*(Besluit van de Vlaamse regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art8 §1 en art 9 (BVL 18-07-2003))*

Max. = 21.6 h (60 minutes) per week

Min. = 20 h (60 minutes) per week

Result =  $(21.6h + 20h)/2 = 20.8$  h (60 minutes) per week

Per annum = 728 h ( $20,8 * 35$  weeks = 728)

Number of weeks: 37 weeks – 2 weeks (festivities) = 35 weeks

For *ISCED 1*, teaching time consists of a minimum of 24 and a maximum of 27 hours (50 minutes) per week.

The school assignment (all the duties performed within the school context) consists of a maximum of 26 hours (60 minutes) per week.

*(Besluit van de Vlaamse regering betreffende de opdracht van het personeel in het basisonderwijs; 17 juni 1997; BS 11-09-1997; Hoofdstuk 4 Onderwijzend personeel art8 §1 en art 9)*

Max. = 22.5h (60 minutes) per week

Min. = 20h (60 minutes) per week

Result =  $(22.5+20)/2 = 21.25$ h (60 minutes) per week

Per annum = 7435 h ( $215 * 35$  weeks = 743)

Number of weeks: 37 weeks – 2 weeks (festivities) = 35 weeks

For *ISCED 2*, teaching time consists of a minimum of 22 and a maximum of 23 hours (50 minutes) per week.

*(Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art12,§1, 1°)*

Max. = 19.16 h (60 minutes) per week

Min. = 18.33 h (60 minutes) per week

Result =  $(19.16h + 18.33h)/2 = 18.745$  h (60 minutes) per week

Per annum = 549,2285 h ( $18,745 * 29,3$  weeks = 549,2285)

Number of weeks: 37 weeks – 7.7 weeks (festivities) = 29.3 weeks

For *ISCED 3 general*, teaching time consists of a minimum of 21 and a maximum of 22 hours (50 minutes) per week in the first two years of general upper secondary education (the so-called “second stage”). In the last two years (“third stage”) teaching time consists of a minimum of 20 and a maximum of 21 hours (50 minutes) per week.

The numbers 21/22 in the second stage become 20/21 when the person involved has at least a half assignment in the third stage.

*(Besluit van de Vlaamse Regering betreffende de bekwaamheidsbewijzen, de salarisschalen, het prestatiestelsel en de bezoldigingsregeling in het secundair onderwijs; 14- juni 1989; BS 31-08-1989; Hoofdstuk 2 Bekwaamheidsbewijzen, salarisschalen, prestatiestelsel en bezoldigingsregeling art12,§1, 2°(a) en 3° (a))*

The max. assignment = 18.33 or 17.5 hours per week (60 minutes)

The min. assignment = 17.5 or 16.66 hours per week (60 minutes)

Result =  $(17.5h + 16.66h + 18.33h + 17.5h)/4 = 17.4975$  hours per week (60 minutes)

Per annum = 512.7675 hours ( $17.975 * 29.3 = 512.67675$ )

Number of weeks: 37 weeks – 7.7 weeks (festivities) = 29.3 weeks. [Back to main table for this Indicator](#)

### Belgium (French Community):

Data on teachers’ teaching time includes time devoted to professional development activities, and days of attendance to conferences for all levels of education. It also includes student examination days for primary and secondary levels.

The number of hours a teacher teaches per week is based on actual time data for ISCED levels 0 and 1. For ISCED levels 2 and 3, teachers can be asked for two more sessions (1.66 hours) but this seems to be practiced rarely. It is therefore considered here that the typical teaching time is equal to the minimum teaching time. Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may define the number of class days between 181 and 183). From a legal perspective,



regulations apply to the weekly hours of teachers and the number of days in the school year; other data are therefore calculated. [Back to main table for this Indicator](#)

#### **Brazil:**

The school year is regulated by the National Education Law 9.394/1996, Art 24 for all basic education levels. The National Law establishes a minimum annual school year of 800 hours distributed to a minimum of 200 days in a year per shift. There is no national legislation establishing the school week and period length; states and municipalities have autonomy to decide about this matter. [Back to main table for this Indicator](#)

#### **Canada:**

Data on teachers' teaching time includes student examination days for primary and secondary levels.

All given figures are weighted averages of provincial/territorial figures and the weight used is the number of full-time equivalent educators for 2013/14. The nature of the reported data on teaching time and working time was reported if five or more jurisdictions responded with a particular code. If responses from a jurisdiction had mixture of "Regulations" and "Mixed", "Mixed" was reported. If there was no clear common answer for the item comparison to actual time, it was reported 9 (insufficient data/knowledge to produce an estimate).

For the pre-primary data in general, it is unfeasible to provide a national portrait of pre-primary data because of the diversity of practices across the country. Jurisdictions estimating teaching and working time used the method below:

Teaching time = mandated instruction time – estimated time for marking and preparation – recess (if recess is included in mandated instruction time).

Working time = mandated instruction time + estimated supervision time, meeting time, professional development. [Back to main table for this Indicator](#)

#### **Chile:**

Data on teachers' teaching time includes time devoted to professional development activities and student examination days.

The number of weeks a teacher teaches per annum corresponds to the full day school curriculum. [Back to main table for this Indicator](#)

#### **Colombia:**

Data on teachers' teaching time includes time devoted to professional development activities and student examination days.

Data are obtained from administrative records. [Back to main table for this Indicator](#)

#### **Czech Republic:**

Data on teachers' teaching time includes time devoted to student examination days.

The number of days the school is closed for festivities per school year includes 5 days that the headmaster may declare for serious organisational or technical reasons during one school year. These 5 days are embodied by law but they are not public holidays or school holidays and it is not mandatory to use them during the school year.

Teaching duties are set in terms of the number of lessons per week. The duration of one lesson is 45 minutes, except for pre-primary education, where it is 60 minutes.

For pre-primary education, there are 31 lessons per week.

For primary education there are 22 lessons per week, with the exception of teachers that teach grade 1 (20 to 22 lessons per week). For the computation of teaching time, short breaks are added to this. [Back to main table for this Indicator](#)

#### **Denmark:**

The average working time for teachers is 1 680 hours a year. This is the general working time for all employees regulated by agreements with the unions. More specifically, the regulations by the collective agreements state that teachers (and employees in general) should work 37 hours a week for 52 weeks; this implies a gross working time of 1 924 hours a year. Deducting holidays and weekday holidays from the 1924 hours the average working time will be around 1 680 hours a year.

The pre-primary level is not a part of the school system and the working time for the staff (pedagogues) is not organised as formal teaching time. There is no data for the number of hours the pedagogues spends with the children, but the formal regulations is 1 417 hours a year. [Back to main table for this Indicator](#)

**England:**

Data on teachers' teaching time includes time devoted to professional development activities, student examination days and days of attendance to conferences.

Differences in survey methodology between 2010 and 2013: A series of changes to the survey methodology mean that figures from the 2013 survey cannot be directly compared to figures from previous surveys.

The 2013 survey differed from previous surveys in a number of respects: sampling methodology, data collection, survey format and the activity codes used in completing the survey. Changes in each of these areas are detailed below.

Sampling: In previous surveys selected schools were recruited by interviewers via the head teacher and up to 14 staff were selected at random and invited to participate in the survey. This approach meant that the sample comprised a relatively high proportion of teachers in a relatively small number of schools.

The approach to sampling changed significantly in 2013. Instead of recruiting teachers through their school and head teacher, a random probability sample of all qualified teachers in England was selected from the school workforce census<sup>1</sup>. This meant that the 2013 sample comprised a much lower proportion of teachers across a much larger number of schools. [Back to main table for this Indicator](#)

**Estonia:**

The data are sourced from Electronic *Riigi Teataja* (ERT).

Teaching time at the pre-primary level: In Estonia, pre-primary pupils are enrolled in integrated systems combining care and education. The time spent by teachers on these different activities is not regulated. As a consequence, the teaching time reported for pre-primary level refers to the total time that teachers spend with children. [Back to main table for this Indicator](#)

**Finland:**

Data on teachers' teaching time includes time devoted to student examination days in primary and secondary levels.

The difference in teaching hours between 2000 and 2005 is due to a technical change in the collective agreement, not a real increase in teaching hours for teachers. Before the change, practically all teachers had one overtime lesson which meant a reasonable increase in their salary. After the change this "overtime" was integrated into the basic salary and minimum teaching load. [Back to main table for this Indicator](#)

**France:**

Data on teachers' working time includes time devoted to professional development days in pre-primary and primary levels (ISCED levels 02 and 1). In France teachers in "*écoles maternelles et élémentaires*", have a specific organisation of working time in which they have to devote 3 hours per week ("*heures de service*") to a series of activities that are subdivided into specific sets. Two of those sets are counted in for the reported working time and teaching time:

- 18 hours devoted to professional development activities, included in teachers' working time.
- 60 hours devoted to personalised support or work groups, especially with children that face learning difficulties, included in teachers teaching time as stated below.

*Teachers' formal schedule of the school year:* The average number of weeks a teacher teaches per annum is the same for all ISCED levels (36).

*Teachers' scheduled teaching time in hours:*

1. Number of hours a teacher teaches per day and per week

*ISCED levels 02 and 1:* Statutory teaching time for pre-primary and primary teachers includes 24h of net teaching per week for all pupils and 2h per week (on average; 60h per year) of personalised accompanying, usually offered to limited groups of pupils. Thus, the number of hours a teacher teaches per day is an average, obtained by dividing the total number of hours a teacher teaches per week by the number of days a teacher teaches per week. Source: <http://www.education.gouv.fr/cid22100/menh0800652c.html>

*ISCED levels 24 and 34:* Since there is a difference in the number of net teaching hours for the two categories of secondary school teachers (*certifiés et agrégés*), only the number related to the most prevalent category (*certifiés*) at *ISCED levels 24 and 34* is taken into account (18 statutory hours per week).

2. Number of hours a teacher teaches per annum

It is obtained by multiplying the number of hours a teacher teaches per week by the number of weeks a teacher teaches per annum.

*Teachers' scheduled working time at school:*

At *ISCED levels 02 and 1*, 1h per week is reserved for different activities such as participation in school councils. Source: <http://www.education.gouv.fr/cid22100/menh0800652c.html>

There is no regulation like this for *ISCED levels 24 and 34*.

The supervision of interclasses and pupils during breaks are part of the service of teachers

At *ISCED levels 02 and 1*, breaks ("*temps de récréation*") are included in the basic regulatory obligations of teachers, which means that they cannot be formally separated from the teaching time. [Back to main table for this Indicator](#)

#### **Germany:**

Data on teachers' teaching time includes professional development days for all levels of education and student examination days in primary and secondary levels.

In previous years, data for pre-primary education referred only to *Schulkindergärten* and *Vorklassen*. This year, data refers to pre-primary education (*ISCED 02*) for children from age 3 to the start of primary education (*ISCED 1*). Data for *Schulkindergärten* and *Vorklassen* are now excluded. No comparisons with previous years are possible.

Data have been calculated in the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany. [Back to main table for this Indicator](#)

#### **Greece:**

Law or policy documents have been used. Following the guidelines weeks that teacher's work in school exams and the *Panhellenic University Entrance Exams* have not been included in the figure on the number of weeks a teacher teaches per annum. Also Christmas and Easter holidays have not been included in the number of weeks a teacher teaches per annum. The figure on the number of hours teachers teach per day displays the average.

The reported net teaching time for Greece does not include class-preparation time.

The number of hours a teacher teaches per day (excluding breaks AND converted into 60-minute periods) is calculated as (average teaching sessions per week/5 working days per week)\*(average duration of teaching session in minutes/60 minutes). Average durations of teaching sessions in minutes are the ones reported in the joint Eurydice-OECD Instruction Time data collection, reference year 2013/14. [Back to main table for this Indicator](#)

#### **Hungary:**

There has been a change in the teachers' total working time reported this year with respect to EAG2015. The reason is a correction of the regulation of working time, which in previous years has been matched with the working time of civil servants in Hungary. In reality, the working time of teachers is different: in addition to the 21 days of holiday for civil servants, teachers have 25 "additional days" (from these, 15 days can be used for school-related activities like in-service training, but this is rarely the case). Therefore, the working time for teachers should be 1648 hours instead of the previously reported 1864 hours. [Back to main table for this Indicator](#)

#### **Ireland:**

In primary and secondary levels, data on teaching time includes professional development days. At *ISCED 1*, *ISCED 24* and *ISCED 34*, teachers may attend professional development days during normal school time as part of the national implementation of new curricula and policy initiatives. During 2013/14, this did not necessitate the attendance of all teachers but of teachers of particular subject areas or teachers nominated to represent their school. Hence, it is not possible to exclude attendance at professional development events from teaching time as such attendance does not apply to all teachers.

At *ISCED 24*, all teachers of English were invited to attend professional development days to support the introduction of a new specification for English as part of Junior Cycle reform. At *ISCED 1*, *ISCED 24* and *ISCED 34*, individual teachers may have attended professional development events on behalf of their school in relation to the Literacy and Numeracy Strategy, School Self Evaluation, Well-being and Bullying. In addition, many teachers attend professional development events outside of school and teaching time.

In primary and secondary levels, data on teaching time also includes teachers' attendance to conferences. At *ISCED 1*, *ISCED 24* and *ISCED 34*, attendance at conferences by teachers is generally decided at local level by the

management of the school and arrangements made for supervision of the students in that instance. It is likely that only a very small proportion of teachers would have attended.

Student examination days i.e. those for the purposes of State certification are not included. Classroom tests/assessments and in the case of ISCED 24 and ISCED 34, in-house assessments that are corrected by teachers and part of teaching and learning are included. [Back to main table for this Indicator](#)

**Israel:**

Data on teachers' teaching time includes student examination days in upper secondary education. [Back to main table for this Indicator](#)

**Italy:**

The School year, as a rule, is spread over 33.3 weeks (33 weeks by convention). The number 33.3 is obtained by dividing 200, the least number of school days for students, by 6 (number of days worked per week). As a matter of fact, the school year lasts about 39 weeks (from September to the middle of June) for primary and secondary schools and about 42 weeks for pre-primary schools (until the end of June). [Back to main table for this Indicator](#)

**Japan:**

Data on teachers' teaching time includes student examination days in primary and secondary levels when examinations take place under the supervision of teachers.

Teaching time per week: Until school year 2006/07, data from the School Teachers Survey was used and teaching time per week was calculated as follows: total number of classes per week divided by total number of teachers. The total number of teachers included teachers who are absent temporarily for maternity leave, suspension of work, etc. Their working hour is calculated as 0 hours. Since school year 2007/08 teachers who are temporarily absent were excluded from the total number of teachers to avoid the impact on teaching time per week.

Number of weeks of instruction: The course of study for each school level prescribes that each school can decide on the number of weeks a teacher teaches per year, with a standard minimum of 35 weeks, except for grade 1 in primary education, where it is 34 weeks. According to the latest survey with actual data, it is estimated that elementary and lower secondary school teachers teach about 200 days (equivalent to 40 weeks) per year. [Back to main table for this Indicator](#)

**Korea:**

Data on teachers' teaching time includes student examination days.

The teaching time of teachers were calculated based on teachers' weekly actual teaching time. [Back to main table for this Indicator](#)

**Mexico:**

Data on teachers' teaching time includes student examination days.

Data refers to the school year 2013/14 of the Ministry of Education (SEP). [Back to main table for this Indicator](#)

**New Zealand:**

Teachers' who teach the first two years of *ISCED 2* (years 7 & 8) have the same salary and working time conditions as those who teach the *ISCED 1*, while the teachers' teaching the last two years of *ISCED 2* (years 9 & 10) have the same salary and working time conditions as those who teach *ISCED 3*. The reported figure on the number of days a teacher teaches per annum is the average of these two, but it should be noted that this average does not reflect any real situation in New Zealand.

The years 9 and 10 component of the average of the teachers' working time at school, reflects the maximum timetabled hours per year, rather than the maximum hours required to be at work. The collective agreement does not specify the number of hours beyond the timetables hours, just what duties are expected.

The *ISCED 1* figure of the number of scheduled non-teaching hours at school per annum applies to Years 7 and 8 of *ISCED 2*. The *ISCED 3* figure applies to Years 9 and 10 of *ISCED 2*. The reported *ISCED 2* figure is an average of these two. [Back to main table for this Indicator](#)

**Norway:**

Figures refer to the central agreement. In some municipalities, there are variations based on local agreements. [Back to main table for this Indicator](#)

**Poland:**

The data on the number of hours a teacher teaches only includes short breaks in grades 1-3 of primary education (*ISCED 1*). [Back to main table for this Indicator](#)

**Portugal:**

The calculation of the number of instruction days was based on the intended 165 days in *ISCED levels 1/2/3* and 189 days in *ISCED 0*. As most teachers teach more than one grade, four exceptions were not considered: 6<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades that had 162 instruction days, due to the period of national examinations. In the least demanding 15 years programme, it is compulsory for teachers to fulfil the statutory amount of time allocated to each subject.

In *ISCED 0* and *ISCED 1* (grades 1, 2, 3 and 4), teachers' scheduled teaching time is 25 hours per week, whereas in *ISCED 1* (grades 5 and 6), *ISCED levels 2* and *3* they teach 22 hours a week. The schedules of teachers who have a reduced teaching workload, due to their age, years in the profession or for doing extracurricular activities at school (maths clubs, etc.) were not taken into account.

In *ISCED levels 2* and *3*, teaching time includes time for pedagogical support and curricular enrichment and complement (part of the teaching time).

The total of working hours per annum was calculated on a basis of 226 working days for all *ISCED* levels. [Back to main table for this Indicator](#)

**Scotland:**

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 21<sup>st</sup> Century". [Back to main table for this Indicator](#)

**Slovenia:**

The number of weeks a teacher teaches per annum at primary and secondary levels includes two days the schools are closed for festivities. [Back to main table for this Indicator](#)

**Slovak Republic:**

Data on teachers' teaching time includes professional development days and days of attendance to conferences, at all levels. It also includes student examination days in primary and secondary levels. [Back to main table for this Indicator](#)

**Spain:**

Data on teachers' teaching time includes student examination days.

Teaching contact time has been calculated including mentoring functions. This allows comparing this concept correctly with the networking of learning time primary teachers. Thus, 75% of secondary teachers complete 21 hours of direct instruction as set by the Spanish legislation, and the other 25% complete 18 hours of direct teaching and school three hours with other responsibilities (e.g. head of department). Compared to previous editions methodological note, this questionnaire does not include teachers' cover time in classes, but this does not affect the total weekly hours, as under current Spanish legislation, the teaching time of secondary teachers is 21 hours of direct teaching at most. [Back to main table for this Indicator](#)

**Sweden:**

Data on teachers' teaching time includes time devoted to professional development activities and days of attendance to conferences at all levels of education. It also includes student examination days in primary and secondary levels.

The collective agreement on a national level is universal for public schools and frequently for private schools as well.

The pre-primary level only refers to teachers in pre-school. Teachers in *förskoleklassen* (pre-school class), which is the last year of the pre-primary school, are not included. This is due to the fact that these teachers mostly have the same condition of employment as other teachers, while most of the other teachers in pre-school have a different agreement. [Back to main table for this Indicator](#)

**Switzerland:**

Data on teachers' teaching time includes student examination days in upper secondary education. [Back to main table for this Indicator](#)

**Turkey:**

Information is based on law and regulations. For the number of hours a teacher teaches per day in ISCED 1, the teaching time of classroom teachers is taken. [Back to main table for this Indicator](#)

**United States:**

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. The number of total working hours include hours spent before, after, during the school day and on the weekends. These are teacher self-reported hours spent working and are not specified in legal documents. [Back to main table for this Indicator](#)

**Interpretation****Australia:**

Caution should be used when interpreting the national figures as there may be considerable variations across states and territories. The national responses should be considered indicative only. [Back to main table for this Indicator](#)

**Austria:**

At *ISCED 34*, schools are usually open six days a week (schools can decide whether they open on six or five days). However, teachers usually teach five days (as is true for ISCED levels 1 and 24) and rarely teach six days.

The number of hours per day a teacher spends supervising pupils has been calculated and is included in teachers' scheduled teaching time.

In pre-primary and primary schools teachers have to supervise pupils:

- i)* during breaks (not including the break between morning and afternoon; this break is additional working time)
- ii)* 15 minutes before the beginning of the actual school day
- iii)* after the school day while pupils are leaving the school building to ensure their safety and to avoid risks

Supervision may not be required if the pupils are mature enough, but it is mandatory for pre-primary and primary schools.

In pre-primary and primary schools, class teachers supervise their own class during breaks. The length of breaks is set at school level, usually they last five to ten minutes.

The calculated time a teacher spends supervising pupils during breaks includes only the supervision during these breaks (see above) and disregards the all-day schools. The amount is dependent on the particular school time per day. [Back to main table for this Indicator](#)

**Belgium (Flemish Community):**

From the school year 2009/10 onwards, the average of the maximum and the minimum hours of teaching time are reported whereas only the maximum hours were reported in previous years. Please take this change into account when comparing data (e.g. trend data).

The teaching hours are set formally. Additional non-teaching hours in the school are set at the school level. There are no regulations regarding lesson preparation, correction of tests and marking of students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. Teaching time consists of a minimum of 24 and a maximum of 26 lessons per week in pre-primary education, a minimum of 24 and a maximum of 27 in primary education, 22 to 23 in lower secondary education, 21 to 22 in the first two years of upper secondary education, and 20 to 21 in the last two years of upper secondary education. [Back to main table for this Indicator](#)

**Belgium (French Community):**

The teaching hours are set formally. There are no regulations regarding lesson preparation, correction of tests and marking of students' papers, etc. The government defines the minimum and maximum number of teaching periods (of 50 minutes each) per week at each level of education. At pre-primary and primary level, teaching, student monitoring and co-ordination time all together should not exceed 1 560 minutes (i.e. 26 hours) per week. The total length of teaching, student monitoring and co-ordination time all together should not exceed 962 hours per school year. Teaching time consists of a maximum of 26 teaching periods per week in pre-primary education, a minimum of 22 and a maximum of 24 in primary education, 22 to 24 in lower secondary education,

and 20 to 22 in general upper secondary education. In vocational education, teaching time may vary from 30 to 33 teaching periods per week.

Since the school year 2013-2014, the annual number of instruction days is set at 182 for administrative simplification (but the government may define the number of class days between 181 and 183). [Back to main table for this Indicator](#)

**Brazil:**

There is no regulation at the national level that specifies the time teachers should be actually teaching and working. Only the school year for the students is regulated. [Back to main table for this Indicator](#)

**Canada:**

Each jurisdiction in Canada specifies the number of instruction days or hours per year in legislation or regulations. The figure given for the number of weeks a teacher teaches is developed from the mandated instructional days. The mandated instructional days already excludes days the school is closed for festivities.

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**Chile:**

The total working time at school corresponds to full-time teacher working time. [Back to main table for this Indicator](#)

**Denmark:**

Data collection from schools show that the teachers are teaching 659 hours (on average) in 2011/12, 662 hours in 2012/13 and 663 hours in 2013/14, in primary and lower secondary education. The figure for the annual teaching time of teachers is different for upper secondary education (386) which increased with respect to the previous two years (369). These figures stand for the actual number of hours and not formal regulations as well. Until 2011/12, indications on the number of days and weeks teachers teach and on the number of teaching hours per day have been made based on the assumption that most schools have 200 school days a year for students. However, in fact it is up to the individual school and school leader to decide. To reflect that this decentralised competence to decide is more and more dominating, only data on teaching hours per year has been reported in more recent years. [Back to main table for this Indicator](#)

**England:**

A series of changes to the survey methodology were made. Figures from the 2013 survey cannot be directly compared to figures from previous surveys. [Back to main table for this Indicator](#)

**Estonia:**

There are more public holidays in Estonia than shown in the number of days per school year the school is closed for festivities. Most of the days off are in the same period as seasonal school holidays, which is why they are not counted here. According to the Basic Schools and Upper Secondary Schools Act there have to be at least 17 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). [Back to main table for this Indicator](#)

**Finland:**

For pre-primary education, ECEC teachers working in kindergartens have a weekly working time of 38 hours and 15 minutes. A minimum of 8% of that must be reserved for duties other than working with the groups of children. ECEC teachers, who work with so-called pre-primary instruction for 6-year-olds, are also entitled to time for developing the curriculum.

In pre-primary education for 6-year-olds provided in schools the teachers' minimum teaching time is twenty-three 45-minute lessons per week. These teachers also have the same 114 hour scheduled non-teaching hours as *ISCED levels 1-3* teachers. Only 20% of pre-primary education for 6-year-olds is provided in schools.

The variations in the number of days a teacher teaches per annum are related to the variations in the number of days the school is closed for festivities which is dependent to the actual school year. [Back to main table for this Indicator](#)

**Greece:**

Teachers' scheduled working time at school does not include lesson preparation and marking of assignments and tests but it includes office work and other types of work offered to the school apart from teaching. Teachers are expected to spend time preparing lessons and marking (statutory duty), yet there is no legal provision (or official calculation) as to how much time they are expected to spend on these tasks every year.

*ISCED 0* teachers are responsible for their classes during breaks, including the lunch break. The teachers should remain at school a maximum of six hours per day. The national legislation requires daily lesson preparation but does not specify the time that should be devoted to it, so it has not been calculated or estimated.

In order to estimate the average number of hours a teacher teaches per day, the following are taken into account:

*ISCED 1* teachers teach 25 or 24 (depending on school size) class sessions per week when they are appointed and for the first ten years. As their teaching experience increases, teaching time is reduced to 23 class sessions; after 15 years of service it is reduced to 22 class sessions, and to 21 class sessions after 20 years.

*ISCED 2* and *ISCED 3* teachers teach 23 class sessions per week when they are appointed and for the first six years. They teach 21 class sessions per week if they have 6-12 years of teaching experience. This will be reduced to 20 class sessions per week if they have 12 years of teaching experience and it is further reduced to 18 class sessions per week for teachers who have more than 20 years of teaching experience. These regulations mark an increase in the class sessions compared to the previous school years. [Back to main table for this Indicator](#)

#### **Iceland:**

In *ISCED* levels 1 and 2, the number of hours a teacher teaches per day depends on his or her age. The reported value shows the typical number for full-time equivalent teachers under the age of 55 with more than 10 years of experience. Teachers between 55 and 60 years are required to teach 3.2 hours and teachers older than 60 years are required to teach 2.5 hours. [Back to main table for this Indicator](#)

#### **Ireland:**

*ISCED 0* comprises pupils aged 3-6 years in non-aided private primary schools, in Early Start Programmes in primary schools and in Early Childhood Care and Education (ECCE) centres that are privately run but receive funding under the state sponsored ECCE programme.

The Early Start programme is a one-year preventative intervention scheme offered in selected primary schools in designated disadvantaged areas. The ECCE programme which provides for a universal free pre-school year is administered by the Childcare Directorate of the Department of Children and Youth Affairs, with the local operation of the programme managed by the City and County Childcare Committees (CCCs).

*Number of days a teacher teaches per annum: ISCED 0:* The universal free pre-school year is delivered on the basis of three hours per day, five days per week, 38 weeks per year. If the sessional service cannot open for five days a week, the normal pattern for the free pre-school year is three hours and 30 minutes a day, four days a week, over 41 weeks.

The Early Start programme is delivered on the basis of 2.5 hours per day, five days per week, 183 days per year.

*ISCED 1:* Minimum length of school year = 183 days

*ISCED levels 2 and 3:* Minimum length of school year = 167 days

In actual terms, minimum = maximum.

*Number of hours a teacher teaches per day:*

*ISCED 0:* The number of teaching hours depends on the service provider with services availing of government funding conforming to the guidelines outlined above.

*ISCED 1* (1st Class to 6th Class inclusive): teaching day = 5 hours 40 minutes, less 30 minutes for recreation and 10 min. break = 5hrs.

Junior Infants and Senior Infants 1 hour less teaching required (4 hours)

*ISCED levels 2 and 3:* 22 hours per week maximum required = 4.4 teaching hours on average per day

*ISCED 1:* For primary teachers, the total expected working time is arrived at by multiplying the length of the school day 5 hours 40 minutes by 183 days (the length of the school year).

*ISCED 2:* For post-primary teachers, the total expected working time is arrived at by multiplying the number of teaching hours per week (max 22) by the number of weeks (33.4). These figures are supported by circulars such as M29/95 and 48/07.

The Public Service or “Croke Park” Agreement put in place in 2010 is a commitment by public servants and their managers to work together to change the way in which the public service does its business. In the case of schools, the agreement has led to the introduction of non-teaching contract hours for teachers in addition to their teaching hours.

The Croke Park Agreement was only partially implemented in the school year 2011/12. For 2012/13, it was fully implemented, resulting in some increases in the minimum time in school for teachers. Thus, at *ISCED 1*, the



"Croke Park" non-teaching hours have added 36 hours annually to the 915 teaching hours and the 122 hours allocated to supervised breaks. At ISCED 2 and 3, the "Croke Park" non-teaching hours have added 33 hours per year to the total of 734.8 hours of teaching time. [Back to main table for this Indicator](#)

### Israel:

A teacher working full time teaches five days a week.

The "Number of days per school year when the school is closed for festivities" refers to the number of days between the beginning of the school year and the summer holidays during which the school is closed, either for religious festivals or holidays. School holidays for festivities that are at least one week long were added to the holidays and only individual days are reported as festivities. Eight single holydays 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. 6.7 days after reduction).

In pre-primary and primary education, a teacher teaches 36.2 weeks, while in secondary education, a teacher teaches 34.8 weeks. In secondary education, the school year ends 10 days before.

An average class session lasts 47 minutes. Some class sessions last 50 minutes, others 45 minutes.

In 2008, the "New Horizon Reform" began to be implemented in the education system. This reform changes the structure of teachers' working hours and salaries. This year, the reform included more than 90% of the FTE teachers in all the education levels. The numbers reported in the table are averages between the data on teachers affected by the "New Horizon Reform" and the data on teachers who are not.

Before the "New Horizon Reform", teachers' working time at school included 5-6 hours per week during which they did not teach (e.g. during breaks between classes). After the full implementation of the "New Horizon Reform", teachers' working time in primary and lower secondary schools will include 11 and 14 non-teaching working hours per week, respectively. On average, in 2013/14 the number of these non-teaching hours was about 11 hours in primary and 13 hours in lower secondary education.

The calculation of teaching hours for teachers in the "New Horizon Reform" includes group teaching hours, for groups of 1-5 students.

In 2013/14, the "Oz LeTmura Reform" continued to be implemented in upper secondary education (concerning about 31% of the FTE teachers). According to this reform, the working time of teachers should increase, as should their salary, which can be further increased 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 new reforms, teachers' working hours in upper secondary education are an average of 69% of teachers who are still not included in the reform, (whose working time includes 15 teaching hours and 5 non-teaching working hours at school), a small group of 12% of teachers that are only partly included in the reform agreement (whose working time includes 15 teaching hours and 13 non-teaching working hours at school) and about 18% of teachers who are totally included in the reform (whose working time includes 18 teaching hours and 20 non-teaching working hours at school). [Back to main table for this Indicator](#)

### Italy:

The number of days of teaching (186 in pre-primary and 171 in the others school levels) is different from the number of school days for students (200). This happens because each school, according to school autonomy legislation, can plan to open five or six days a week. Even when schools operate on a 6-day week, teachers customarily have one day off. However, this arrangement is not mandated by the National Contract (which stipulates that a teacher's teaching hours must be delivered in "not less than 5 days a week") and in some circumstances teachers may teach 6 days a week. Therefore, given the number of hours a teacher teaches per week (provided by the National Contract) the fact that the activities are generally spread over 5 working days implies that the overall weekly teaching hours are concentrated on 5 days (in this case, the number of daily working hours is higher than those spread over 6 days).

Up to 80 hours of scheduled non-teaching collegial work at school per annum are dedicated to *attività funzionali all'insegnamento* (activities related to teaching) and they are compulsory hours as set by the National Contract. Of these 80 hours, up to 40 hours of compulsory work time per year are dedicated to meetings of the Teachers' Assembly, staff planning meetings and meetings with parents to report on student progress. Up to a further compulsory 40 hours (out of the 80) are dedicated to planned class councils that work according to a timetable and criteria set by the teachers' assembly. Other *attività funzionali all'insegnamento* are related to student and class assessment meetings, the administration of national exams at the end of lower and upper secondary school and to individual activities such as lesson preparation, marking, etc., for which there are no contract work-time specifications.

In addition the primary school will add 66 more hours per annum (2 hours per week for 33 weeks) for planning activities. [Back to main table for this Indicator](#)

#### **Netherlands:**

*ISCED 0*: These data are only based on teachers in the first two years of primary schools (group 1 and 2); childcare and special education are excluded.

Primary schools are allowed to schedule a four-day school week program 7 times a year maximum. This is additional to a four-day school week when the school is closed for festivities for one day. Schools have to report this four-day school week in the school guide and they have to be well distributed throughout the year. [Back to main table for this Indicator](#)

#### **New Zealand:**

Teachers of the first two years of *ISCED 24* (years 7 & 8) have the same working time conditions as those for *ISCED 1*, while the last two years of *ISCED 24* (years 9 & 10) have the same working time conditions as those for *ISCED 34*. For this reason the *ISCED 1* figure applies to Years 7 and 8 of *ISCED 24*. The *ISCED 34* figure applies to Years 9 and 10 of *ISCED 24*. The reported *ISCED 24* figure is an average of these two. Caution should be used in interpreting the figures because this average does not reflect any real situation in New Zealand.

Regarding the working time at school, which refers to the number of hours per year for which full-time teachers are required to be available at school for teaching and non-teaching duties, the given figure for upper secondary education reflects the maximum timetabled hours per year, rather than the maximum hours required to be at work. The collective agreement does not specify the number of hours beyond the timetables hours, just what duties are expected. This also applies for the years 9 and 10 component of the average given for lower secondary education. [Back to main table for this Indicator](#)

#### **Norway:**

The number of hours a teacher teaches per day, per week and per annum for lower and upper secondary education is an average depending on the subject taught. For primary education the number of hours is regulated. The total working time of hours a teacher teaches per annum for pre-primary programmes is not applicable because total (net) working time is not specified in legal documents and agreements for pre-primary teachers and other public servants. Gross working time is 1950 hours including holidays, etc.

The Norwegian law regulates the pupils school year to 190 days. [Back to main table for this Indicator](#)

#### **Poland:**

The statutory data for Poland do not include extra hours (overtime).

A regulation determining the number of days free of teaching that influenced the number of weeks a teacher teaches per annum was introduced in December 2011.

At *ISCED 0*, for the number of hours a teacher teaches per day, teachers of compulsory pre-primary education for six-year old children were not included. The number of hours these teachers teach per day equals 4.4.

The Teachers' Charter states that the overall working time of a teacher is up to 40 hours per week, working time required at school is not specified for teachers in Poland. However, only teaching and education activities are registered and controlled. The remaining working time available for performing statutory duties at school or in a different place specified by the school headmaster is not registered (teachers are obliged for example to hold meetings with parents at school, participate in teachers' meetings or prepare and participate in school events planned in the Educational School Programme). According to the Teachers' Charter, starting from 1 September 2009, within the framework of the weekly working time, teachers are obliged to devote 2 hours to extra activities (either day – care room or educational ones) in primary and lower secondary and 1 hour in upper secondary schools - these hours were not included into the teaching/working time of teachers.

At the beginning of primary school (grades 1-3) one teacher is responsible for both teaching and taking care of children during the breaks, playing the role of the classroom and the form teacher at the same time.

The tables in EAG show data on teachers' actual teaching time. Teachers' statutory teaching time is 1 075 hours per annum for pre-primary teachers, 570 hours per annum for primary teachers, 483 hours per annum for lower secondary teachers and 478 hours per annum for upper secondary teachers. Statutory teaching time refers to typical data and is a little lower than actual teaching time. [Back to main table for this Indicator](#)

#### **Portugal:**

Pre-school and first cycle primary school teachers (6-9 year-olds) have a teaching load of 25 hours per week.

*ISCED 0* teachers have more instruction weeks than others, due to the fact that they do not have evaluation tasks as other teachers do (41 weeks = 205 days minus 16 holiday and non-teaching days during week days for the current school year).

Teachers who teach grades 6, 9, 11 and 12 have less instruction weeks due to the national examinations that start in mid-June (35 weeks = 175 days minus 13 holiday and non-teaching days during weekdays for the school year). All other grades have 36 weeks = 180 days minus 15 holiday and non-teaching days for the school year 2013/14.

*ISCED 2* and *3* teachers who have reduced teaching time (owing to age, number of years in the profession or a managerial role) often have their teaching schedule distributed over four days a week.

For grades 5 and 6 (10 and 11 year-olds), teaching time is the same as in *ISCED 2*.

The reported working time at school is the maximum number of hours a teacher is required to be at school for teaching and non-teaching duties. The actual working hours are usually lower owing to the possibility of having reductions due to age, years in the profession and participation in extracurricular activities at school (maths clubs, etc.).

Supervision of pupils during short breaks between classes at *ISCED* levels 1 and 2 is done by personnel for pedagogical support.

*ISCED 1*: Short breaks between classes range from 15 to 20 minutes. [Back to main table for this Indicator](#)

**Slovenia:** *ISCED 0*: For pre-school teachers the reported data on teachers' scheduled teaching time in hours is about the same (3) as the actual teaching time.

*ISCED levels 1 and 2*: Student supervision during short breaks between lessons (not less than 5 minutes of length) is carried out by teachers. Students are also being supervised by teachers during the morning meal break (as a rule 20 to 30 minutes). Schools are autonomous in determining how the supervision is carried out and who supervises students.

*ISCED 3*: Schools are autonomous in determining how the supervision is carried out and who supervises students. It is common practice that there is a joint supervision of the school premises both during short breaks (not less than 5 minutes of length) and during the morning meal break (as a rule 30 but not less than 20 minutes).

The total working time in hours is stipulated as working time in hours per week and not per annum. According to Article 143 of the Employment Relationship Act full working time shall not exceed 40 hours a week (the Act specifies also some possible exceptions for shorter full working time). For teachers it is specified with the Collective Agreement for the Education Sector in the Republic of Slovenia that total working time is the same, namely 40 hours per week. [Back to main table for this Indicator](#)

#### **Spain:**

The information provided is based on the general national regulations. The autonomous communities may have adapted these regulations for their teachers. [Back to main table for this Indicator](#)

#### **Sweden:**

Local agreements may differ, especially in the *förskoleklassen* (pre-school class), which is the last year of pre-primary school. The usual agreement for *förskoleklassen* is the same as the national agreement for primary schools. [Back to main table for this Indicator](#)

#### **Turkey:**

Teaching times are calculated based on the compulsory hours given in the related laws and regulations (i.e. 30 class sessions for classroom and 21 class sessions for branch teachers per week).

In pre-primary education, the duration of one class session is 50 minutes and there are no specified short breaks. Breaks are given to students by the teacher based on the flexible programme implemented at this level.

The figures provided for civil servants' working time reflect the working time as specified in Law no 657 on civil servants to which teachers are also subject. In the calculation, teachers' holidays (as specified in the given law) are deducted from the working time of civil servants in general. However, this figure does not directly reflect actual teachers' working hours. [Back to main table for this Indicator](#)

#### **United States:**

At the primary, lower, and upper secondary level, school is held 5 days a week for full days. The United States is a federal country and states and local jurisdictions are responsible for setting the number of required school days.

Typically, public schools meet for 180 days a year. However, the number of required school days varies by local jurisdiction and state.

The data are based on the School and Staffing Survey (SASS) that is administered every 4 years and representative of public school teachers in each state in the United States. The number of total working hours include hours spent before, after, during the school day and on the weekends. These are teacher self-reported hours spent working and are not specified in legal documents. Data on teaching time at ISCED 24 come from TALIS 2013. [Back to main table for this Indicator](#)

*Nature of the reported data on teaching time and working time (2014)* [Back to main table for this Indicator](#)

	Number of days a teacher teaches per annum			Number of hours a teacher teaches per annum			Working time at school: hours per annum			Total working time: hours per annum		
	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>
Australia	M	T	3	M	T	3	M	T	3	M	T	3
Austria	R	T	3	R	T	3	a	a	a	R	T	3
Belgium (Fl.)	R	T for (pre)-primary and MIN for secondary	3 for (pre)-primary and 9 for secondary	M	T for (pre)-primary and MIN for secondary	3 for (pre)-primary and 9 for secondary	R	Max	3	R	T for (pre)-primary and MIN for secondary	3 for (pre)-primary and 9 for secondary
Belgium (Fr.)	R	T	3	R	T	3	a	a	a	R	T	3
Canada	R	T	3	M	T	3	m	T	3	R	T	3
Chile	M	m	m	M	m	m	R	MAX	4	M	m	m
Czech Republic	A	a	a	R	T	3	a	a	a	A	a	a
Denmark	a	a	a	M	T	a	a	a	a	a	a	a
England	R	T	3	A	m	m	R	MIN	4	R	T	3
Estonia	R	T	3	R	MAX	3	R	T	3	R	T	3
Finland	R	T	3	R	MIN	4	R	MAX	5	R	T	3
France	R	T	m	R	T	3	R	T	3	R	T	m
Germany	m	m	m	M	T	3	m	m	m	m	m	m
Greece	R	T	3	R	T	3	R	T	3	R	T	3
Hungary	R	MIN	4	R	MIN	4	R	MIN	4	R	MIN	4
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	R	Min	3	R	T	3	M	T	3-4	R	Min	3
Israel	M	T	3	M	T	3	M	T	3	M	T	3
Italy	M	T	3	M	T	3	a	a	a	M	T	3
Japan	A	m	m	A	m	m	m	m	m	A	m	m
Korea	R	Min	4	M	MIN	4	a	a	a	a	a	a
Luxembourg	R	T	3	R	T	3	R	T	3	R	T	3
Mexico	R	T	3	R	T	3	R	T	3	R	T	3
Netherlands	A	T	3	M	MAX	3	a	a	a	A	T	3
New Zealand	m	m	m	R	T	3	R	MAX/T	3	m	m	m
Norway	R	MAX	9	R	MAX	9	R	MAX	9	R	MAX	9
Poland	R	MIN	3	R	T	4	m	m	m	R	MAX	3

	Number of days a teacher teaches per annum			Number of hours a teacher teaches per annum			Working time at school: hours per annum			Total working time: hours per annum		
	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>	Is the reported data (R)egulations, (A)ctual or (M)ixed	Is it a (MAX)imum, (MIN)imum, (T)ypical or (A)verage	Do you think it is higher(1) or lower(5) than actual time <sup>1</sup>
Portugal	R	MAX	3	R	MAX	3	R	MAX	4	R	T	3
Scotland	R	MAX	m	R	MAX	m	R	MIN	m	R	MAX	m
Slovak Republic	R	T	3	R	T	3	m	m	m	R	T	3
Slovenia	M	T	3	R	T	2	a	a	a	M	T	3
Spain	R	T	3	R	T	3	R	T	3	R	T	3
Sweden	M	T	3	M	T	3	M	T	3	M	T	3
Switzerland												
Turkey	R	T	3	R	T	3	R	T	3	R	Max	2
United States	A	a	a	A	m	m	R	T	4	A	a	a
Brazil	m	m	m	m	m	m	R	T	4	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m

## *Tasks and responsibilities of teachers, by level of education:* *Table D4.3.*

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

**Belgium (Flemish Community):** see comment on Tables D3.7 and D3.8 or click [here](#)

**Belgium (French Community):** see comment on Tables D3.7 and D3.8 or click [here](#)

**Denmark:** see comment on Tables D3.7 and D3.8 or click [here](#)

**England:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Estonia:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Finland:** see comment on Tables D3.7 and D3.8 or click [here](#)

**France:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Greece:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Iceland:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Ireland:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Israel:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Italy:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Japan:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Korea:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Netherlands:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Poland:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Portugal:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Scotland:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Slovak Republic:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Slovenia:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Spain:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Sweden:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Switzerland:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Turkey:** see comment on Tables D3.7 and D3.8 or click [here](#)

**United States:** see comment on Tables D3.7 and D3.8 or click [here](#)

**Colombia:** see comment on Tables D3.7 and D3.8 or click [here](#)

## Actual teaching time: Table D4.4 (Annex only)

**Table D4.4 (Annex only). Actual teaching time (2014)**

*Actual average teaching hours, over the school year, in public institutions*

	Notes	Pre-primary education	Primary education	Lower secondary education, general programmes	Upper secondary education, general programmes
		(1)	(2)	(3)	(4)
<b>OECD</b>					
Australia		936	887	848	834
Austria		m	m	m	m
Belgium (Fl.)		m	m	m	m
Belgium (Fr.)		m	m	m	m
Canada		m	m	m	m
Chile		m	m	m	m
Czech Republic		1 147	814	611	583
Denmark		m	a	663	m
England		722	722	745	745
Estonia		m	590	601	591
Finland		m	m	m	M
France		m	m	666	655
Germany		m	m	m	m
Greece		m	m	m	m
Hungary		1 152	648	648	644
Iceland		m	m	m	m
Ireland		m	m	m	m
Israel		m	m	m	m
Italy		m	a	m	a
Japan		m	742	611	513
Korea		m	m	m	m
Latvia		m	m	m	m
Luxembourg		880	m	810	m
Mexico		m	m	m	m
Netherlands		m	m	m	m
New Zealand		m	m	m	m
Norway		m	m	m	m
Poland		1 137	621	546	545
Portugal		941	708	603	585
Scotland		m	m	m	m
Slovak Republic		m	m	m	m
Slovenia		1 314	665	665	604
Spain		m	m	m	m
Sweden		m	m	m	m
Switzerland		m	m	m	m
Turkey		m	m	m	m
United States		m	m	981	m
<b>Partners</b>					
Argentina		m	m	m	m
Brazil		m	m	m	m
China		m	m	m	m
Colombia		m	m	m	m
India		m	m	m	m
Indonesia		m	m	m	m
Russian Federation		m	m	m	m
Saudi Arabia		m	m	m	m
South Africa		m	m	m	m

1. Year of reference 2015 for upper secondary education.

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

Please refer to the Reader's Guide for information concerning the control codes.

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



## Coverage and methodology

### **Australia:**

See the note on statutory teaching time. [Back to main table for this Indicator](#)

### **Colombia:**

Data obtained from administrative records. [Back to main table for this Indicator](#)

### **Denmark:**

See the note on statutory teaching time. [Back to main table for this Indicator](#)

### **England:**

The figures are taken from the Teachers Workload Diary 2013 page 26. Actual teachers' working time is calculated as 39 working weeks. This is 38 teaching weeks not 39 as there are five training days.

Primary = 38 teaching weeks x 19.0 = 722.0

Secondary = 38 teaching weeks x 19.6 = 744.8 [Back to main table for this Indicator](#)

### **Estonia:**

The total number of lessons (according to the Estonian Education Information System - EHIS) teachers teach per week is divided by the number of teachers' full-time equivalents separately for all three ISCED levels. The academic lessons are converted into astronomic lessons. Teachers' average actual teaching time in hours per annum refers to the situation as of 10.11.2013 (Estonian Information Education System (EHIS)).

In the school year 2013/14, the number of teachers in full-time equivalents in all three ISCED levels is based on the proportion of lessons teachers teach in all three ISCED level. Given to the changes in Basic School and Upper Secondary Act., it is not possible to estimate at this point the division of full-time equivalent between different ISCED levels. [Back to main table for this Indicator](#)

### **France:**

Data comes from the application called "Base-relais", which contains a teacher service register for the secondary level teachers. This register does not cover the primary level. The method of calculation is based on full-time equivalents (ETP). [Back to main table for this Indicator](#)

### **Poland:**

Data include extra hours that are paid additionally and exclude hours related to the paid temporary substitutions. [Back to main table for this Indicator](#)

### **Portugal:**

The average annual teaching time in hours is based on the data reported by public schools and on the admitted number of teaching days. [Back to main table for this Indicator](#)

### **Slovenia:**

*ISCED 0: For pre-school teachers the reported data on statutory teaching time is about the same as the actual teaching time.*

*ISCED levels 1-3: According to the data on teaching time from the electronic data base managed by the Ministry of Education and Sport the average annual teaching time is approximately 6% higher than the one reported for the statutory teaching time. [Back to main table for this Indicator](#)*

## Interpretation

### **Australia:**

There may be considerable variations across States and Territories, and hence the national response should be considered indicative only. [Back to main table for this Indicator](#)

### **England:**

The data includes only 38 teaching weeks not 39 as there are 5 training days. [Back to main table for this Indicator](#)

### **France:**

The calculations concern only the *certifiés* (teachers with minimum qualification at *ISCED 24 & 34*). The method of calculation is based on full-time equivalents (ETP). [Back to main table for this Indicator](#)

### **Japan:**

The average actual teachers' teaching time in hours varies in Japan for the three reported levels of education. [Back to main table for this Indicator](#)

## Sources and references

Country	Source	Reference period
Australia	Respective state and territory education departments	2014
Austria	Legal documents (Civil Service Code)	School year: 2013-14
Belgium (Fl.)	Decrees and resolutions	School year: 2013-14
Belgium (Fr.)	<i>Directives officielles sur l'organisation de l'année scolaire (Circulaire n°4484 du 8 juillet 2013 relative à l'organisation de l'enseignement maternel et primaire ordinaire – année scolaire 2013-2014.</i> <i>Décret du 13 juillet 1998 portant organisation de l'enseignement maternel et primaire et modifiant la réglementation de l'enseignement.</i> <i>Circulaire générale n°4492 du 25 juillet 2013 relative à l'organisation de l'enseignement secondaire et à la sanction des études – Tome 1 : Directives pour l'année scolaire 2013-2014 - Organisation, structures et encadrement – Tome 2 : Sanction des études – Organisation de l'année scolaire.</i> <i>Loi du 19 juillet 1971 relative à la structure générale et à l'organisation de l'enseignement secondaire (article 8).</i> <i>Arrêté de l'Exécutif du 22 mars 1984 fixant le régime des vacances et des congés dans l'enseignement organisé dans la Communauté, et calendrier scolaire 2013-2014 :</i> <a href="http://www.enseignement.be/index.php?page=23953">http://www.enseignement.be/index.php?page=23953</a> .	School year: 2013-14
Canada	Acts and Regulations of the provincial and territorial governments. In some jurisdictions, that is informed by additions in Collective Agreements	School year: 2013-14
Chile	Law: "Teacher Statute" and its supplementary laws.	2014
Czech Republic	MEYS	School year: 2013-14
Denmark	1) Primary and lower secondary education: <i>Folkeskolelæreres undervisningsandel skoleåret 2013/14</i> , Ministry of Education, 2014. 2) Upper secondary education: Ministry of Education	School year: 2013-14 Upper secondary: 2014/15.
England	<i>For statutory teaching and working time:</i> <i>School Teachers Pay and Conditions Document 2013</i> <a href="https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2013">https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2013</a> <i>Teachers Workload Diary Survey 2013</i> <a href="https://www.gov.uk/government/publications/teachers-workload-diary-survey-2013">https://www.gov.uk/government/publications/teachers-workload-diary-survey-2013</a> <i>For actual teaching and working time:</i> <i>Teachers Workload Diary 2013 page 26.</i>	School year: 2013-14
Estonia	Legislative acts Estonian Education Information System(EHIS)	School year: 2013-14
Finland	General Collective Agreement for the local government sector 2014-2016 Collective agreement for teaching personnel 2014-2016	2014
France	<i>For actual teaching and working time:</i> Base-relais	School year: 2013-14

Country	Source	Reference period
Germany	Standing Conference of the Ministers of Education and Cultural Affairs of the <i>Länder</i> in the Federal Republic of Germany	School year: 2013-14
Greece	Law or Policy Document (Data on Formal Arrangements) Data about teaching year and festivities derive from Presidential Decree 200 & 201 ( <i>Government Gazette</i> 161/A/1998, ISCED 0 & 1), Presidential Decree 191 ( <i>Government Gazette</i> 190/A/1992, ISCED 2 & 3). Data about the scheduled working time at school derive from the Act 1566/1985 ( <i>Government Gazette</i> 167/A/1985) and Act 4152/2013 ( <i>Government Gazette</i> 107/A/2013) that modified the arrangements for secondary education teachers (increase in teaching sessions per week).	School year: 2013-14
Hungary	Number of school days: 47/2013 (VII.4) EMMI rend. Number of working and teaching days: 2011. évi CXCV. A nemzeti köznevelésről. 63.§ (5) (6)	School year: 2013-14
Iceland	The National Curriculum Guidelines, 2011. The reference schedule for school curricula. Current negotiated wage contracts stipulating teachers' working hours.	School year: 2012-13
Ireland	Primary School Curriculum - Introduction Department of Education and Science circulars: Circular 0052/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (primary)) Circular 0043/2014: Public Service Stability Agreement 2013-2016 (Haddington Road Agreement: Review of Usage of Croke Park Hours (post-primary)) Circular 08/2011: Croke Park Implementation (primary) Circular 25/2011: Croke Park Implementation (post-primary) Circular 48/07: Holders of Contracts of Indefinite Duration (post-primary) 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)	School year: 2013-14
Israel	Employment Agreement between teachers unions and the Ministry of Education and its departments and the publications of the Ministry's General Manager	School year: 2013-14
Italy	National Teachers' Collective Contract. Ministerial decree n. 696 of 8 August 2012	School year: 2013-14
Japan	Number of weeks a teachers teaches per year: <i>Shogakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Elementary Schools), <i>Chugakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Lower Secondary Schools), <i>Kotogakko-Gakushu-Shido-Yoryo</i> (The Course of Study in Upper Secondary Schools), the curriculum adjustment and implementation survey for public primary and lower secondary schools and the curriculum adjustment and implementation survey for public upper secondary schools, Ministry of Education, Culture, Sports, Science and Technology Civil servants' working time: Law concerning Working Hours and Leave of Absence of Employees in the Regular Service For tasks required of teachers: The Ministry of Education, Culture, Sports, Science and Technology commission investigation in the 2006 teacher actual-work-status survey	School year: 2013-14

Country	Source	Reference period
Korea	Ministry of Education & Korean Educational Development Institute (2014). Statistical yearbook of education.	2014
Luxembourg	<i>Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse/service des statistiques et analyses</i>	School year: 2013-14
Mexico	Secretariat of Public Education (SEP)	School year: 2013-14
Netherlands	CAO, decentralised per school board	School year: 2013-14
New Zealand	Secondary Teachers' Collective Agreements, Primary Teachers' Collective Agreements	As at the end of 2014
Norway	Basic collective agreement, valid 2012-2014	School year: 2013-14
Poland	<i>For statutory teaching and working time:</i> A set of laws and regulations (e.g. The Act of 26 January 1982 – Teachers' Charter with further amendments) <i>For actual teaching and working time:</i> Administrative data base from The School Education Information System (SIO). The Act of 26 January 1982 – Teachers' Charter with further amendments).	School year: 2013-14
Portugal	Dispatch nr. 8248/2013 (School year) Legislative Order nr. 13-A/2012 Decree-Law nr. 41/2012 Dispatch nr. 5328/2011 Dispatch nr. 5452-B/2011 Regulatory Decree nr. 27/2009	School year: 2013-14
Scotland	Scottish Negotiating Committee for Teachers (SNCT) Handbook of Conditions of Service Part 2, Section 3. The document is available at: <a href="http://www.snct.org.uk/wiki/index.php?title=Main_Page">http://www.snct.org.uk/wiki/index.php?title=Main_Page</a>	School year: 2013-14
Slovak Republic	Degree of the government	School year: 2013-14
Slovenia	MINISTRY OF EDUCATION, SCIENCE AND SPORT, regulations regarding pre-school, basic and upper secondary general education Actual teaching time: Ministry of Education, Science and Sport, database on staff in education for ISCED 1-3	School year: 2013-14
Spain	Resolution of December 28, 2012, the Secretary of State of Public Administration, providing instructions on time and working hours of staff working for the General State Administration and are issued public agencies Orders of February 29, 1996, amending orders on June 29, 1994, by the instructions governing the organisation and functioning of pre-primary, primary and secondary education schools Order of November 27, 2003, which modifies and widens the Order of June 29th, 1994 modified by the Order of February 29th, 1996 Organic Law 2/2006 of May 3rd of Education (LOE) which modifies the previous Organic Law 10/2002, of December 23rd, of the Quality of Education (LOCE) Royal Decree-Law 14/2012, of 20 April, on urgent measures to rationalize public spending on education	School year: 2013-14

Country	Source	Reference period
Sweden	National level between the teachers' unions and the Swedish Association of Local Authorities	School year: 2013-14
Switzerland	Eurydice Joint Instruction Time data collection	School year: 2013-14
Turkey	Regulation on Pre-Primary Education Institutions Regulation on Primary Education Institutions Regulation on Secondary Education Institutions Law Numbered 657 on Civil Servants MoNE Decision on Salaried Teaching Hours of Teachers and Administrators Working Calendar for School Year 2013-2014	School year: 2013-14
United States	Schools and Staffing Survey (SASS) 2011-12	School year: 2013-14
Brazil	National Law for Teacher's Wage Floor n. 11.738,16/07/2008 (Art. 2o §4o). National Education Law n.9394/1996 (Art. 24 - I; Art.31 - II).	2014
Colombia	Ministerio de Educación Nacional - SINEB Law 715 / 2001 Law 1850 / 2002	2013
Russian Federation	Ministry of education	

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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? (page 3) for further information regarding Tables D5.1., D5.2. and D5.3.

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Indicator D6: Who are our school leaders and what do they do? [\(Back to chapter D\)](#)